

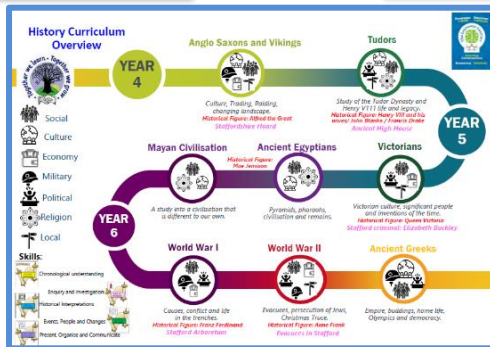
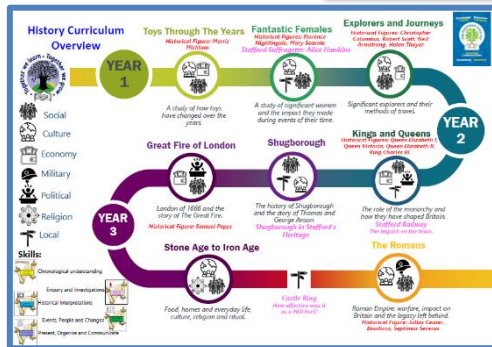
Leasowes Primary School Curriculum Design

Knowledge Organisers

Each history and geography unit has a corresponding knowledge organiser. These set out the key knowledge and vocabulary that the children need to learn. The knowledge organisers are used as a tool for retrieval practice and to help children to remember key facts, information and vocabulary.



Curriculum Concepts



Across the curriculum, meaningful links are made to ensure that our curriculum is progressive. Links are mapped out that ensure children make connections between concepts and have the opportunity to retrieve previous learning. Our lessons are underpinned by our school values, British values and RRS.

Knowledge about the Victorians	Subject-Specific Vocabulary	Y5 Victorians																														
<ul style="list-style-type: none">☐ The House of Hanoverians follows the Tudors and the Stuarts.☐ Queen Victoria was the last monarch to rule under the House of Hanoverians.☐ Queen Victoria was the longest reigning monarch in British history, ruling from 1837 to 1901, before Elizabeth II.☐ Queen Victoria ascended to the throne on the 20th June 1837. She was 18 years old.☐ Queen Victoria's coronation took place at Westminster Abbey on 28th June 1838.☐ Queen Victoria's reign brought about a change in public opinion and had a profound impact on the culture and life of the nineteenth century.☐ Queen Victoria made a series of sensible decisions as Queen which saw rapid advances in England in terms of politics, technology, education and the economy.☐ Queen Victoria opened the Great Exhibition in 1851. The exhibits included almost every marvel of the Victorian age, including pottery, porcelain, ironwork and furniture.☐ The Victorian period saw many new inventions such as electric lighting, the telephone, sewing machine and photography.☐ The inventions of the Victorian era increased the pace of change during this period. The Industrial Revolution gave birth to a whole range of new inventions, such as the steam engine.☐ The development of the railway contributed towards the economic growth of the country and is still in place today.	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>Tier 1</td><td></td></tr><tr><td>Cane</td><td>A long flexible stick for giving beatings, especially school children.</td></tr><tr><td>Coronation</td><td>The ceremony or act of crowning a monarch.</td></tr><tr><td>Monarch</td><td>A ruler who has total power.</td></tr><tr><td>Regency</td><td>The period of time during which somebody, especially a king or queen, rules a nation.</td></tr><tr><td>Industry</td><td>A group of businesses that make or sell similar products or perform similar services.</td></tr><tr><td>Invention</td><td>An original device or process.</td></tr><tr><td>Empire</td><td>A group of nations or peoples ruled over by an emperor, empress, or other powerful sovereign.</td></tr><tr><td>Industrial Revolution</td><td>The rapid development of industry that occurred in Britain in the late 18th and 19th centuries.</td></tr><tr><td>Mangle</td><td>A machine for squeezing water out of wet clothes after washing.</td></tr><tr><td>Photograph</td><td>An instrument that reproduces sound recorded on a grooved disc.</td></tr><tr><td>Workhouse</td><td>A place where the poor were housed and accommodated in return for unpaid work.</td></tr><tr><td>Department</td><td>The way person stands and walks, particularly as an element of etiquette.</td></tr><tr><td>Kinship</td><td>An apparatus for taking a series of photographs of moving objects.</td></tr></table>	Word	Definition	Tier 1		Cane	A long flexible stick for giving beatings, especially school children.	Coronation	The ceremony or act of crowning a monarch.	Monarch	A ruler who has total power.	Regency	The period of time during which somebody, especially a king or queen, rules a nation.	Industry	A group of businesses that make or sell similar products or perform similar services.	Invention	An original device or process.	Empire	A group of nations or peoples ruled over by an emperor, empress, or other powerful sovereign.	Industrial Revolution	The rapid development of industry that occurred in Britain in the late 18 th and 19 th centuries.	Mangle	A machine for squeezing water out of wet clothes after washing.	Photograph	An instrument that reproduces sound recorded on a grooved disc.	Workhouse	A place where the poor were housed and accommodated in return for unpaid work.	Department	The way person stands and walks, particularly as an element of etiquette.	Kinship	An apparatus for taking a series of photographs of moving objects.	<p>Knowledge about the Victorians</p> <ul style="list-style-type: none">☐ Life for Victorian children varied between the classes from working children to school children.☐ In school, children were expected to be seen and not heard. They would learn through repetition and typical lessons followed the three R's of Reading, Writing and Dictation and Arithmetic.☐ Victorian teachers were mostly unmarried women who were very strict. Most Victorian teachers were females because of the low pay.☐ In 1883, 17 year-old Elizabeth Buckley was tried at the Shire Hall for stealing rings from a jeweller's shop in Stafford. She was the daughter of a poor collier. (Local History) <div><div>Links</div><div>Y2 - Kings and Queens Y2 - Transport Y4 - Tudors and Monarchy</div></div> <div><div>Reading Texts</div><div>Cogheart by Peter Bunzl Danger is Everywhere by David O'Doherty</div></div>
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Lesson Sequences

As core subjects of the National Curriculum, all pupils take part in daily maths and English lessons. The foundation subjects: Science, Geography, History, Art, Design and Technology, Computing, Music, MFL, RE, PSHE and PE are taught rigorously so that they remain faithful to their discipline.

Foundation subjects are planned by teachers using bespoke lesson sequences. These carefully map out and exceed the objectives and aims from the National Curriculum to ensure curriculum coverage. Teachers plan the knowledge and skills that will be taught so that the content of study forms a coherent sequence. In subjects such as DT and art, skills progression grids have been developed to underpin lesson sequences.

National Curriculum Objectives and Aims	Lesson Objectives	Lesson Content
<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Skills: Research, Planning and Writing</p> <p>Make simple observations about different types of people, events or beliefs within society.</p>	<p>Children will be introduced to the idea of a monarch. They will learn about the responsibilities a monarch has and some of the roles in which they undertake. This is to be discussed in general (specific monarchs to come later in the sequence).</p> <p>Starter</p> <p>Show children images of crown jewels. Children to use historical enquiry skills to discuss who they might belong to, what they are, when they might be worn and what they represent. Link to CS.</p> <p>As a class, children will create a table of 'good' and 'bad' qualities which a monarch either should or should not possess. They should reason why they have made certain decisions.</p> <p>Reasoning added:</p> <p>Would you like to be a monarch? Why or why not?</p> <p>Key Questions:</p> <p>Why is it 'good' for a monarch to ensure everyone respects other's beliefs? What effect does this have on how successful they are as a monarch?</p> <p>Themes: Monarchs</p> <p>British Values and Leasowes Values: Democracy, Rule of Law, Respect</p> <p>CRIC Article 43 – respect for higher national standards</p> <p>Retrieval – What is a monarch? – moved from previous lesson. Adapted to 'Who is this person and what is their role?' Children will learn that in the past, kings of England had lots of power and didn't have to ask parliament before making important decisions. This all changed when King John ruled the country. Children will watch a video outlining the key information about the Magna Carta. Magna Carta – Good Charter.</p> <p>Children will complete their own rule on half of a A4 paper which will be added to the collective 'Leasowes Carta' linking in with their charter.</p> <p>Links: The Leasowes Charter, previous lesson, qualities of a good monarch. Year 4 Henry VIII qualities of a good monarch.</p> <p>Themes: Monarchs</p> <p>British Values and Leasowes Values: Rule of Law, Democracy, Individual Liberty, Respect</p> <p>CRIC Article 4 – Making rights real.</p>	<p>Y5F5 National Curriculum Requirements</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences Develop proficiency in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative motifs using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms <p>Y5F5 Early Learning Goals</p> <ul style="list-style-type: none"> Subtle use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>KS1 National Curriculum Requirements</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (7 elements) Be taught about the work of a range of artists, craft makers and designers, describing how different practices and disciplines and making links to their own work <p>KS2 National Curriculum Requirements</p> <ul style="list-style-type: none"> Create sketchbooks to record their observations and use them to review and share their ideas, experiences and imagination as well as revisiting ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). Make use of props and materials when role playing characters in narratives and stories.

Skills Progression Grids

Leasowes Art Progression Grid				
Y5F5	KS1 Year 1 and 2	KS2 Year 3 and 4	KS2 Year 5 and 6	Curriculum Links
<p>Drawing</p> <ul style="list-style-type: none"> Begin to use a variety of tools to create a drawing Explore different types of lines Explore how 	<ul style="list-style-type: none"> Explore and understand the elements of art Explore and draw lines of different sizes and thickness Show pattern and texture by adding dots and lines 	<ul style="list-style-type: none"> Explore and understand the elements of art Use different grades of pencil to show line, tone and texture Use different media to achieve variations in 	<ul style="list-style-type: none"> Explore and understand the elements of art Manipulate and experiment with the elements of art, line, tone, texture, form, shape, space and colour Show confidence in using 	<p>Year 1: Variety of line work in Van Gogh's 'Starry Night' painting. Shades of line colour used mainly throughout the piece.</p> <p>Year 2: Line work to create outline of heads for portraits. Using line and colour to create shading of specific facial features.</p>

Our curriculum is 'Rooted in Reading' with high-quality and challenging texts at the heart. All of our English lessons are driven around this book-based approach.

