



# St Leonard's Primary School

## The Cornerstones Curriculum

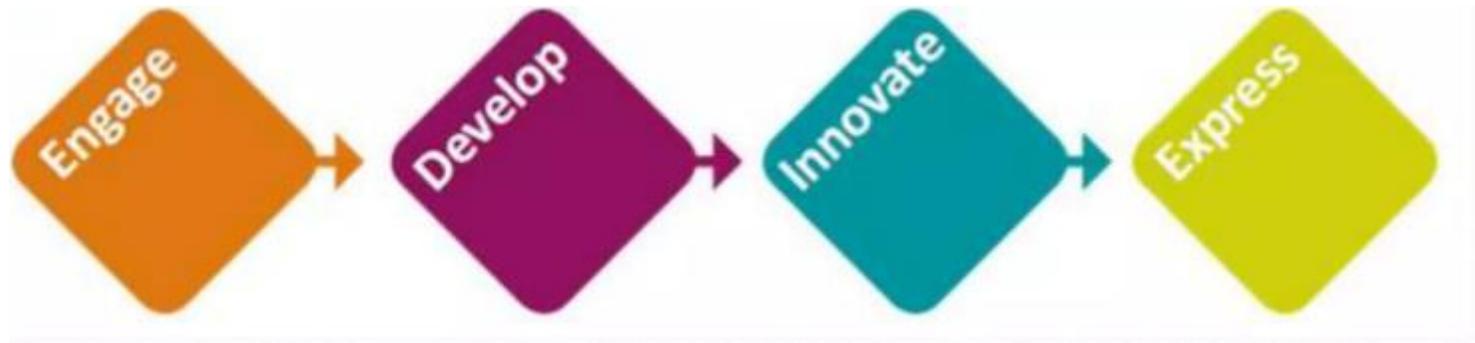
Wednesday 18<sup>th</sup> September 2024



# Why Cornerstones?

- Children deserve a broad and balanced curriculum.
- Children only have one childhood and their creativity, curiosity and love of learning should be fully nurtured.
- New curriculum is based on a child-centred pedagogy called the Four Cornerstones.
- A rich, deep and exciting new curriculum.

# Why Cornerstones?

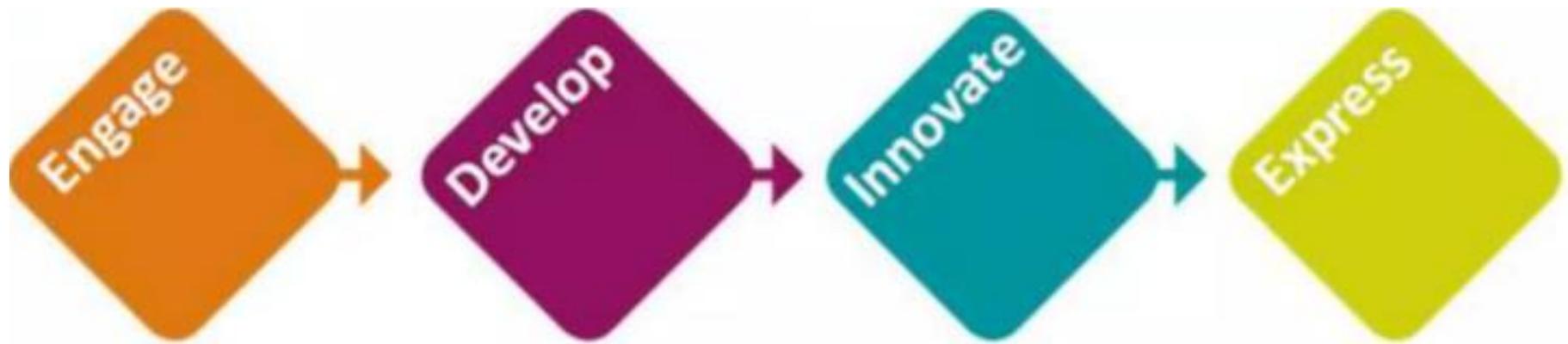


- Learn about a range of interesting topics in creative ways.
- Develop skills, deep knowledge and understanding in a range of subjects.
- Make meaningful cross-curricular links.
- Find out about themselves, the wider world and their place in it.
- Identify their interests and develop their passions.
- Develop their confidence, resilience, happiness and well-being.

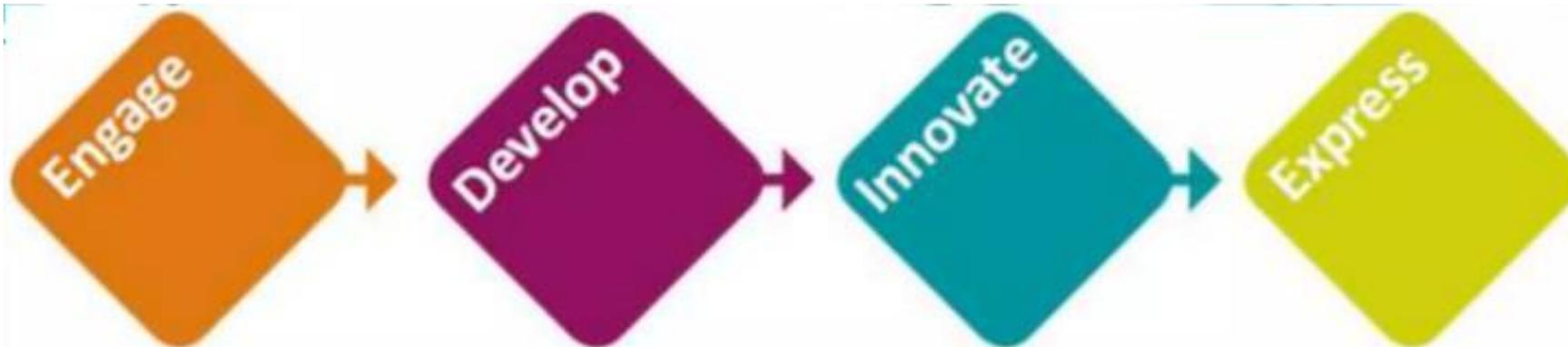


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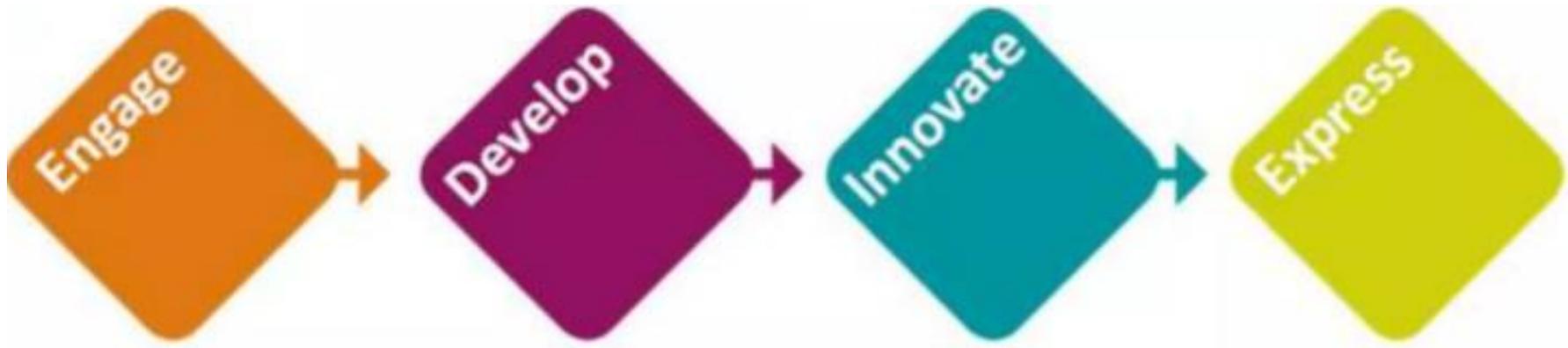
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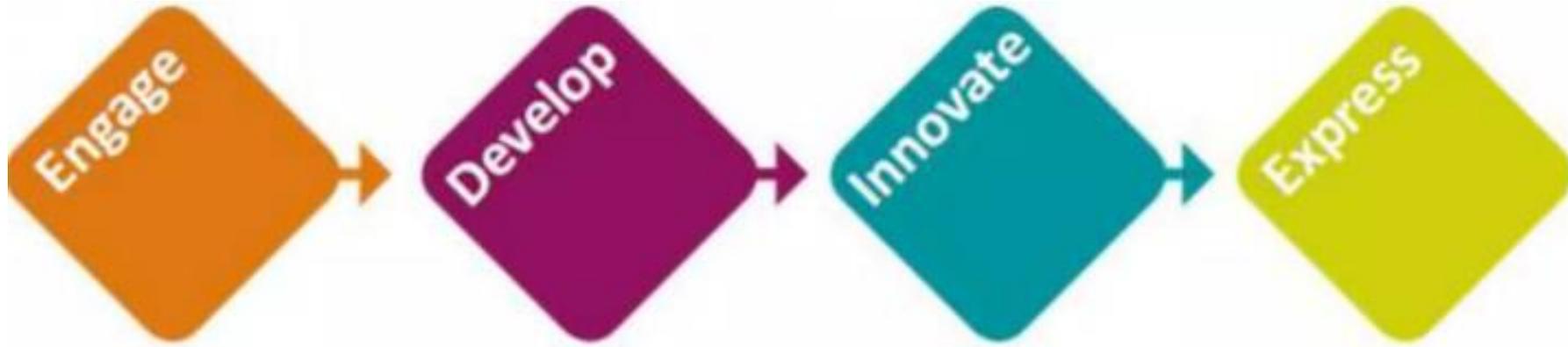
- Engage
- hook learners in with a memorable experience
- set the scene and provide the context
- ask questions to provoke thought and interest
- use interesting starting points to spark children's curiosity



- **Develop**
- teach knowledge to provide depth of
- demonstrate new skills and allow time for consolidation
- provide creative opportunities for making and
- deliver reading, writing and talk across the curriculum



- Innovate
- provide imaginative scenarios for creative thinking
- enable and assess the application of previously learned skills
- encourage enterprise and independent thinking
- work in groups and independently to solve



- Express
- encourage reflective talk by asking questions
- provide opportunities for shared evaluation
- celebrate success
- identify next steps for learning

# New Information

- Knowledge organisers
- Curriculum Maps
- Skills grids
- Web site Curriculum section



## Movers and Shakers

### Dawson's model

A person is historically significant if their actions match most of these statements:

- They made big changes in their lifetime.
- They made a lot of people's lives better or worse.
- They changed the way people think.
- Their ideas are still used today.
- They were a very good or very bad role model.

### Categories of significant people

Significant people can be sorted into groups by what they did.

- An **activist** is a person who feels strongly about helping people, other living things or the planet. They protest to make changes happen.
- An **explorer** is a person who travels to places to find out what is there.
- A **scientist** is a person who discovers or invents new things.
- An **artist** is a person who creates works of art, including pieces of music, plays, poems, paintings, dances or sculptures.
- A **monarch** is a king or queen who rules a kingdom.

## Examples of significant people

There have been many significant people through history. These are some examples.



**Mary Anning** studied fossils and shared her knowledge.



**Paul Cézanne** helped to create a new style of art called Cubism.



**Emmeline Pankhurst** stood up for women's rights.



**Neil Armstrong** was the first person to walk on the Moon.



**Henry VIII** was the king who formed the Church of England.



**Rosa Parks** wanted black people to have the same rights as white people.



**Joseph Lister** found out that dirty conditions in hospitals caused infections.



**Christopher Columbus** was the first European person to discover the Americas.



**Vincent van Gogh** created a new style of painting.

**Key Stage 1**



Main theme		History				Geography				History			
<b>Cycle A</b>	Driver project		<b>Movers and Shakers</b>					<b>Coastline</b>				<b>Magnificent Monarchs</b>	
	English pack genres	Biographies	Newspaper reports	Posters	Speeches	Descriptions	Adventure narratives	Non-chronological reports	Persuasive writing	Information leaflets	kennings poems	Comic strips	
	Book study	Rosa Parks				Katie Morag and the New Pier				Queen Victoria's Bathing Machine			
	Subject-specific projects	Geog	Let's explore the world				Covered in main project				Geography revision and retrieval practice		
		Science	Human survival		Habitats		Uses of materials		Plant survival		Animal survival		
		Art	Mix it		Still life		Flower Head				Portraits and poses		
		DT	Remarkable recipes				Beach hut				Cut, Stitch and Join		Push and Pull
Maths		White Rose Maths				White Rose Maths				White Rose Maths			
Main theme		History				Geography				History			
<b>Cycle B</b>	Driver project		<b>Childhood</b>					<b>Bright Lights, Big City</b>				<b>School Days</b>	
	English pack genres	Autobiographies	Non-chronological reports	Riddles		Information posters	Directions	Narratives		List poems	Diaries	Letters	
	Book study	Wilfrid Gordon McDonald Partridge				Topsy and Tim Visit London				Whiffy Wilson: The Wolf who wouldn't go to school			
	Subject-specific projects	Geog	Our Wonderful World				Covered in main project				Geography revision and retrieval practice		
		Science	Everyday Materials		Human senses		Seasonal changes				Plant parts		Animal parts
		Art	Mix it		Funny faces and fabulous features		Rain and sunrays				Street view		
		DT	Shade and shelter				Taxi				Chop, Slice, Mash		
Maths		White Rose Maths				White Rose Maths				White Rose Maths			

Lower Key Stage 2



Cycle A	Driver project		Invasion					Misty Mountain, Winding River				Ancient Civilisations		
	English pack genres	Anglo-Saxon poems	Playscripts	Norse myths	Non-chronological reports	Diaries	Leaflets	Explanations	Narrative poems	Free verse poems	Instructions	Stories from other cultures		
	Novel study	The Saga of Erik the Viking				King of the Cloud Forests				Secrets of a Sun King				
	Subject-specific projects	Geog	Interconnected World				Covered in main project				Geography revision and retrieval practice			
		Science	Food and the Digestive system		Sound		States of Matter		Grouping and classifying		Electrical circuits and conductors			
		Art	Contrast and complement		Warp and Weft		Vista		Animal		Statues, Statuettes and Figurines		Islamic Art	
		DT	Fresh Food, Good Food				Functional and Fancy Fabric				Tomb Builders			
Maths		White Rose Maths				White Rose Maths				White Rose Maths				
Cycle B	Driver project		Through the Ages					Rock, Relics and Rumbles				Emperors and Empires		
	English pack genres	Narratives	Instructions	Cinquains	Chronological reports	Non-chronological reports	Shape poems	Newspaper reports	Diaries	Biographies	Letters	Myths	Poems	
	Novel study	Stig of the Dump				The Firework-Maker's Daughter				Roman Tales: The Goose Guards				
	Subject-specific projects	Geog	One Planet, Our World				Covered in main project				Geography revision and retrieval practice			
		Science	Animal Nutrition and the Skeletal System				Forces and magnets				Plant nutrition and reproduction		Light and Shadows	
		Art	Contrast and complement		Prehistoric Pots		Ammonite		People and places		Beautiful botanicals		Mosaic masters	
		DT	Cook well, eat well				Making It Move				Greenhouse			
Maths		White Rose Maths				White Rose Maths				White Rose Maths				

Upper Key Stage 2



Cycle A	Driver project		Dynamic Dynasties				Sow, Grow and Farm				Groundbreaking Greeks		
	English pack genres	Narrative poems	Biographies	Stories from other cultures	Non-chronological reports	Diaries	Leaflets	Balanced arguments	Greek myths	Balanced arguments	Playscripts	Odes	
	Novel study	Bronze and Sunflower			The Secret Garden			Who Let the Gods Out?					
	Subject-specific projects	Geog	Investigating our World			Covered in main project			Geography revision and retrieval practice				
		Science	Forces and Mechanisms	Earth and space		Human reproduction and ageing			Properties and changes of materials				
		Art	Tints, Tones and Shades	Taotie		Light, Line and Shadow	Nature's Art		Mixed Media	Expression			
		DT	Moving mechanisms			Eat the Seasons			Architecture				
Maths		White Rose Maths			White Rose Maths			White Rose Maths					
Cycle B	Driver project		Maafa				Frozen Kingdom				Britain at War		
	English pack genres	Newspaper reports	Persuasive letters	Non-chronological reports	Acrostic poems	Non-chronological reports	Haikus	Newspaper reports	Adventure narratives	Persuasive posters	Historical narratives	Nonets	
	Novel study	Freedom			The Wolf Wilder			Goodnight Mister Tom					
	Subject-specific projects	Geog	Our Changing World			Covered in main project			Geography revision and retrieval practice				
		Science	Circulatory system			Electrical circuits and components			Light theory	Evolution and inheritance			
		Art	Tints, Tones and Shades	Trailblazers, Barrier Breakers		Inuit	Environmental Artists		Distortion and Abstraction	Bees, Beetles and Butterflies			
		DT	Food for Life			Engineer			Make Do and Mend				
Maths		White Rose Maths			White Rose Maths			White Rose Maths					



	Key Stage 1 Year 1 and Year 2	Lower Key Stage 2 Year 3 and Year 4	Lower Key Stage 2 Year 5 and Year 6
To build an overview of world history	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
To understand chronology	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul>
To communicate historically	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> </ul>

# Helping at Home



- **Share books on interesting and varied topics:** reading a range of fiction and non-fiction books with your child will help them develop a love of reading and stories and help them learn new knowledge. Having a list of the topics your child is learning as part of their curriculum will help you to choose the most appropriate books and stories to share.
- **Get out and about in nature:** helping children to learn about the world around them is a big part of the Cornerstones curriculum and something we can all do for free. Learning about your local environment might mean visiting a local river, a park, a woodland or monument-all important aspects of the world around them. Visiting such places with you, and talking about the things they see and experience is a wonderful way to bring learning to life.

# Helping at Home



- **Occasionally, we may ask you to send in things from home:** this might include items such as photographs, toys, ingredients for baking or clothing for wet weather science! Ensuring your child has these things will help them make the most of the curriculum's opportunities. If these are not available to you, please ask us.
- **Build on your child's passions and interests:** it is often the case that children are so inspired by the exciting array of projects they do at school that they develop a fascination with a particular topic! Where you can, talk to your child about their developing interests and passions and provide them with as many opportunities as you can to know more or do more. Your support will make a massive difference to their self-esteem, confidence, and capacity to develop their skills and knowledge.