



St. Wilfrid's CE Primary Academy Overview 2024-2025



Global Neighbours

Year	Autumn Term	Spring Term	Summer Term		
All Year Groups:	<ul style="list-style-type: none"> • Picture News is used weekly in KS2 and as appropriate in KS1 and Early Years to explore global topics: raising awareness, looking at the rights of individuals and children share and discuss actions and changes they can achieve. • Christian Ethos group are taking part in the Archbishop Young Leaders Award focusing on how they can impact on our community as leaders making a difference. • During PE, teachers regularly use sporting role models from a mixture of races, cultures and genders to showcase amazing achievements. • Black History Worship – whole school interactive class worship. • Diverse reading books easily accessible to children at all times and promoted through both curriculum and reading for pleasure time. • Diversity and global awareness is considered in the environment of the classrooms: teachers and leaders ensure that the books in classrooms are well considered and representative of our diverse population and the issues in modern society. Titles include: Rumaysa by Radiya Hafiza and Proudest Blue by Ibtihaj Muhammad and 'Look Up' by Cerrie Burnell which covers a range of disabilities. 				
Nursery	<p>Why are we all different and special?</p> <p>Think Equal project covers many aspects of equality and global advocacy. It encourages conversation about differences and similarities. The Think Equal project is a curriculum-based programme that supports social and emotional development in the early years. It is rooted in mental health and social justice and aims to build a strong foundation for individual and societal progress.</p>				
Reception	<p>Think Equal project</p> <p>Handa's Surprise: introduced to different cultures</p>	<p>The Rainbow Fish: focus on kindness, empathy and sharing</p>	<p>Think Equal programme the children learn to understand different cultures and look at similarities and differences, looking at skin colour and how we use our senses.</p>	<p>Comparisons between cultures and finding out about culture through map work on Africa.</p>	<p>The children explore diversity in religion and diversity of thought we talk about our circle being a safe space to have our own opinions, thoughts and feelings. We want to ensure that our children know from an early age that they can express themselves freely in a safe space and we can explore and celebrate their opinions.</p>
1	<p>Living in the Wider World - Rights and Responsibilities</p> <p>Relationships – Differences and Diversity</p>	<p>In Design Technology we learn about the Chinese scientist Kai Lun, who invented paper. In Art children learn about Queenie McKenzie, an aboriginal artist from Australia who embraces and explores Aboriginal culture</p>	<p>Living in the Wider World - Caring for the Environment</p> <p>Children are encouraged to advocate on the part of others or engage with issues that are important to them. The children make an</p>		

			Earth Promise which challenges them to think of ways they can make a difference through their actions.
2	<p>Text: 'Clean Up' The text tells the story of Rocket visiting her Grandparents in Jamaica and fighting pollution. The children are supported to reflect on what they can do to fight pollution and the actions they can take. This year the children have decided to do a litter pick to make a difference locally.</p>	<p>Text: 'Look Up', about Rocket, in Transport Topic The children are challenged to do their own bike riding challenge. Together the Year 2 team and the children are exploring sponsoring a bike in India and looking at what impact this would make for an individual.</p>	<p>Living in the Wider World – People who can help in the Community, Valuing difference Our 'Animal Detectives' Focus Theme includes work on Kenya and the children make comparisons between rural and urban life. Our text 'The Journey Home' explores endangered animals and the effects of deforestation. In the summer Term the children are supported to care for our own rabbits in school, then they research how they can help animals overseas and vote on adopting an endangered animal and consider the impact on the communities the animals live in.</p>
3	<p>The palaeontologist Mary Anning, whose career shows how women were not treated equally. The children have also studied Martha Hogg, who was the first female Wigan councillor, and how she wanted to provide a better quality of life for people living in poverty and how she was an advocate for others. She stood up for women's rights. In this lesson they learn about some countries where girls are not allowed to go the school The children are encouraged to reflect on how their actions can make a difference, what they can do and how.</p> <p>The children also have raised issues and people who matter to them from plastic pollution to Greta Thunberg and they write about what they would stand up for and ways they could do this.</p>	<p>The children have researched and explored the lives of others, the challenges they have faced and how their actions and the actions of others have led to changes. This includes Billy Boston, one of the first black players for the British Lions team in 1950s, and how race was an issue during his time as a rugby player</p>	<p>During our Geography unit 'Where does our food come from?' – we look at fair trade and the children have had great discussions on how to make things fairer for all people involved in food production. Children are encouraged to make small changes as each change and action matters and adds up.</p>

<p>4</p>	<p>Children look at the life of the first African lady to become a dentist, Ida Gray Nelson Rollins and the challenges she faced.</p> <p>As part of the English curriculum, the children read the book, 'Empire's End'. The main character of the book, Camilla is forced to leave her home. The story set in Roman Britain in 207 AD was a cultural 'melting pot' with a mix of ethnicities and religions and it is refreshing to see that a girl of North African origin is not depicted as a slave but as the daughter of a valued member of the Emperor's entourage.</p>	<p>Within our geography curriculum, we look at the effects of earthquakes and volcanoes on people and the environment, either primary or secondary effects.</p> <p>During our geography unit, 'Living in our Region Improving our Local Area', we measure and record human and physical features in Standish. We look at changes over time and the impact this has on the place.</p> <p>As part of the English curriculum, the children read the book, 'The Firework makers daughter'. The children learn about challenging stereotypes. The main character's father, believes that, despite his daughter's talents, it is not a job for a girl. Lila can't accept her father's decision, so she goes off on a quest to face the Fire-Fiend and collect the Royal Sulphur she needs to be able to make the finest fireworks.</p>	<p>During the RE unit 'Why do Christians believe Jesus is the Son of God', the children learn about how people in authority are to be respected. However, there are times when it is right to challenge authority as Jesus did. Children are given time to reflect on: Can certain circumstances make it right to challenge authority? When? Why? What issues/behaviour would make you stand up against people in authority? The children research the impact of Jesus' teaching on people's lives and events in history by looking at Rosa Parks sitting on a bus seat of her own choice as a protest against racial discrimination. .</p>
<p>5</p>	<p>Within the curriculum, opportunities are used to make sure that key figures are identified for example Mae Jemison (first black female astronaut), Katherine Johnson (black space mathematician) and Steven Hawking (disabled physicist) are all identified and children can extend their knowledge through additional reading through books in each class.</p> <p>We read the book 'Look up' by Nathan Byron which references Mae Jemison and 'Counting on Katherine' by Helaine Becker the importance of equality and treating people fairly and how History hasn't always done that is discussed. Children are challenged to think about their own actions.</p>	<p>We read the book 'Clean up' by Nathan Byron, a sequel to last term's text. We then discuss the work of the Canal and Rivers Trust. We talk about the importance of looking after our waterways. As we live near the Leeds Liverpool Canal this is relevant to our area. The children are challenged to be actors for change in their own community and to consider what they can organise for themselves and do. Independently one of the children bought a litter picker and went litter picking with her mum like the main character in the book.</p>	<p>Building on from our previous discussions around looking after the environment, in the Summer Year 5 look at the impact on animals. We discuss changes to habitats in Science and the work of WWF. Children are challenged to make their own animal out of items that otherwise have been thrown away and to make changes in their own lives that will last. Children are supported to look at how they can support the work of WWF to make a bigger impact globally when they are part of something which can create collective action.</p>

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Rainforests

*The children learn about the **strain put on the rainforest, climate change, different opinions and views and how they can make changes in their lives based on knowledge.** Children learn about the **recent campaigns about Palm Oil and protest.***

Relationships

Respecting self and others

Living in the Wider World

Communities

The children have lessons based on the **theme of freedom**, where they talk about slavery, the challenges faced by black people and significant individuals who have helped to **fight for equality**. Opportunities are created to celebrate diverse groups and challenge prejudices