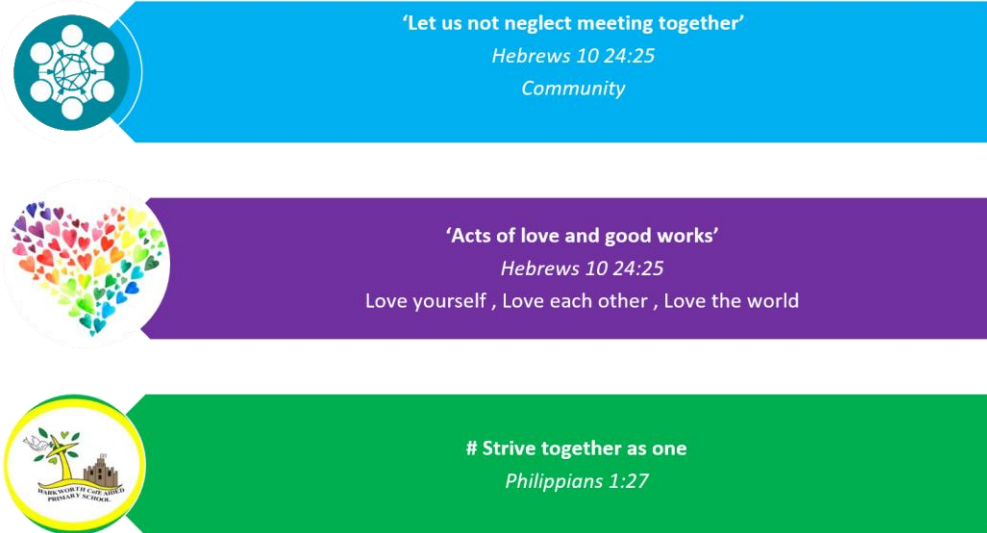


Community Curriculum

NCEA Warkworth Primary's Shared Vision



What does our vision mean?

The school was built for the community and our deeply Christian vision is shared and for everyone. This vision was written with pupils, staff, governors and parents and the local community.

It focuses on, 'let us not neglect meeting together' Hebrews 10 24:25 and our work as a school community.

It also focuses on 'acts of love and good work' Hebrews 10 24: 25 and the Christian value of Love and our social action locally and globally. The heart also represents our school rules and the importance of spiritual development; it's at the heart of all our good work.

-Love yourself; love each other and love the world.


Ultimately at NCEA Warkworth Primary we **# Strive together as one (Philippians 1:27)**




How does our vision lead our curriculum and everything we do?


We worked with Professor Leat to design our Community Curriculum. This curriculum stems from our deeply Christian vision and focuses on the community (locally and nationally), big questions, spirituality and social action.

***Spiritual development is at the heart of our school and we explore, experience and reflect on our school rules to develop spiritually in everything we do.**

LKS2 – Y3&Y4 - Autumn September 2020

<p>Big question</p> <p>Love yourself</p> <p>Love each other</p> <p>Love the world</p> <p>Big question for RE</p> <p>Windows</p> <p>Mirrors</p> <p>Doors</p>	<p>Who were the first people to live in Britain? (Stone Age to the Iron Age)</p> <p>What do I believe? What can I do? How can I help to care for the ancient and historical artefacts that surround us? Could I do more? How could I do more?</p> <p>What are other people doing for this cause? What do other people believe? What is my family doing? What are people around the world doing?</p> <p>How can we look after the world? What could we do to make it a better place?</p> <p>What do Christians learn from the creation story?</p> <p>Why am I amazing?</p> <p>What can I see in the world?</p> <p>How can I contribute and say thank you?</p> <p>VR head sets – exploring Stone Age through time.</p>
<p>Cross Curricular Links with RE</p>	<ul style="list-style-type: none"> • Art – whole class contribution to artwork showing school mission / values. • PE – discussion and mind map about how the school rules / values / mission can be incorporated in PE (lots haven't been involved in physical activity or group work with peers for a long time). • PSHE – how we can show love to our family members and friends and show respect for different types of families.
<p>Who are your community partners?</p> <p>'Let us not neglect meeting together' (Hebrews 10 24:25).</p> 	<p>Local links:</p> <ul style="list-style-type: none"> • Great North Museum Ice Age to Iron Age gallery (artefacts, tools, weapons, ancient artwork on display with tour of museum) • Keys To The Past Website – Mesolithic stone hammerhead and Mesolithic axe both located at Warkworth • Yeavinger Bell – largest Iron Age hill fort in the region and wild goats brought here during Neolithic times from the Middle East • Churches – stories of the past etc. regarding how people lived differently to us in the present day • Centre for Life – Cave Man Investigation - https://education.life.org.uk/workshop/time-team-investigation <p>Global links:</p> <ul style="list-style-type: none"> • Stonehenge - http://www.stonehenge.co.uk • Research project – Yeavinger: A Palace in its Landscape – a project going to be carried out by Durham University into the area to investigate how it developed and whether some of the known archaeology represents earlier or later phases of activity https://www.dur.ac.uk/archaeology/research/projects/all/?mode=project&id=718 • The Gefrin Trust – Educational resources available online, led by Dr Gabor Thomas – http://gefrintrust.org/ and http://gefrintrust.org/edu-resources/royal-residences.htm - includes activities that can be completed in class / homework etc. • Discuss with children the role of a Historian and Archaeologist – what do they do? Why is their work important? Would you want to be one and why?

<p>What are your community resources?</p> 	<ul style="list-style-type: none"> • Forest School • Local church • School environment e.g. outdoor areas
<p>Who are your community audiences?</p> <p>Social action, what is the impact?</p> <p>'Motivate others into acts of love and good works' (Hebrews 10 24:45)</p> 	<p>Social Action: Looking after our world: we only have one. Children to discuss and collect ideas regarding how we can ensure that ancient sites are looked after and respected by the community e.g. not dropping litter in the countryside, not damaging ancient artefacts etc. Children to create their own posters and presentations to share with the community to encourage others to look after what we have in our community and wider areas nationally and globally.</p> <p>Activities: Collecting materials from school areas / forest school to make a Stone Age cave painting / collage, taking part in archaeological digs, learning about fossil formation/imprints, creating Stonehenge artwork, contact with Durham University regarding the study they are going to undertake, making Stone Age tools/designing a hill fort.</p> <p>School trip: Visit Great North Museum to view Ice Age to Iron Age gallery / tour of building. Visit Yeavinger Bell to observe Iron Age hill fort. Visit Centre for Life to participate in the cave man investigation workshop</p> <p>Community Event: Social Action activities – Children to work with members of the community / present to local community regarding how to ensure the preservation of ancient landmarks / sites for future generations. Whole school social action – involve whole classes across school with achieving goals set out by ambassadors.</p> <p>Work as an Eco Group to establish areas of success and weakness within our ability to be environmentally friendly and sustainable. Children to decide and take action on what they feel we need to work on as a team.</p>
<p>Personal Development</p> <p>Types of character from Fruits of the Spirit (CofE 2016)</p> 	<p>Developing responsible, respectful and active citizens: Children plan and take part in activities to help support the local community and raise awareness of how to care for the local area and ancient sites so that they can be appreciated by people for many generations</p> <p>Developing pupils' character:</p> <p>Civic: Developing responsible citizens and helping others to also become / improve their responsibilities regarding looking after ancient structures / landmarks. Working as a team for the benefit of the community etc.</p> <p>Performance: Children will develop their ability to present to others confidently and reinforce the importance of caring for the community and its contents.</p> <p>Moral: Children will develop an understanding of how their social actions impact upon other people and the local environment e.g. their views surrounding how to look after the local area may be mirrored by friends, relatives etc. so it is important that everyone sets a good example for each other so the environment / ancient landmarks don't suffer</p>

	<p>Keeping physically healthy, eat healthily and maintain an active lifestyle: outdoor learning, exploring the environment, experiencing ways in which other people lived and developed previously</p>
<p>SMSC and British Values</p> <p>Opportunities to disagree well and debate?</p> 	<p>The rule of law: Asking the pupils big questions about what is right and wrong, e.g. are we doing enough? What more could we do? How can we do this? How can we help ourselves and help each other? What would the impact be?</p> <p>Individual liberty: Explore some of the choices children and adults make to care for our environment / ancient landmarks. Let children explore their local community areas and encourage them to think about how they can help and what forms of help they are interested in and what the community needs.</p> <p>Disagreeing well: Discussing what different children / members of the community think needs to be done to improve the environment around ancient landmarks. Children can give their views politely and disagree through debating whilst respecting the views of others when they are different.</p> <p>Different faiths / beliefs: Listen and engage with community partners, exploring their ideas of what we should do as faith believers to look after our community and things given by God.</p>