



The All Saints Curriculum:
A guide for parents



All Saints
Catholic Primary School
Anfield

All Encompass



Introduction to All Saints

Welcome to our curriculum guide, **All Encompass**. This is to be read alongside Part 2 of our curriculum, **All Embrace**.

Both booklets are available on our school website for parents to download for free.

At the heart of our curriculum, is the development of the whole child as All Saints learners in five key characteristics - communication, creativity, curiosity, independence and resilience - all underpinned by carefully planned deep, rich and transferable knowledge.

The themed curriculum provides authentic first hand experiences through school launches, trips, topic celebrations and assemblies. It is also heavily supported by our Global links around the world including: Sierra Leone, France, Belgium, Spain and China.

We have also begun our journey on the Artsmark process as we are driven to extend and embed opportunities in the creative arts and link them to our ever developing curriculum.

Enjoy the read!

All Saints, All Encompass.



Learning Characteristics

At All Saints we encourage our children to embody the five Learning Characteristics. These attributes support our children to develop as well rounded pupils and provide them with life skills in order to flourish.



Resilience

We are resilient and never give up! We enjoy facing new challenges and tackling problems across the curriculum.

Creativity

We are creative. We apply our artistic skills, design innovative ideas and enjoy performing and show casing our talents.

Curiosity

We are curious and enjoy asking questions about the world around us. We love to explore, gain new knowledge and always ask 'What if....?'

Communication

We are communicative through our love of languages, sport and music. In addition, we relish opportunities to debate effectively and showcase productions.

Independence

We are independent and strive to always do our best in everything we do. We enjoy making progress and shining brightly.





English at All Saints

Our philosophy

At All Saints Catholic Primary School we aim to create an environment in which thinking, listening, speaking, reading and writing serve as a foundation for lifelong learning.

We believe...

- All children have the right to be taught to the best of their ability and should view themselves as readers and writers.
- Children need to be engaged in authentic daily reading and writing activities.
- Our children learn best when affirmed and celebrated in a supportive and caring environment.
- Placing appropriate demands and expectations on each child builds self-esteem and results in greater personal success.
- Literacy means not only to read, write, speak, and listen, but also to use language to learn, think, and communicate effectively.
- Classrooms need to be print-rich and to contain a wide variety of reading materials, resources, and technology to support a child's literacy development.
- Children need to enjoy reading and writing and develop life-long literacy habits.

More detailed information on the teaching of reading and writing is available on the school website: www.allsaintsliverpool.org.uk

Science at All Saints

Key Stage 1 Science

In Key Stage 1 the main focus of science teaching is to enable pupils to experience and observe phenomena, looking more closely at the natural and man-made world around them. Children's instinctive curiosity is encouraged by asking questions and discovering the answers. Simple scientific language is used and most of the learning about science is through the use of first-hand practical experiences; books, photographs and film-clips are used to support learning.

Lower Key Stage 2 Science

Throughout Years 3 & 4 science lessons allow pupils to explore and understand the world around them enabling them to begin to develop their ideas about functions, relationships and interactions. They ask their own questions, observe and decide the best ways of answering them. They draw simple conclusions and use scientific language to talk and write about what they have found out.

Upper Key Stage 2 Science

Science teaching in Y5 & Y6 enables pupils to develop a deeper understanding of a wide range of scientific ideas, including more abstract ideas. Through exploring, discussing, questioning, testing and analysing they begin to recognise how these ideas help them to understand and predict how the world operates and how scientific ideas change and develop over time.

More detailed information on the teaching of reading and writing is available on the school website: www.allsaintsliverpool.org.uk



Core curriculum

Modern Foreign Languages at All Saints

All Saints have been proud to be one of Liverpool's Primary Centres of Excellence for Modern Foreign Languages for many years. We are committed to training our teaching staff and using our own specialist teachers to ensure that MFL is embedded into each child's curriculum. Lessons are a mixture of song, rhyme, games and language acquisition.

At All Saints we have successfully been awarded funding from Erasmus Plus to support the development of our staff in teaching French. Our two year project 'Passport to the World' enabled staff members to visit Rouen in France. They developed confidence and linguistic skills and made a link with Rosa Parks school. With further funding for the next two years, we will develop another project 'Learners to Leaders of the World', which will allow up to 24 members of staff to visit Rouen. This will develop methodology and cultural experiences for our children and have a bigger impact on our parents, staff and community

All children from Nursery to Year 2 receive weekly French sessions which are delivered by our specialist All Saints teaching staff. This continues into KS2 with pupils in Years 3 to 6 participating in longer sessions. In addition, pupils are invited to join Spanish, French and Mandarin clubs throughout the year!

Languages and Culture Week is celebrated in a Festival of Languages each year, the first taking place in 2008. This promotes positive attitudes, learning and celebration of other communities and cultures which we believe is vital for our children. Children enjoy learning language songs and rhymes as well as tasting food from around the world. All children showcase their love of languages in performance assemblies to parents. This year, we held our very first 100 word French competition which was a great success!

We link our communicative skills in other languages to our themed curriculum and the use of CLIL which is used by our specialist teachers. For example, Year 5 develop their Spanish while learning about the Mayans in the Americas topic. Year One classes also explored their Topic of China with a visit to the World Museum in Liverpool to explore the infamous Terracotta Warriors. They combined their learning of the Chinese topic with our link school in China.



Foreign Links

At All Saints, we believe in connecting our children with the world around them as part of their experiences at school.

We have therefore several partners in schools from other cultures who are both friends and learning partners.

In Africa, we are connected with **FANO International School** in Sierra Leone. Many of our teachers have already visited the school during their holidays to teach the children there and also to train FANO teachers as well as teachers from the local community. Thanks to the generosity of the All Saints school community, we have been funded the construction of a new school block for the children with improved sanitation, classroom space and resources. Staff from FANO have also visited our school with funding provided by the British Council. We look forward to inviting more teachers and children in 2019 as part of 'The World's Largest Lesson' project.

In Europe, we are linked with **Nieuwstadt Bulskamp School** in Belgium and children from Years 5 and 6 make biannual visits joining pupils from the school at an activity holiday in Durbuy, Belgium.



All Encompass 2018-2020



All Saints are fortunate to have two link schools in China. As part of the Shakespeare Lives project launched by the British Council, we worked with **Yung Wing School** in Zhuhai to learn more about Shakespeare and perform one of his plays. Pupils and staff from Yung Wing have participated in lessons, football matches and further investigation about Shakespeare.

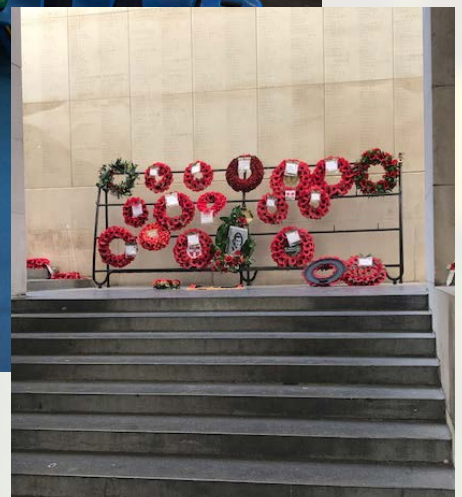
In 2017, we signed a partnership agreement with Young Wing School to strengthen our relationship. Our other link school is **Bashu School** in Chongqing. Our teachers communicate regularly and enjoy working together to learn more about each other's cultures and celebrations such as Chinese New Year and Mandarin language. Members of our staff have visited Bashu school twice to participate in educational seminars and annual primary head teacher's conferences.

In 2017, we established a new link with **Rosa Parks Primary school** in Rouen, France. We are developing our relationship from our staff visits and collaborative planning of creative joint projects through skype sessions. This has supported our young leaders to acquire All Saints characteristics through Global debates, celebration assemblies and language competitions.

Where possible, thanks to funding from the British Council and the John Jones Memorial Fund, we take pupils and parents to our partner schools to maintain and develop our learning projects. For example,

- In 2013 and 2015, our Community Band visited Seville to perform in several concerts and workshops.
- In 2011, 2013, 2015 and 2017, Y6 pupils visited our partners in Belgium as part of a joint residential learning trip.
- Whilst teachers have visited our schools in Sierra Leone, France and China, plans are in place to take pupils and parents in the future'
- We are currently assisting the foundation of a Teaching School in Waterloo, Sierra Leone to assist phonics, environmental education and inclusive practices for children with disabilities.

Core curriculum



Computing at All Saints

Key Stage 1

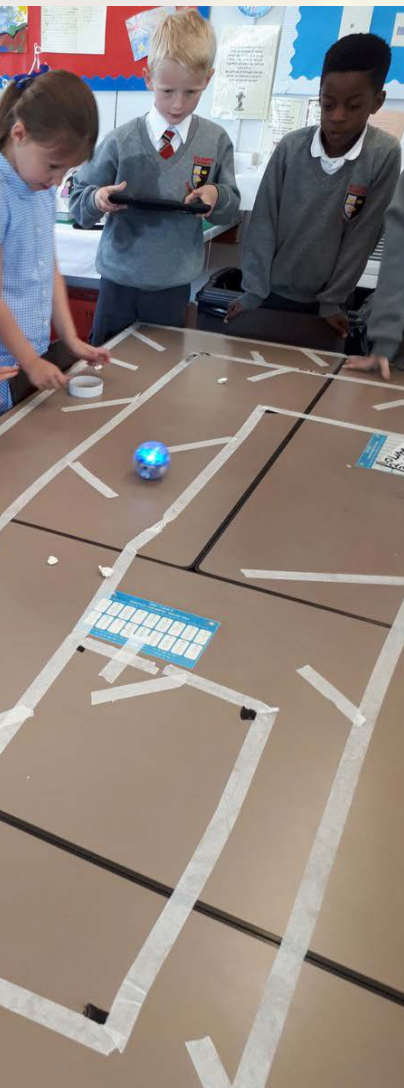
Through using programmable robots pupils are taught to:

- understand what algorithms are
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

Through use of laptops and iPads children are able to:

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.





Key Stage 2

Children access a wide of programming opportunities through Scratch, Microbits and Swift Playgrounds.

Pupils are taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Through topic lessons children are able to

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Throughout their time at All Saints, children are show how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Specialist support teachers help to deliver the computing curriculum and aspects of computing are integrated into other subject areas.

Residential visits to Kingswood in Y4 and Y6 also include a computing element.

Themed Curriculum overview

**Where do we go?
How far back do we travel?**

Our All Saints Themed Curriculum not only capitalises on exciting local learning opportunities which are unique to us here in Liverpool, but also aims to deepen the children's understanding of the wider world through unique, personal links with friends and countries abroad.



Year 1

See page 10

We go back to:

Toys, buildings, houses and homes in our local area

We travel to:

Liverpool, Southport, Spain and China



Year 3

See page 14

We go back to:

The Ancient Egyptians, the Greeks, stories of the Stone Age and Liverpool in the 1960s

We travel to:

Sierra Leone and Greece, The Albert Dock, Liverpool and the Beatles Museum



Year 5

See page 18

We go back to:

The Tudor Times, the Ancient Civilisations of the Americas and The Vikings

We travel to:

Speke Hall, Central and South America, Liverpool coastlines





At All Saints we strive to give our pupils memorable cross curricular learning experiences which will stay with them forever.



Year 2

See page 12

We go back to:

London and The Stories of Florence Nightingale

We travel to:

Islands – UK and Australia
Liverpool – City or Countryside?



Year 4

See page 16

We go back to:

The Romans, and the Port of Liverpool during the last century.

We travel to:

The City of Chester, Spain, Colomendy, Wales



Year 6

See page 20

We go back to:

The Victorians, The Slave Trade, World Wars I & II

We travel to:

, Colomendy, Wales, Countries of the Slave Trade



Themed Curriculum overview

Year 1



We can compare our celebrations with celebrations in Spain and China.



As historians we...

Local buildings...

- Can identify different types of homes (houses, bungalows, flats, caravans).
- Can explain the different uses of buildings in my local area.
- Can spot old and new buildings in a picture.

New and Old Toys...

- Can use words and phrases like: old, new and a long time ago.
- Can recognise that some objects belonged to the past.
- Can ask and answer questions about old and new objects.
- Can explain what an object from the past might have been used for.

Friends around the world...

- Can understand that people used to travel on holiday in different ways.
- Can find out how we travel now and understand why.
- Can understand that we celebrate important events to celebrate things that happened in our city many years ago.
- Can compare our celebrations with celebrations in Spain and China.





As geographers we...

Our Local Environment...

- Can explain where we live and tell someone my address.
- Can name the four countries in the United Kingdom and locate them on a map.
- Can name some of the towns and cities in the United Kingdom.
- Can identify different types of buildings in the local area.
- Visit Southport.

Friends around the world...

- Can use basic geographical vocabulary to describe physical and human features of the city of Liverpool and Southport coastline. (River Mersey/ Sand dunes/ beach/ mouth of the river/port etc).
- Can compare these features with those in the city of Seville, Spain and non-European countries E.g. Sierra Leone and China.
- Can identify and study weather patterns/seasons in the United Kingdom and identify the location of hot and cold areas of the world on world map.



As artists and designers we...

Buildings...

- Can use pencils to create lines of different thickness in drawings of Victorian buildings. We can identify and explain why different materials are used in buildings/homes.
- Can use a variety of materials to contribute to a class collage.
- Can design and colour a stained glass window carefully and neatly.

Toys...

- Can design an old Teddy Bear and make sure its arms and legs can move by using split pins.
- Can look at a design of a rocking horse and describe how it works.
- Can use my own ideas to make something.
- Can make my model stronger.
- Can explain to someone else how we want to make my product.
- Can use ICT to make a picture.

Friends around the world...

- Can describe the work of a Spanish/Chinese artist, ask questions and give my opinion.
- Can look at the work of a Spanish/Chinese artist and talk about the primary and secondary colours used.
- Can make a plan for a smoothie.
- Can select ingredients and use appropriate tools to make smoothies using fruits from around the world.



We can design an old Teddy Bear and make sure its arms and legs can move by using split pins.



Year 2



As artists and designers we...

The Islands – Australia...

- Explore Aboriginal art through the use of dot painting techniques.
- Can mix paint to create all the secondary colours.
- Can create brown with paint. Can create tints with paint by adding white.
- Can create tones with paint by adding black.

Our Local Environment...

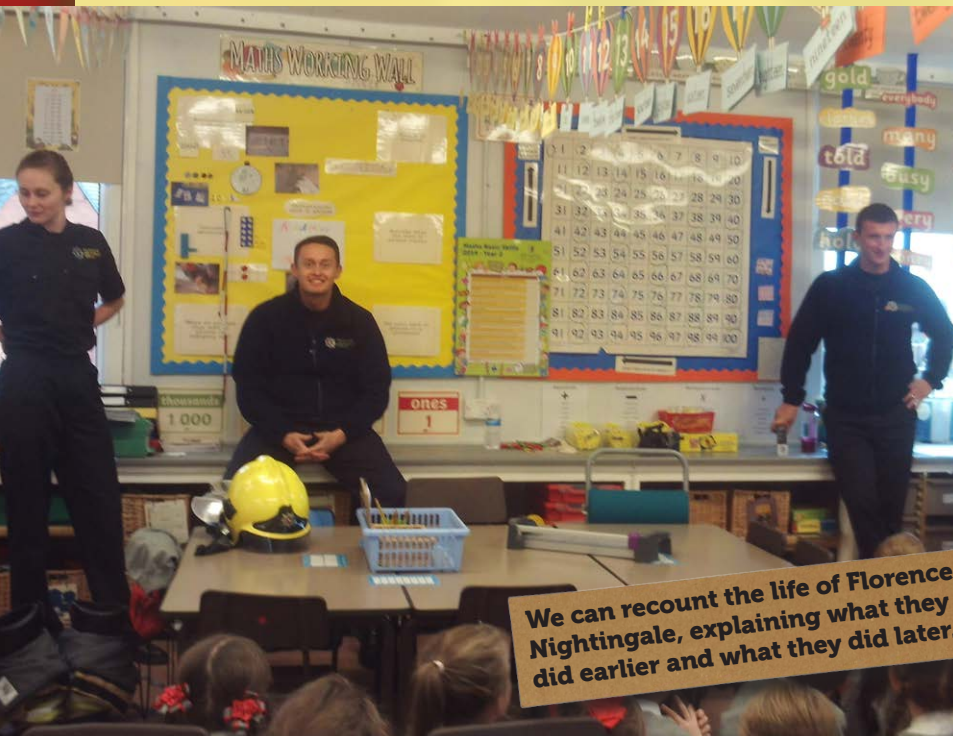
- Can use natural resources collected from the woods in Crosby to make a leaf print clay bowl.
- Can suggest how artists have used colour, pattern and shape.
- Can create a piece of art in response to the work of another artist.

The Great Fire of London...

- Can make Florence's lamp using clay.
- Can create a portrait of Florence using different effects within an IT paint package.
- Can use experiment with colours and use paint to create a Great Fire of London scene.
- Can describe the ingredients when baking biscuits for Pudding Lane Bakery.
- Can join materials in different ways when sewing a Florence style puppet.



We can describe the ingredients when baking biscuits for Pudding Lane Bakery.



We can recount the life of Florence Nightingale, explaining what they did earlier and what they did later.





As geographers we...

Placing Ourselves in the World...

- Can understand that Great Britain is an island and can explain what that means.
- Can name the different seas that surround the British Isles.
- Can describe a place outside Europe (Australia) using geographical words.
- Can describe some of the features of an island and compare them to UK. (Human and physical features).
- Can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.
- Can name the continents and oceans of the world and locate them on a map.

City or Countryside...

- Can say what we like and do not like about the city and countryside.
- Can describe a place using geographical words.
- Can explain how jobs may be different in the city and countryside.
- Can explain the facilities that a village, town and city may need and give reasons.



As historians we...

The Great Fire of London...

- Can use words and phrases like: before, after, past, present, then and now to describe The Great Fire of London and the life of Florence Nightingale.
- Can recount the life of Florence Nightingale, explaining what she did earlier and what she did later.

City or Countryside...

- Can answer questions using books and the internet.
- Can find out things about the past by talking to an older person.
- Can give examples of things that were different when my grandparents were children.
- Can use words and phrases like: before, after, past, present, then and now.





We can design a Greek battle shield



As historians we...

Egyptians...

- Ask and answer questions about who the Egyptians were. We also use different sources to find out when and where they lived.
- Know the main achievements of the Egyptian civilisation e.g. building pyramid, mathematics and how they achieved this.
- Are beginning to understand what the terms B.C and A.D mean.
- Appreciate the identity and importance of the River Nile.

Greeks...

- Can order key events from the Greek civilisation chronologically.
- Can recognise that we know more about Ancient Greece because of historians like Herodotus.
- Know about other Greek cultural legacies e.g. the Olympic Games, theatre and education.
- Can name key buildings from Ancient Greece that are still standing e.g. Acropolis and Parthenon, and what they were used for.
- Can compare the lifestyles of two Ancient Greek cities- Athens and Sparta.
- Can compare similarities and differences between life in Ancient Greece and Ancient Egypt.

The Stone Age...

- Can place events chronologically on a timeline using centuries (key dates from the Stone Age period)
- Can use the terms AD and BC correctly.
- Can research information and compare similarities and differences between two periods of history.
- Can recognise features of Stone Age life, e.g. homes, diet, farming.





As geographers we...

Britain and Africa...

- Can name countries of the British Isles and their capital cities.
- Can name and locate some African countries, including Egypt and Sierra Leone.



Oceans and Continents...

- Can name and locate the 7 continents and the major oceans of the world.
- Can name and locate some African countries, including Egypt and Sierra Leone.
- Can locate the Equator on a globe/map and know how the climate changes outwards from the equator.
- Know that Africa has 3 main climates- desert, savannah and tropical rainforest.
- Can ask questions about how climate affects the wildlife/vegetation in Africa.
- Can locate the River Nile and identify important regions that the Nile passes through.
- Can locate Athens on a map and other significant places using geographical vocabulary.
- Can locate some of the countries and their capital cities that have hosted the Olympic Games by using an atlas.
- Can explore the Greek landscape and how it affected their lives.
- Can discover how the Greek landscape has changed over time.

Weather and Climate...

- Can locate the Equator on a globe/map and know how the climate changes outwards from the equator.
- Know that Africa has 3 main climates- desert, savannah and tropical rainforest.
- We can ask questions about how climate affects the wildlife/vegetation in Africa.
- We can locate the River Nile and identify important regions that the Nile passes through.



As artists and designers we...

African art...

- Can find out about some key African artists and the techniques they use in their work e.g. sunset silhouettes.
- Can explore the use of colour by mixing paints effectively to produce a wash using watercolours.
- Can study African masks in detail and plan and construct African masks using a variety of materials and colours.

Greeks...

- Can use cross-stitch and back-stitch to make a 3D snake for Medusa's head.
- Can explore and use Greek patterns using a range of brushes.
- Can design a Greek battle shield including facial expressions for effect.
- Can prepare and cook a traditional Greek kebab.

The Stone Age...

- Can select the most appropriate tools and techniques to create a Stone Age house in the style of Skara Brae.
- Can evaluate the effectiveness of our design.

We can locate the equator on a globe of map and know how the climate changes outwards from the equator

Year 4

We can explain how historic sources and artefacts can build up a picture of the past.



As historians we...

Romans...

- Can plot events chronologically on a timeline using centuries (key dates from Roman invasion).
- Can use the terms AD and BC correctly and understand that the Roman occupation lasted from 42BC to 410AD.
- Can explain how an event from the past can shape our life today e.g. roads, money and education. Also the beginning of Christianity in Britain during this period and the role of Constantine.
- Can research two versions of the past/ events and explain how they differ e.g. Romans VS Celts.
- Can research historical figures e.g. Emperor Claudius, Julius Caesar, Augustus and Hadrian.
- Ask our own questions and give suggestions as to why the Romans wanted to conquer certain places.
- Visit the Roman town of Chester to gain an understanding of how the Romans influenced this area of Britain.



The Port of Liverpool...

- Can explain why the Albert Dock was built, when and by whom.
- Can explain how historic sources and artefacts can build up a picture of the past.
- Can explain the differences in its use from then and now.
- Can research what some of the buildings were used for.
- Can explain how and why Liverpool has changed over time and how events have shaped life there today.

Spain...

- Can identify historical buildings in the cities of Madrid, Barcelona and Seville.
- Can explain some of the features of art from historical periods.
- Can identify characteristic features of Spanish society and culture.
- Can learn about the cultural and religious diversity of Spain.

We can research to discover features of Roman towns and Celtic villages.





As geographers we...

Romans...

- Can name and locate at least six cities in the UK on a map. Including the cities in Britain which were conquered by the Romans.
- Know the countries that make up the European Union and which were part of the Roman Empire.
- Can understand that the boundaries and names of the places have changed.
- Can carry out research to discover features of Roman towns and Celtic villages.
- Can explain why people may choose to live in one place rather than another.

Maritime Liverpool...

- Can explain why people may be attracted to live in cities and recognise why people visit Liverpool today.
- Can plan a journey to a place in England and locate some places ships sailed to and from.
- Can explain the difference between the British Isles, Great Britain and the United Kingdom.
- Can find at least six cities in the UK on a map where ships sailed to and from and their importance to economic growth and trade.

Maps skills...

- Learn how to use 4 figure grid references during our time in Colomendy.
- Start to understand and use the 8 points of the compass when orienteering in Colomendy.



As artists and designers we...

Romans...

- Can explain some of the features of art from historical periods. We design and make a Roman mosaic.
- Can use marks and lines to show texture in art. We design and make a Roman shield based on research of the Roman Army.

Liverpool...

- Can use marks and lines to show texture in my art – Liverpool skyline.
- Can show reflections in my art – Liverpool skyline.
- Can integrate digital images into my art-fieldwork to look at skyline.
- Can sculpt clay and other mouldable materials.

Spain...

- Can study the work of the Spanish painter, Picasso and explore the use of line, tone, shape and colour.
- Can experiment with the styles used by Picasso and show facial expressions and body language in sketches and paintings.
- Can print onto different materials using at least four colours.
- Know how to be both hygienic and safe when cooking food e.g. Paella.



Year 5



Can use key dates and historical language to describe the invasion of Britain by the Spanish Armada.



As historians we...

Tudors...

- Can place the Tudor period on a timeline using our knowledge and understanding of centuries.
- Can explain how Parliament affects decision making in England based on the reign of King Henry VIII (Henry VIII clauses).
- Can describe how crime and punishment has changed over a period of time.
- Know the key members of the Tudor family including Henry VIII, his wives and children.
- How to put into chronological order the births, deaths and marriages of the Tudor family.
- Know who William Shakespeare was and the names and details of some of his key plays.
- Can use key dates and historical language to describe the invasion of Britain by the Spanish Armada.

Americas...

- Can order key dates/events of the invasion of Mexico and the persons involved and understand how this affected the civilisations such as the Mayans.
- Can explain the consequences of the invasion of the Mayans by Hernán Cortés, Pedro de Alvarado and Xicotencatl the Younger.
- Can explain why Spanish is the main language in central and South America.
- Can describe the details of Mayan life including: medicine, food, housing and floating gardens.

Vikings...

- Can draw a timeline showing key historical events of the Vikings.
- Can explain Viking raids and invasion.
- Can understand the resistance by Alfred the Great and Athelstan, first king of England.
- Can explore further Viking invasions and Danegeld.
- Can explore Anglo-Saxon laws and justice.
- Understand who Edward the Confessor was and the impact of his death in 1066.





As geographers we...

The Americas...

- Can identify the names and location of the countries, rivers and the largest cities of Central and South America.
- Can describe the differences between the physical and human geographical features of South America e.g. coastlines/Brazilian slums.
- Can explain environmental issues concerning the rainforest's deforestation and suggest reasons for their causes and solutions.
- Can describe the different layers of the rainforest and the vegetation/animal life found there.
- Can locate the Amazon River and the rainforest regions of the world and explain reasons for weather patterns.
- Can explain why major cities are situated on or close to a river and why people are attracted to living there
- Can explain the course of a river.



Liverpool and Southport...

- Devise a detailed map of the Liverpool Dock system and talk about how successful it was.
- Understand the effects the dock system had on Liverpool's economy and how it changed over time.
- Use our Southport fieldwork to gain a better understanding of coastal erosion and how to prevent it.
- Become aware of how to help preserve and improve the local environment naturally.
- Can draw and label a map of the North West of England, locating cities, rivers, mountains, hills and coasts, using an atlas.
- Can accurately annotate aerial photographs of the Liverpool coastline and how some of the human and physical features have changed over time.
- Know the key features of a coastline e.g. sand dunes, erosion.
- Can give three examples to stop coastal erosion.



As artists and designers we...

The Tudors...

- Can successfully use shading to create mood and feeling.
- Can draw facial features in proportion when we draw a portrait of Henry VIII.
- Can sew both running/back stitch when completing my Tudor trapunto.
- Can mould clay using both my hands/tools to make a Tudor clay rose and/or a Spanish Armada ship.
- Can test out a hypothesis in order to answer questions based on cotton spinning and wattle and daub.

The Americas...

- Can research the work of an artist and replicate their style.
- Understand how to prepare Guacamole in a hygienic and safe environment. We explain the different steps involved in the process.
- Can write my name in hieroglyphics and create a Balsa wood name plate.





Year 6

Can summarise Liverpool's role in the Slave Trade and understand the effects this had on our city in the 1700's.



As historians we...

Victorians...

- Can place the Victorian period and some key events from this time on a timeline. We understand which decades were included in this period.
- Can ask and try to answer our own historical questions about key Victorian events and achievements.
- Can explain and describe how and why life for many children was similar/different to the life of children now.
- Can appreciate some of the key scientific and literary developments of the period e.g. medicines and understand how this still impacts on life and issues today. We focus in particular on the work of Doctor Barnardo and Charles Dickens.
- Can understand and can explain why Liverpool was the most important port in the world by the end of the Victorian era.
- Can recognise both changes and continuity between different periods of history e.g. The Liverpool Slave Trade – Victorian Liverpool.

Slave Trade...

- Can summarise Liverpool's role in the Slave Trade and understand the effects this had on our city in the 1700's.
- Gain an understanding of the sale of slaves and their subsequent use. Appreciate how this influenced the population of the countries involved.
- Can describe in detail the journey of a slave (The Ship Brookes).
- Can use sources to gain an insight into the life story of Harriet Tubman and Olaudah Equiano.



World Wars...

- Can recall the key dates from World Wars 1 and 2 and the countries and key figures involved in World War 1 and 2 (Field Marshal Haig, Kaiser Wilhelm, Siegfried Sassoon, Neville Chamberlain, Winston Churchill, Adolf Hitler, Anne Frank, etc.).
- Understand the term 'propaganda' and why it was so important.
- Listen to stories about the life of a child being evacuated during the war and describe the difficulties and challenges children faced at this time.
- Can explain what life some aspects of life in Liverpool during World War 1 and 2 was like and describe the key causes and consequences of The Blitz.
- Can describe and explain which foods were eaten during the war and how and why they were rationed.





As geographers we...

- Can use OS maps to study and gain a better understanding of the physical and human features of Colomendy and the surrounding region.
- Can map land use looking at roads/farmland etc in the Colomendy area.
- Can use 4 figure grid references in for orienteering in Wales.
- Understand and use maps using a range of scales.
- Can compare, describe and give reasons for differences between rural and urban areas.
- Try to explain how human activity can cause an environment to change.
- Can locate the continents of the world and plan a journey to a specific country taking into account time zones and distances.
- Can use atlases to map out the triangular slave trade and familiarise ourselves with the oceans/countries involved.
- Can give detailed descriptions of the physical and human geographical features of the Caribbean.
- Use our links with Sierra Leone to describe land use in West Africa and economic activity.
- Can locate on a map the main countries and regions involved in the first and second world wars focusing in particular on France, Belgium and Germany.
- Can name the countries of the European Union and their capital cities and appreciate the importance of being part of Europe.



Learn embroidery techniques to plan and reproduce a Victorian sampler.

As artists and designers we...

Victorians...

- Study the work of famous Victorian impressionists such as Monet. We try to reproduce his work using similar techniques and styles.
- Learn embroidery techniques to plan and reproduce a Victorian sampler.
- Can sketch drawings of Victorian figures/ objects. We carefully choose from charcoals/pastels/pencils to communicate emotions and atmosphere.

Slave Trade...

- Can research and study tribal art and use this knowledge to recreate African masks.
- Design Kente cloths focusing on pattern and effective colouring techniques required.

World Wars...

- Can draw and paint pictures of the Blitz . We explain why we have chosen specific colours, tones and techniques.
- Look at graphics from magazines and posters to design our own World War 2 propaganda poster.
- We prepare a typical Victoria sponge taking into account quantities, ingredients and baking times.
- Design a badge for regiments by researching in detail a variety of old designs, graphics, images and materials.
- Can create an Anderson shelter using a variety of materials using photographs and images to support our design.





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All Saints
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Our whole school
art exhibition and
topic displays



All Encompass