

Stories Among The Stones Workshop

Curriculum Links

Learning the stories of people who lived and worked in the Jewellery Quarter, including ‘meeting’ some of the notable Birmingham figures buried at Key Hill and Warstone Lane whilst on a costumed tour.

Discover links to significant historical events including the Industrial Revolution, World War I, World War II and the sinking of the Titanic. Learn about how people lived, worked and spent their leisure time in the past.

Use the characters we meet and others we learn about to inspire our own writing; plays, letters and biographies. Do further research to learn more about these people and the time periods they lived in to inform our writing.

Curriculum links for this session:

Key Stage 1	<ul style="list-style-type: none"> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - significant historical events, people and places in their own locality
Key Stage 1 Year 2	<ul style="list-style-type: none"> - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing for different purposes - the present and past tenses correctly and consistently including the progressive form
Key Stage 2	<ul style="list-style-type: none"> - a local history study <ul style="list-style-type: none"> - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <ul style="list-style-type: none"> - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century - a significant turning point in British history, for example, the first railways or the Battle of Britain
Key Stage 2 Year 3 and 4	<ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - reading books that are structured in different ways and reading for a range of purposes - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

<p>Key Stage 2 Year 5 and 6</p>	<ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
<p>Key Stage 3</p>	<ul style="list-style-type: none"> - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: English literature, both pre-1914 and contemporary, including prose, poetry and drama. - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension <ul style="list-style-type: none"> • stories, scripts, poetry and other imaginative writing • notes and polished scripts for talks and presentations • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. - ideas, political power, industry and empire: Britain, 1745-1901 <ul style="list-style-type: none"> - Britain as the first industrial nation – the impact on society - challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include: <ul style="list-style-type: none"> - the First World War and the Peace Settlement - the Second World War and the wartime leadership of Winston Churchill - a local history study <ul style="list-style-type: none"> - a depth study linked to one of the British areas of study listed above - the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066 <ul style="list-style-type: none"> - a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles
<p>Key Stage 4</p>	<ul style="list-style-type: none"> - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include works from the 19th, 20th and 21st centuries - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.