



# Marish Primary School Proud of Our International School Award (ISA) 2<sup>nd</sup> Reaccreditation



- At Marish Primary School, we are able to offer our children a range of experiences that enhance their national and international identity as global citizens
- This global dimension in our curriculum is reflected in the attitudes and values of our children, our staff and our wider community.
- Our students are nurtured to become responsible, international minded and well-rounded young people who are ready to embrace the challenges of the 21st century. We aim to provide them with an awareness of countries, cultures and languages other than their own. This increases our pupils' respect of their own culture and that of others. Whilst developing an interest in others' ways of doing things and a healthy sense of curiosity about differences, they also learn to challenge stereotypes.
- At Marish Primary School, the international and cultural education of our pupils is carefully planned throughout the school year and is embedded across the curriculum rather than being delivered in the form of stand-alone isolated activities. Our curriculum is rich with an array of well embedded international focused activities including weekly MFL lessons and international partnerships with schools around the world.
- As a result, every single subject taught in our school throughout the key stages has at least one topic that incorporates an international dimension. We also are excited about our international partnership with link school in Spain and our new international partnership in Ghana. This gives our students an opportunity to learn about equal opportunities, racial equalities, community cohesion as well as global citizenship.
- To celebrate and recognise our commitment to develop and embed an international dimension in our curriculum, Marish Primary School was awarded the prestigious International School Award by the British Council since 2019 and reaccredited again in 2021.

*Here are some great examples of learning activities with international dimension within our curriculum:*

# Cross-Curricular International Activity: Year 6 – The Ancient Greeks

READ THE GREEK GODS INFORMATION CARD, AND THEN CREATE YOUR OWN MULTIPLE CHOICE QUIZ FOR A PARTNER TO SOLVE! MAKE SURE YOU HAVE ONE QUESTION ABOUT EACH GOD OR GODDESS, WITH ONE CORRECT AND THREE INCORRECT ANSWERS LISTED UNDERNEATH.

 HERA Q: What is her husband? A: Zeus B: Poseidon C: Hades D: Achylus.	 HEPHAESTUS Q: What is he God of? A: War B: fire C: facial hair D: fire and sculpting.
 ATHENA Q: What 3 things is Athena Goddess of? A: War, wisdom and battle B: War, battle and fire C: War, battle and rage D: neither	 DEMETER Q: What 2-3 things is Demeter God of? A: Harvest and things B: Harvest and crops C: Harvest and fertility D: none of them
 HERMES Q: What is he God of? A: fruit and wine B: Obesity C: Humeres D: Royalty	 HADES Q: What is a caduceus? A: Staff B: food C: game D: hut



Q1: Can I compare characters from a text?

I am comparing Odysseus and Poseidon. Their similarities are that they both have an important role since Odysseus is a king and Poseidon is a Olympian.

The differences of these characters is that Odysseus has no magic and Poseidon does. Odysseus is a human and Poseidon is a god.

NS: Good character did you prefer and why? **Posidon** because he has power and he is more important as he is the god of seas and horses.

Q1: Can I complete a lesson of questions from a text as what I have read?

- According to the text why were the men's hands blistered with stones?  
The soil caused the blisters X
- What did Odysseus and his men do at the bronze palace of the old king?  
eat roast meat ✓  
tell adventures and tales ✓

2. Tick one box in each row to show whether each statement is true or false.

	True	False
The floating island was surrounded by a pair of bronze gates.	✓	
King Aegleus loved to leave his island.		✓
They stayed for ten nights.		✓
A whisper of wind was not heard from outside.	✓	

4. Write down three things you are told about Zeus.

- he is friends with the old man ✓
- he and Poseidon are in a feud ✓
- he gave Aegleus a sack of Poseidon's air ✓

Step 5:

Ask your men to circle around the Cyclops to make him disoriented and while he is in this state cut his legs 35 times as the he will fall over (Some of your crew may have had their bones shattered).

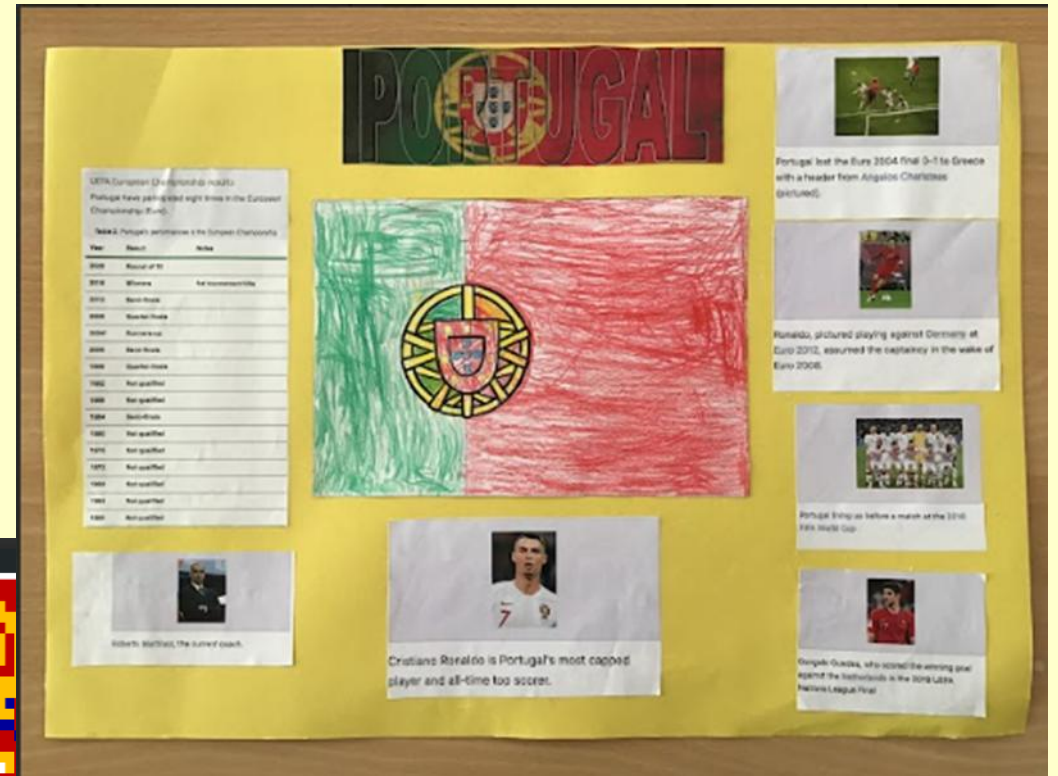
After cutting him (35 times), using the sword forged from a thunder bolt from Mt. Olympia, strike his neck with away fibre in your being; His head will meet adversity as it comes from his towering ~~height~~ <sup>with neck</sup> body. **Triumphantly**, leave the scene as quickly as possible - but, that take his head as a symbol of proof! Remember to leave quickly as Polyphemus is Poseidon's son and you need orders seas for the journey home.

As part of our now embedded international dimension, year 6 explore the topic of Ancient Greeks.

Within this topic our pupils investigated, explored and discovered a range of aspects from this period in history. Children also reflected on how life in modern day Greece and across the world is still inspired by the discoveries made at that time.

The work completed by our pupils include: design and sculpture of Ancient Greek pottery ; investigations of Pi; research and creation of their own Greek gods or goddesses; exploring the lives of Spartans and Athenians and reflecting on similarities and differences with life in Modern Britain.

# Euro 2024 International Activity: Whole school Geography competition



Serbia

By 5C



To capitalise on the excitement around the Euro 2024 Cup Final this summer our geography team planned an exciting geography competition. All the classes in our school from EYFS to Year 6, were allocated a European country from those taking part in the Euro 2024 to research. Each class competed with the other classes in the same phase and the winners from each phase had different prizes lined up for them. The children were given 3 weeks to work on their class project.

Every class was given one afternoon by their class teacher to research and plan their project. Children were encouraged to be as creative and as informative as they could possibly be. There were no particular requirements as to how each class decides to present their project or what information to include.

The entries included PowerPoint presentations, posters, leaflets and 3D artefacts.

# Community Languages International Activity: International Language of the Month



International Language of the Month - Italian



The capital of Italy is Rome.  
Rome has over 280 fountains and 900 churches!

The most spectacular one fountain is the  
**Trevi fountain!**



It's so big, it pumps out 2,824,800 cubic feet of water per day!



Italy is the country, in Europe, that looks like a boot!

Now let's learn a few phrases...

- Buongiorno = Good day
- Buon pomeriggio = Good afternoon
- Per favor = Please
- Grazie = Thank you
- Thank you very much (a thousand thank yous) = mille grazie
- Goodbye = arrivederci
- 1 = uno
- 2 = due
- 3 = tre

Italian is in a family of languages, known as romance languages. It is very similar to French, Spanish, Romanian, Portuguese and Italian. These languages have all evolved from Latin.



Fun Fact: Romania has some of the world's most beautiful churches, such as the Voronet Monastery.

Fun Fact: The **Palace of Parliament** in Bucharest is the world's heaviest building, weighing over 4 billion kilos.



Fun Fact: a Romanian butcher holds the record for the world's longest sausage, which was a massive 39 miles long!!!

International Language of the Month - Romanian



**The capital city is Bucharest.**

Now let's learn a few phrases...

- Hi = salut
- Good day/afternoon = bună ziua
- Good morning = buna dimineata
- Teacher = profesor
- Well done = bravo
- Please = vă rog
- Thank you = mulțumesc
- Goodbye = la revedere
  - 1 = unu [oo-noh]
  - 2 = doi [doy]
  - 3 = trei [tray-ee]



Romania is a European country. It became part of the European Union in 2007.



Romanian is in a family of languages called the romance languages, along with French, Italian, Spanish and Portuguese.





Each month, a new language spoken by our school community or our partner school(s) is selected to be included in the school newsletter.

This introduces the language, explores its geographical location, gives some fun facts about the country of origin and teaches short phrases, which can then be used with the children.

Children can discuss this new knowledge with their teachers, family and the community around them.

This language is also encouraged to be used for greetings around the school.

# International Partnership Activity: Year 4 Spanish - Family and Personal Identity



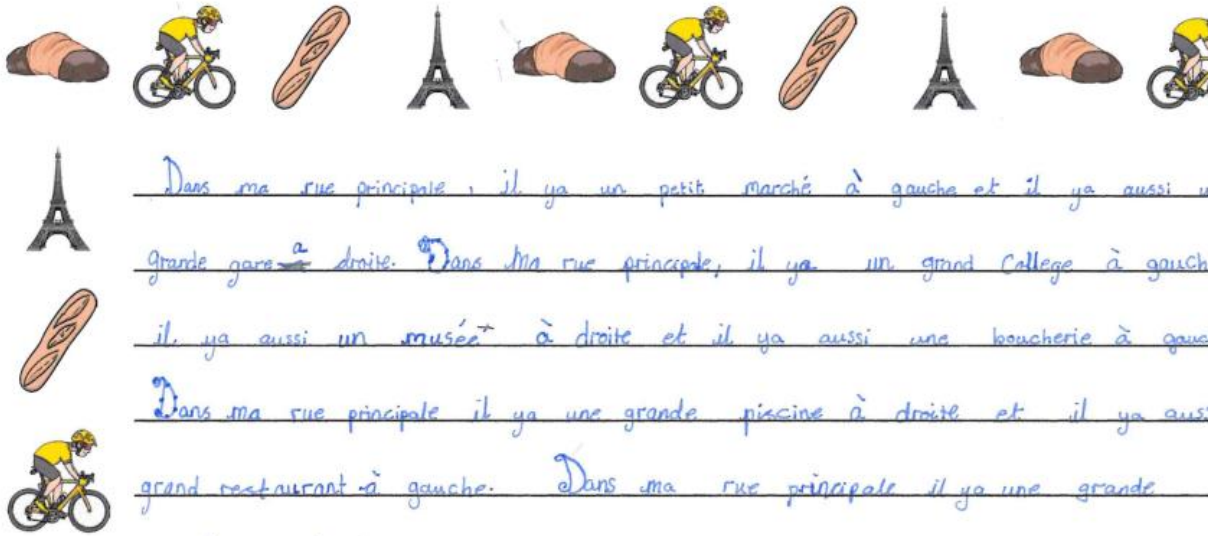
As part of their Spanish lessons, Year 4 have studied the topic of personal identity and family.

They started off by revising personal identity questions. They then moved onto learning individual words for people in their family and learned how to write basic sentences introducing their family in Spanish. The students started by drawing their family and labelling different family members in Spanish using 2 word phrases, then moved onto introducing each family member using a simple sentence, They finally challenged themselves by writing about their family using more complex sentence structures.

Following on from this, a conference call was held between pupils from Marish Primary School and Santo Tomas de Aquino, in Majorca, Spain. Children asked each other questions about their family in English and in Spanish. When this was all completed, both schools exchanged questions and answers in their written form.

# MFL International Activity: Year 5 French - Dans ma rue principale

A Dans ma rue principale, il y a un petit magasin  
à gauche et il y a aussi un château au centre.  
Il y a aussi un grand magasin de vêtements à droite  
et il y a aussi une petite boulangerie. Il y a aussi  
un petit collège au centre et il y a aussi une grande  
parfumerie à droite. Il y a aussi un petit supermarché  
et il y a aussi une  
ya aussi un petit  
mairie au centre.



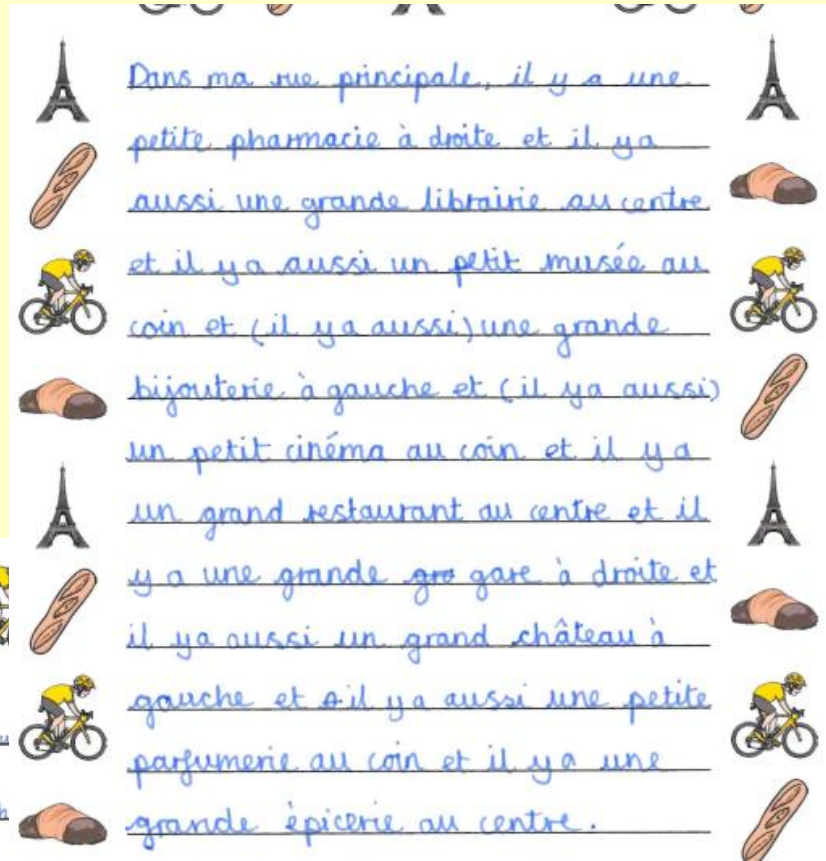
Dans ma rue principale, il ya un petit marché à gauche et il ya aussi u  
grande gare à droite. Dans ma rue principale, il ya un grand collège à gauche

il ya aussi un musée à droite et il ya aussi une boucherie à gauche.

Dans ma rue principale il ya une grande piscine à droite et il ya aussi un  
grand restaurant à gauche.

Dans ma rue principale il ya une grande  
cinéma à droite et il ya aussi une librairie à gauche.

A Dans ma rue principale, il y a une  
petite pharmacie à droite et il ya  
aussi une grande librairie au centre  
et il ya aussi un petit musée au  
coin et (il ya aussi) une grande  
bijouterie à gauche et (il ya aussi)  
un petit cinéma au coin et il ya  
un grand restaurant au centre et il  
ya une grande gare à droite et  
il ya aussi un grand château à  
gauche et il ya aussi une petite  
parfumerie au coin et il ya une  
grande épicerie au centre.



As part of their French lessons, Year 5 studied the topic of the High Street.

They started off by learning individual words for places in the town and then learned how to write sentences using these words. The students began by forming basic sentences with a fronted adverbial and a verb and progressed to writing sentences including position of these places and adjectives describing them.

The culmination was an extended piece of writing describing their local high street.

# Reading International Activity:

## KS2 Familiar Stories in French and Spanish



The Freshwater Theatre Company visited our school to deliver exciting MFL workshops to all pupils in KS2. These workshops lasted approximately an hour each and consisted of the pupils watching and acting out the scenes of some well-known fairy tales in Spanish/French.

We chose these particular workshops because sharing stories in French and Spanish fits well in the MFL curriculum and the wider reading curriculum at Marish Academy Trust and there were also some follow-up work after the .

Year 6 studied Little Red Riding Hood in French later on in the year within the topic of 'Ma Famille'.

Elsewhere in the curriculum, familiar stories in French and Spanish including the ones shared in the workshops as well as others were also included in other events such as a pyjama story-telling event on Book Week.

# Year 1 Literacy International Activity

## Pattan's Pumpkin

Friday 10<sup>th</sup> November, 2023  
QFL: Can I write a simple sentence?

I am scared because we are lost.

I am frightened because I don't know what we are going to do now.

I am glad because we are safe.

Well done. 😊

Wednesday 15<sup>th</sup> November  
QFL: Can I show an awareness of ideas by putting them in order?

Story Map

Dear Diary  
I am happy because I am safe. I am worried because I don't know if Pattan is going to show up. I hope Pattan is going to be okay. I am hoping the rain will stop. I hope if Pattan is going to be perfectly fine from Karri.

Friday 17<sup>th</sup> November, 2023  
QFL: Can I include a simple opening in my writing?

One day a man and a woman were living near the mill. The man's name was Karri and the woman's name was Pattan. One day Karri found a pumpkin. He said to Pattan, 'What shall we do with it?' She said, 'Let's eat it.'



As part of our now embedded international dimension, year 1 explored a range of literature set and based in different countries, exposing them to different ways of life and cultures.

Within this particular topic children explored and discovered a range of aspects about Kerala, Southern India, where *Pattan's Pumpkin* is set and discussed who might live there and what they might do. Works created included a diary entry and a story.

This was a great opportunity for children to explore different ways of life, learn and discuss what they could see in the illustrations and develop a wide range of new vocabulary.

# International Partnership Activity

## Year 3 Mini concert

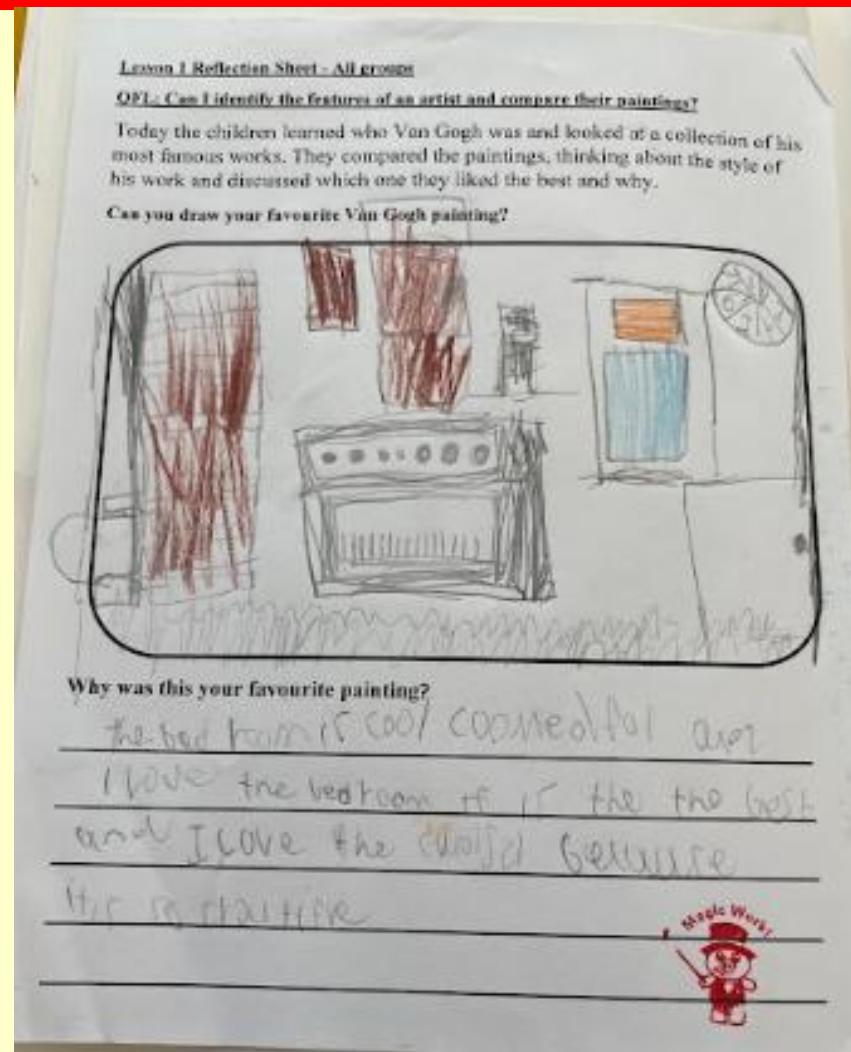


Throughout the course of the year, Year 3 were taught how to sing many songs in Spanish to aid their learning.

This helped cement understanding of familiar vocabulary in a different language.

Towards the end of the term, the pupils recorded singing several different songs. These were shown to other classes throughout the school and also shared with our partner school in Spain. Our partner school has also shared with us their students performing songs in English.

# Year 2 Art International Activity: Van Gogh & Matisse



Year 2 pupils learnt that Van Gogh moved to Paris as many artists lived and worked there at the time. They looked at many of his paintings such as 'Café Terrace at Night' and 'Vase with 15 Sunflowers'.

Looking at these paintings, the children compared and contrasted France and England. They also compared what was painted as well as the techniques and colours used, before focussing on two paintings.

Similarly, when studying Matisse, pupils learnt that Henri Matisse was a French artist and designer known for his use of colour and shape. They looked at some of his paintings such as 'Woman in a Hat' and 'The Dessert: Harmony in Red' (1908)

After discussing these paintings, they gave their opinion on other works of art by Matisse and discussed similarities and differences between the paintings. They then moved on to looking at examples of his collages before creating their own.

# International Partnership Activity:

## Getting to know a school in Ghana!



Hello, my name is Hud Hussain and I go to Marish Primary school which is in Langley Berkshire. I am 10 years old and my mother drives me to school - we live 7 and a half miles away (in Slough). Our school is a huge school with over 5 football fields! There is around 30 children in each class, average classes in a year and near 32 classes in the school! Our class (5D) has 26 people, everyone has a pack with a ruler, pencil, blue pen, draft book, rubber, whiteboard pen, purple pen, white board pen and white board eraser.

Hello, my name is Aiden and I'm 10 I live in Langley with my dad, mum and I town is in the UK.

There are 14,085 inhabitants in my town. My town is mostly modern but sometimes quiet and laid.

In my town there are 3 parks, 1 cinema, several cafes and many other places. These places are nice and welcoming.

My favourite place would be the park because there you will make new friends.



Hello Okyere Academy, my name is Akina Bhatti. I am 9 years old but I'm turning ten in July. My school is called Marish primary school. Marish is in Langley, Berkshire. I get to school by bus every day.

Marish is a primary school and it is quite big and has 173 students in the whole school. However, in my class there are 26 students. There is one big hall where all together. In my school's other classrooms we have a library, board offices etc.



Dear Okyere Academy,

My name is Subhayan Manno. I live in Langley, Slough. I go to Marish. I am 10 years old. I go in a car to school.

Marish has 870 children, 1 big building, 24 sections, 8 year groups. We have 26 children in 5D (my class).

I wear a red jumper, blue trousers, white polo. PE Kits are comfortable. I love wearing uniforms.

My school starts at 8:30 and ends at 3:30.

We are very excited about our partnership with Okyere Academy in Kumawu, Ghana!

In the summer 2024, we exchanged photos of our schools and local area and started a pen pal scheme with our children writing their first physical 'real' letters in which they introduced themselves, their school and their town and asked some very thoughtful questions to get to know their counterparts in July.

Some of our children have donated some of their old school uniforms and have received some lovely photos of students wearing these.

The children are now eagerly awaiting for the responses which we are hoping to receive soon.

Thank you for reading about some of the exciting international learning activities our children and school community explore around the academic year.

These are some more topics with an international dimension we study at Marish:

- Reception MFL taster lessons.
- Year 3 History - Ancient Egypt.