Curriculum Policy

To be reviewed annually

Formally adopted by the Staff Body of:	**Pulham Primary School**
On:	**17th June 2020**
Head Teacher:	**Simone Goddard**
Signature:	
Date of last review:	**New policy**
Date of next review:	**Summer 2021**

Rationale and Introduction

Our curriculum is skills based and knowledge rich; we cover less because we believe that our children should have the opportunity to study areas of the curriculum in greater depth. We want our children to produce exceptional outcomes whilst developing their independence, curiosity and creativity. We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it means to be human.

As a small, rural primary school, based in Norfolk, our pupils do not have easy access to experience wider elements of society. Therefore, we think it is important to give them a breadth of curriculum experiences which also encompass links to global issues from around the world.

Skills

We have a set of skills which all children in our school will develop throughout their time in school and upon leaving school to have embedded these skills to aid them as they progress to High School.

Basic Skills

- To speak clearly and to convey ideas confidently
- To read and to communicate in writing efficiently and effectively.
- To calculate efficiently and apply skills to solve problems.
- To use new technologies confidently and purposefully.

Active Learning

- To seek out and enjoy challenges
- To collaborate with others
- To show commitment and perseverance
- To assess themselves and others.
- To be resilient, independent learners

Creative Thinking

- To ask questions to extend thinking
- To generate ideas and explore possibilities
- To overcome barriers by tying out alternatives and adapting or developing ideas.
- To connect ideas and experiences in inventive ways.

Subject specific skills

History

- Identify questions to answers and problems to solve.
- Plan and research.
- Analyse and evaluate.
- Show empathy.
- Show a commitment to justice.
- Explore issues, events and problems from different perspectives.
- Support conclusions using reasoned arguments and evidence.

Geography

- Identify questions to answer and problems to solve
- Recognise that pupils can impact their environment and community.
- Show a commitment to justice.
- Recognise pupils' role as global citizens.
- Communicate learning in relevant ways.
- Show empathy.

Arts

- Identify questions to answer and problems to solve
- Show flexibility
- Organise time and resources
- Communicate learning in different ways
- Work towards a goal
- Adapt ideas as circumstances change.
- Show empathy.
- Develop ability for self-reflection and develop own work appropriately.

Concepts

Alongside the skills and knowledge for different areas of the curriculum that we teach, teachers also consider concepts that they can explore with the children. This ensures that broader connections to the world are explored. We have the same concepts for all classes in the school as this is part of our ethos of not placing a ceiling on children's learning.

Adversity	Democracy	Individuality	Protest	Truth
Appreciation	Discrimination	Influence	Reform	Value
Beauty	Diversity	Integration	Resilience	Spirituality
Belief	Dreams	Judgement	Responsibility	Wealth
Belonging	Duty	Justice	Rights	Weakness
Care	Equality	Love	Sacrifice	Well-being
Change	Failure	Loyalty	Segregation	Wisdom
Class	Fairness	Media	Service	
Cohesion	Faith	Morality	Society	**Space for teachers to add their own**
Common good	Fear	Oppression	Stewardship	
Community	Forgiveness	Passion	Strength	
Compassion	Free will	Peace	Surviving	
Conflict	Freedom	Poverty	Sustainability	
consent	Friendship	Power	Tradition	
Consequences	Generosity	Prejudice	Transformation	
Creativity	Happiness	pride	Trust	

Enquiry Questions

At the beginning of each new topic, we start with an enquiry question that includes the concepts we are going to be exploring. This also gives the children a focus from the beginning of the topic and enables them to make links with previous learning when the same or similar concepts have been used. We also encourage the children to consider 'universal experiences' in their everyday lives.

Following this the children ask their own questions related to the enquiry question, which encourages big ideas and the children making their own links to prior knowledge and skills and to **concepts** explored previously.

- A project on the Titanic – Should we accept our place in **society**?
- Natural disasters in geography – Does **adversity** always make you stronger?
- History – plague and Eyam (plague village in Derbyshire) – Do our **choices** really matter?
- Rainforest – Do we always **appreciate** what we've got?
- Human features – What does it mean to **belong**?
- Settlements – What is the difference between **surviving** and living?

The wider world

Children are given the opportunity to use their knowledge and their questions to engage with the wider world. E.g. working with charities, writing letters, taking part in protests, raising awareness. We also look at news around the world and link to real-life experiences so children can understand the relevance of what they are learning and how the knowledge and skills they have learnt can be used to make a difference to the world they live in.
We also link the learning to current stories in the news and raise awareness in the children of current affairs in the UK and in the World. E.g. protests about Black Lives Matter

Outcomes

The outcomes presented to children are, as often as possible, real and meaningful depending on the direction the project has gone and the questions and concepts which are explored.

E.g. exhibitions of work in public places, writing letters to challenge government policy, deciding on charities to support, preparing and planning events.

This raises the children's expectations of themselves and the work they are producing. Wanting it to be better quality because people outside of the school are going to be seeing their work which gives the work more meaning and purpose.

We ensure that we use the correct vocabulary for any concept the children learn from EYFS. This allows children to make links as they progress through school and to be able to build on previous learning rather than having to re-learn key vocabulary and concepts.

This consistency and repetition allows the children to remember the correct words themselves and use them fluently. This also allows them to build a bank of technical, high level words which they can use across the curriculum.

E.g. using correct scientific vocabulary, use grammatical language, agreeing and using the same mathematical language.

Critique and Improving Their Work

Editing Stations – children from year 3 upwards use editing stations to improve and develop their work. There are four stations – Add More Avenue – punctuation, Grammar Grove, Spelling Square and Rewrite Road. When children have completed a first draft of their work, they visit each of the stations in turn, correcting and editing their work using an orange pen so corrections can be seen. Finally, they visit rewrite Road when they rewrite all or a portion of their work. This way of working allows the children autonomy and self-reflection. We also find that children do not make the same errors as they have self-corrected.

From EYFS upwards we use a system of 'Warm Feedback'. Teachers either use a piece of children's work or a pre-prepared exemplar for the children to give feedback on using specific language:

I really liked the way …
What jumped out was …
My favourite part is …
My eye was drawn to …

Using these phrases, the children can then consider how they could use the same ideas in their own work. Thus, creating their own set of success criteria.

The children also use 'Cool Feedback':

Could you…?
Why don't you try…?
Have you considered …?
Have you thought of…?

Children in years 3 – 6 use the same language when working with a partner at the editing stations and during peer-to-peer feedback.

How the Curriculum Works

The basis of our curriculum is through 'The Characteristics of Learning' [1]that underpins all the teaching and learning in school. To enable the characteristics to be learnt we use the National Curriculum and other schemes of work.

We have developed Curriculum Maps for History, Geography, Science, RE, Art, DT and Music[2]. The curriculum shows what we want the children to learn and the skills and knowledge we need to teach for them to reach the learning outcome and for the learning to be embedded in their memory.

For Maths we use the White Rose Hub.

For Literacy we have a list of genres to be covered and link them to the topic we are teaching –history, geography etc. Teachers also use texts which link with the topic which are then used for whole class guided reading. E.g. *Goodnight Mr Tom* – Year 5 and 6 studying WWII, *The Snail and the Whale* – Year 1 studying Journeys. *Beowulf and Erik the Viking*– Year 3 and 4 studying Vikings. This allows further links to be made and for the children's learning to be further embedded. Grammar is taught in context so that it is embedded in children's work rather than being taught separately.

Our pedagogy gives teachers the autonomy to decide on their own teaching styles and methods based on the learning needs of the children and the understanding that children learn in different ways.

Our curriculum is designed to give a broad depth of periods of history, with links made through concepts, we have linked in the areas for learning in geography, science and RE with the area of history being studied or vice versa if it is a geography themed unit of work.

We use the Education Endowment Fund to research best practice methods.

[1] See appendix
[2] See appendix

Curriculum Content

We have arranged our curriculum into a two-year rolling programme:

Year B	History/Geography/Science/RE	Year 1	Year 2/3	Year 3/4	Year 5/6
			2019/20		
Autumn	**Time Travellers**	Great Fire of London Geographical skills – mapping Materials/building and testing materials for houses How did the Universe come to be? What do Jewish people remember on Shabbat? Christmas	Victorians Animals – alive, extinct, never alive – Victorian curiosities Materials What does the nativity story teach Christians about Jesus? Why is light an important symbol for Christians, Jews and Hindus?	Vikings Settlements and land use Digestive system Food chains Animals and Humans Where do religious beliefs come from? Why is there so much diversity of belief within Christianity?	WWII Europe and Britain Forces Light Investigation – shadows Parachutes How and why does religion bring peace and conflict? How do Buddhists explain the suffering in the world?
Spring	**Around the World**	Explorers/Pirates Continents and Oceans/Weather around the world Animals carnivores, herbivores, omnivores	Kenya Habitats Adaptations Food Chains Comparing animals in Kenya and England – life cycles	The Limpopo River Floods Climate Change Eco tourism Rivers Water Cycle Weather	Darwin and the Galapagos Islands Amazon/Caboclo People Evolution Beetle species The moth Animals and humans – keeping healthy

		The human body and senses Winter and Spring weather What do my senses tell me about the world of religion and belief? What does the cross mean to Christians? (Easter)	Why do people have different views about the idea of God? How do Jewish people celebrate Passover? (Easter)	How do religious groups contribute to society and culture?	Creation or science: conflicting or complementary? What difference does the resurrection make to Christians? (Easter)
Summer	**Local Heroes**	History of Pulham Geography of the Pulhams Plants, what do plants need to grow? Growing plants – visit village allotments How does a celebration bring a community together?	Horatio Nelson Geographical skills – charting Nelson's Journey Plants – look at the plants the Victorians prized. Grow vegetables and make soup. Humans How do Christians belong to their faith family?	Romans- Boudicca Local fieldwork Using a compass Locating Worlds Countries' Sound and plants How do people express commitment to religion/worldviews in different ways? What is the Trinity? (Easter)	Greeks Olympian Heroes Comparing Countries- North and South America RSE, life cycles, life processes Animals including humans How has belief in Christianity/Islam impacted on music and art through history?
2020/21					
Year A	**History/Geography/Science**	Year 1	Year 2/3	Year 3/4	Year 5/6

Autumn	**Earths mysteries and wonders**	Festivals around the world Similarities between England and India Materials How does a celebration bring a community together?	Space – Neil Armstrong Mapping –using aerial photos human and physical features, making maps Plants Grow vegetables and make soup. Humans What does the nativity story teach Christians about Jesus? Why is light an important symbol for Christians, Jews and Hindus?	Ancient Egypt The Nile, similarities and differences between UK and Egypt Forces Electricity What do Muslims believe about God? What difference does being a Muslim make to daily life?	Mayans Human Geography – Mexico Fairtrade Earth and Space How do Hindus make sense of the world?
Spring	**Me and My World**	Family Trees Seaside – human and physical geography Animals carnivores, herbivores, omnivores The human body and senses	British Life My Village/My world Countries and capital cities and seas of UK Animals – alive, extinct, never alive – Materials	Back to the Beginning – stone age and Iron Age Counties and Cities of UK, land use, World map features. Compare Egypt, parts of prehistoric Britain and the Lake District	British Settlements after 1066 Recall main counties and cities in England. Land use past and present, fieldwork – human and physical features

		Winter and Spring weather What do my senses tell me about the world of religion and belief? What does the cross mean to Christians? (Easter)	Why do people have different views about the idea of God? How do Jewish people celebrate Passover? (Easter)	Forces and magnets States of Matter What do we mean by truth? Is seeing believing? What does sacrifice mean? (Easter)	Properties and changes of materials Is believing in God reasonable? How do beliefs shape identity for Muslims?
Summer	**The Island**	The Island /The island Physical geography/volcanoes/ earthquakes/ natural resources/coasts What do plants need to grow? Growing plants. How did the Universe come to be? What do Jewish people remember on Shabbat?	The Island/The island Physical geography/volcanoes/ earthquakes/ natural resources/coasts Habitats Adaptations Food Chains Comparing animals on the Island and in England – life cycles How do Christians belong to their faith family?	The Island/The island Physical geography/volcanoes/ earthquakes/ natural resources/coasts Light Living things and their habitats What is philosophy? How do people make moral decisions?	The Island/The island Physical geography/volcanoes/ earthquakes/ natural resources/coasts Living things and their habitats What does it mean to be human? Is being happy the greatest purpose in life? What can we learn about the world/knowledge/meaning of life from the great philosophers?

(Music, DT, PE and MFL in Appendices)

Giving teachers the tools they need

- **History** - We have membership of the History Association - history.org.uk
  - Norfolk Museums Service – museums.norfolk.gov.uk
- **Geography** - We have membership of the Geography Association - www.geography.org
- **Science** - We use the STEM (Science, technology, engineering and mathematics) website – https://www.stem.org.uk/resources/collection/4138/scientific-vocabulary
- **RE** - We use the NATRE (National Association of Teachers of RE) website - www.natre.org.uk
- **Music** - We have membership of Charanga – www.charanga.com
- **Art** - We have membership of Access to Art - https://www.accessart.org.uk/
- **DT** - We have membership of the Design and Technology Association - https://www.data.org.uk/
- **Maths** - Membership of Classroom Secrets. We use White Rose Hub, Maths Shed
- **Literacy** - Literacy Shed, National Literacy Trust, Centre for Literacy in Primary Education (CLPE), Oxford Owl

– these organisations provide support for subject leaders and their websites contain resources including key vocabulary, lesson plans and teaching ideas to support teachers.

Teaching the Curriculum

Teachers know that the children in their class might have their own questions or lines of enquiry they wish to follow and that they are free to do so. The teacher's role in this instance is to ensure the main learning objectives are covered with clarity and in enough depth.

Teachers make links in their teaching with other areas of the curriculum to aid the children in embedding the learning in different contexts thus making it more purposeful and meaningful and easier to remember. For example, in literacy lessons children wrote postcards home as evacuees when studying WWII, when teaching about the Vikings the teacher brought into lessons information about refugee camps and modern day settlements.

The teaching process:

1. Before starting the teaching sequence, the teacher decides on the Enquiry Question (EQ) and the concepts to be explored (further concepts may come to the fore as the learning progresses, and depending on the questions the children generate.
2. Teacher introduces EQ to class.
3. Class explores the question, ensuring they understand what it means.

4. Children then asked to generate their own questions based round the EQ. (this will be done in different ways – in groups, in pairs, on their own. Teacher supports and prompts children as they consider the question to enable a deeper level of questioning.
   e.g. for the Victorians – EQ - Do children have the same rights now as in Victorian times? Questions form children about working conditions for children in Victorian times related this to the Amnesty International book – 'We are all born free'. Concepts explored –class, reform, society, poverty.
5. The EQ and the children's related question are then put onto a working wall to be added to throughout the term.
6. The teacher then relates the chosen concepts to the questions generated and adds these to the wall for further exploration later in the sequence of teaching and learning.