



Curriculum Policy

Autumn 2021



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Introduction

Our personalised, cohesive 'Learning Means the World' curriculum is innovative, forward-thinking and highly relevant – dealing with tomorrow's issues today. It is devoted to providing pupils with a broad and deep level of learning, developing fully rounded individuals, fuelling creativity and resulting in positive change.

Written outside the constraints of the National Curriculum, and yet with over 85% coverage, it is meticulously planned and fully resourced to develop pupils' resilience, communication and life skills within real-life contexts.

Our curriculum is knowledge-rich and skills-based, providing the perfect blend of learning for pupils in a fast-changing and inter-dependent world.

'Learning Means the World' reflects the real world. It is a brave, forward thinking, buzzing, relevant curriculum that promotes independence, creativity and curiosity to help pupils become collaborators, innovators and leaders.

'Learning Means the World' takes an inter-disciplinary approach to learning and puts great emphasis on curriculum depth. It is 'hands-on', 'minds-on' and 'hearts-on' and makes pupil agency a key feature of the curriculum. The thematic approach to teaching and learning is designed to support children's natural curiosity, stimulate their creativity and promote an appetite for, and love of, learning. It offers children the chance to engage in deep learning giving them the time they need to reflect, consolidate and transfer their learning.

Our Skills Ladder is the bedrock of our curriculum model, giving a clear upward trajectory of subject-specific, skills-based learning. Coupled with a system of knowledge progression, called Knowledge Building, this ensures rigour and coverage and provides subject leaders with a clear, birds-eye view of progression. Knowledge is sequenced and mapped deliberately with six distinct fundamental learning pillars for each subject using progressive cognitive blocks. These are then applied to each thematic unit in the form of knowledge statements, that increase in complexity through the key stages and provide a big picture of knowledge progression throughout the school.

Elements such as our Catalyst Questions, Pupil-Led Activities and Essential Learning Experiences also ensure a greater depth of learning. Concept Flows give a logical sequence to learning and the Learning Pathways ensure pupils experience clear progression in the defined characteristics of effective learning.

The 4Cs

At the forefront of 'Learning Means the World' are world issues centred around the four Cs of Communication, Conflict, Conservation and Culture.



Communication

Communication is the foundation of all human relationships and affects all aspects of our lives. It spreads knowledge and information across cultures, countries and generations. With more means of communication than ever, there are now even more ways to be misunderstood than ever. Having good communication skills involves being aware of both sender and receiver. Pupils need to learn how to communicate clearly and positively, using verbal and non-verbal skills to get their ideas and feelings across, to receive other people's messages and to resolve conflict.

Conflict

Poverty and political, social, and economic inequalities between groups predispose them to conflict. Eight out of 10 of the world's poorest countries are suffering, or have recently suffered, from large scale violent conflict. Wars in developing countries have heavy human, economic, and social costs and are a major cause of poverty and underdevelopment. Understanding world history would be impossible without understanding the conflicts that have shaped it. Pupils need to learn how to handle disagreements constructively and resolve their differences without yelling and screaming, ignoring and sulking, whining and moaning or resorting to violence. Conflict can be seen as an opportunity for learning about and understanding our differences.

Conservation

The population of human beings has grown enormously in the past two centuries and billions of people use up resources quickly. It's normal to feel powerless when faced with the enormity of world conservation issues, but pupils need to know that small actions can make a big difference.

Culture

Cultures evolve continuously, as people interact with one another, producing an intermingling of values, and material ways of life. Our communities are becoming increasingly diverse, creating a fusion of people of many religions, languages, economic and cultural groups. An understanding and appreciation of, and establishing relationships with people from, other cultures is vital in building and maintaining successful communities. An appreciation of cultural diversity goes hand-in-hand with a just and equitable society and helps to overcome and prevent racial and ethnic divisions. Pupils need to learn how culture affects perception, influences behaviour and shapes personalities.

Curriculum Depth

Our curriculum focuses on common attributes that ensure the provision of a deep curriculum and that underpin our thematic units:-

- Meaning and relevance
- Opportunities for enquiry
- Development of critical, creative and high order thinking skills
- Integration of subjects
- Provision of access to information from a range of sources and viewpoints
- Authenticity of end products



Curriculum Breadth

As well as the full breadth of subject coverage, our curriculum includes the use of a breadth of pedagogical approaches and offers a broad range of learning experiences.

Curriculum Aims

- To excite and enthuse learners and teachers
- To inspire stimulating learning environments
- To create purposeful, immersive and memorable learning
- To develop and deepen pupils' skills, knowledge and understanding across the curriculum through a diverse range of themes
- To ensure a cohesive curriculum, where learning is built on systematically, improving and emphasising consistency and progression throughout the school
- To equip learners to become agents of change, exploring and championing global causes
- To support pupils in exploring challenging and controversial global and social justice issues
- To help pupils to make sense of our inter-connected world
- To help pupils to understand their place in the worldwide community, so that they understand their own worth and the worth of others
- To create strong learning links through a joined-up approach
- To empower pupils and boost their confidence
- To allow pupils to display their understanding in multiple ways
- To ensure inclusivity through an accessible and relevant curriculum
- To value, support and celebrate cultural diversity

Subject Coverage

English

Each thematic unit has literacy elements, including suggested core texts, which cover the broadest range of genres. These are linked to other areas of the curriculum, to provide rich learning experiences. Speaking and Listening is a key focus of our curriculum, highlighted by the 4Cs Communication thread. The Skills Ladder shows the progression of learning from Early Years to Year 6.

Mathematics

Thematic units have a maths links section, covering specific mathematical skills. This is an opportunity for pupils to apply learning through discrete maths lessons into different theme-related contexts. These are linked to other areas of the curriculum, to provide rich learning experiences.



Science

Science is taught directly through thematic units. Science is taught through working scientifically (involving practical investigation, observation and application skills, enquiry and research) alongside specific taught subject knowledge. Learning takes place both inside and outside the classroom.

Foundation Subjects

The foundation subjects of Art and Design, Design Technology, Geography, History, ICT / Computing, Music and RE are taught through thematic units. Each subject is taught using a combination of specific subject knowledge, subject skills, enquiry and, where relevant, fieldwork. Learning takes place both inside and outside the classroom.

PSHE is taught throughout the themes and is also delivered through the accompanying 3D PSHE Programme.

Curriculum Mapping

Our comprehensive, thematic, creative curriculum is mapped out to ensure progression in learning across the school.

EXPLORERS THEME CYCLE		
	CYCLE A	CYCLE B
Theme 1 25.08.21 – 15.10.21	 Help is at Hand <i>Who Helps Us</i>	 'Let's Play' <i>Toys and Games</i>
Comp. Unit / NC Ess. Geog 25.10.21 – 05.11.21	 'Ticket to Ride'	 'If You Go Down to the Woods...'
Theme 2 08.11.21 – 14.01.22	 'Come Fly With Me!' <i>Asia</i>	 Under the Sea <i>Stories of Friendship and Trust</i>
NC Essentials Science 17.01.22 – 04.02.22	 'Medicine Woman' <i>The Story of Elizabeth Blackwell</i>	 'Children's Champion' <i>The Story of Thomas Barnardo</i>
Geography Week 07.02 – 09.02.22	 'Underground, Overground'	 'Underground, Overground'
Theme 3 10.02.22 – 25.03.22	 Tell Us a Story <i>Well-Known Stories</i>	 'Happy to Be Me' <i>All About Me</i>
Competency Unit 28.03.22 – 29.04.22	 'Powhatan People' <i>The Story of Pocahontas</i>	 'Royal Patrons' <i>The Story of Queen Victoria and Elizabeth II</i>
Theme 4 03.05.22 – 01.07.22	 'What On Earth...?' <i>Showing Respect for Our World</i>	 No Place Like Home <i>All Kinds of Houses and Homes</i>
Enterprise Week 04.07.22 – 08.07.22		

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PATHFINDERS THEME CYCLES

	CYCLE A	CYCLE B
Theme 1 25.08.21 – 15.10.21	 'Unity in the Community' <i>Where I Belong</i>	 'Land Ahoy!' <i>Pirates</i>
Comp. Unit / NC Ess. Geog 25.10.21 – 05.11.21	 'Jurassic Hunter' <i>The Story of Mary Anning</i>	 'Paddington's Passport' <i>Contrasting Location / UK Geography</i>
Theme 2 08.11.21 – 14.01.22	 'Come Fly With Me!' <i>Arctic Circle</i>	 'Zero to Hero' <i>Inspirational Figures, Past and Present</i>
Competency Units 17.01.22 – 04.02.22	 'The Wordsmith' <i>The Story of Ignatius Sancho</i>	 'Dancing Spy' <i>The Story of Josephine Baker</i>
Geography Week 07.02 – 09.02.22	 'Underground, Overground'	 'Underground, Overground'
Theme 3 10.02.22 – 25.03.22	 'Happily Ever After' <i>Fairy Tales</i>	 'Inter-Nation Media Station' <i>Media / Broadcasting</i>
NC Ess. Geog / Comp. Unit 28.03.22 – 29.04.22	 'Never Eat Shredded Wheat' <i>UK Geography</i>	 'The Visionary' <i>The Story of Ada Lovelace</i>
Theme 4 03.05.22 – 01.07.22	 'Light Up the World' <i>The Sun - Light and Heat</i>	 'Going Wild!' <i>All About Humans and Animals</i>
Enterprise Week 04.07.22 – 08.07.22	 Whole School Theme	 Whole School Theme

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ADVENTURERS THEME CYCLES

	CYCLE A	CYCLE B
Theme 1 25.08.21 – 15.10.21	 'Athens v Sparta' <i>Conflict in Ancient Greece</i>	 'Law and Order' <i>Rules and Rights</i>
Comp. Unit / NC Ess. Geog 25.10.21 – 05.11.21	 'Saxon King' <i>The Story of Harold Godwinson</i>	 'Out and About'
Theme 2 08.11.21 – 14.01.22	 'Come Fly With Me!' <i>Africa</i>	 'A World of Difference' <i>Faith and Beliefs</i>
NC Essentials Science 17.01.22 – 04.02.22	 'Rocky the Findosaurus'	 'May the Force Be With You'
Geography Week 07.02 – 09.02.22	 'Underground, Overground'	 'Underground, Overground'
Theme 3 10.02.22 – 25.03.22	 'That's All, Folks!' <i>Film and Animation</i>	 'Lightning Speed' <i>The World Wide Web</i>
Competency Unit 28.03.22 – 29.04.22	 'Viking Warrior' <i>The Story of Ragnar Lothbrok</i>	 'Lindow Man' <i>The Story of Prehistoric Man</i>
Theme 4 03.05.22 – 01.07.22	 'Under the Canopy' <i>Rainforests</i>	 'Picture Our Planet' <i>Photo Stories</i>
Enterprise Week 04.07.22 – 08.07.22	 Whole School Theme	 Whole School Theme

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NAVIGATORS THEME CYCLES

	CYCLE A	CYCLE B
Theme 1 25.08.21 – 15.10.21	 'You're Not Invited' <i>Invaders and Settlers</i>	 'Wars of the World' <i>Wars, Past and Present</i>
NC Ess. Geog / Hist / Sci 25.10.21 – 05.11.21	 'Go With the Flow'	 'Time Team'
Theme 2 08.11.21 – 14.01.22	 'Come Fly With Me!' <i>America</i>	 'I Have a Dream...' <i>Discrimination and Prejudice</i>
Competency Units 17.01.22 – 04.02.22	 'The Rescuers' <i>The Story of the Titanic</i>	 'Pharaoh Queen' <i>The Story of Hatshepsut</i>
Geography Week 07.02 – 09.02.22	 'Underground, Overground'	 'Underground, Overground'
Theme 3 10.02.22 – 25.03.22	 'Mission Control' <i>Earth and Beyond</i>	 'A World of Bright Ideas' <i>Inventions and Developments</i>
NC Ess. Geography 28.03.22 – 29.04.22	 'In Your Element'	 Pupil-Voice Project
Theme 4 03.05.22 – 01.07.22	 'Global Warning' <i>Waste and Pollution</i>	 'Full of Beans' <i>Energy</i>
Enterprise Week 04.07.22 – 08.07.22	 Whole School Theme	 Whole School Theme

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Assessment

Rigorous and meaningful assessment at pupil, class and subject level, is vital for consolidation, self-evaluation, to celebrate achievement and to reflect on progress made. Target Tracker is an online tracking resources that we use to record pupil attainment at the end of every term

