



# Curriculum Policy February 2024

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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, it is meticulously planned and fully resourced to develop pupils' resilience, communication, and life skills within real-life contexts. The curriculum areas that are not included in 'Learning Means the World' are Religious Education (RE) and Physical Education (PE). We follow the Derbyshire scheme for Religious Education and Complete PE for Physical Education.

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.

### The Four C's Theme Overview

		<b>THEME OVERVIEW</b>																	
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## **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**

### **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 and Music. 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 (see separate policy)

## Curriculum Mapping

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

## Key Stage 1 Pathfinders Subject Overview

Subject	C1		C2		C3		C4	
<b>Themes</b>	<b>Unity in the Community</b>	<b>Land Ahoy!</b>	<b>Zero to Hero</b>	<b>Come Fly With Me! The Arctic Circle</b>	<b>Happily Ever After</b>	<b>Inter-Nation Media Station</b>	<b>Going Wild</b>	<b>Light up the World</b>
<b>Art</b>	3D Form	Painting/Drawing	Painting	Collage / 3D Form	3D Form	Photo Editing Drawing/Painting	Printing	Drawing
<b>Computing</b>	Computer Science	Computer Science	Research Multimedia	Multimedia	Multimedia - Computer Science	Multimedia	Multimedia	Data Handling
<b>Dance</b>	Physical Tableaux	Push and Pull		Inuit Drum Dancing	E-motions		Animal Movements	Live Wires
<b>Design Technology</b>	SDT - Structures	The Pirate Design Project	The Gift Task	SDT - Mechanisms Sliders & Levers 1	The Fairy Design Project Food Technology	Design Nan's Outfit (Textiles)	SDT - Textiles	SDT - Mechanisms - Sliders & Levers 2
<b>Drama</b>		Pirate Improvisation	Character Roles		The Frog Prince	My School Channel Pupil Interviews	Habitats Under Threat	Noises in the Night
<b>Geography</b>	Local Area Map and Plans	Continents & Oceans Features Compass Directions	Countries	Weather & Climate Features Maps and Globes			Habitats Physical Features	Countries Global Solar Energy

## Early Years Foundation Stage Theme Overview







### Explorers Theme cycle

		Cycle A	Cycle A
4 Sept – 27 Oct 8 weeks <b>Communication</b>		Happy to be me – All about Me	Tell us a story – Well known stories
6 Nov – 21 Dec 7 weeks <b>Culture</b>		The Spirit of Christmas	Come Fly With Me - Asia Come and Join the Celebration
8 Jan – 16 Feb 6 weeks		Blast Off!	Animal Crackers
26 Feb – 28 Mar 5 weeks		Under the Sea – Stories of Friendship	Food, Glorious Food
15 Apr – 24 May 6 weeks <b>Conservation</b>		What on Earth...? Looking After Things	No Place Like Home – Houses and Homes
3 Jun – 23 July 7 weeks <b>Conflict</b>		Help is at Hand – Who Helps Us?	Let's Play! – Toys and Games

## Key Stage 1 Theme Overview



### Pathfinders Theme Cycle

	Cycle A	Cycle B
4 Sept – 27 Oct 8 weeks <b>Communication</b> 	Happily Ever After – Fairy Tales	Inter-Nation Media Station
6 Nov – 21 Dec 7 weeks <b>Culture</b> 	Come Fly with Me! – Arctic Circle	Zero to Hero – Inspirational Figures
8 Jan – 26 Jan 3 weeks	Never Eat Shredded Wheat - Geography	Paddington’s Passport - Geography
29 Jan – 16 Feb 3 weeks	Royal Patron – The Story of Elizabeth II and Victoria	Powhatan People – The Story of Pocahontas
26 Feb – 28 Mar 5 weeks	Jurassic Hunter – The Story of Mary Anning	Children’s champion – The Story of Thomas Barnardo
15 Apr – 24 May 6 weeks <b>Conservation</b> 	Going Wild – All About Animals	Light up the World – the Sun – Light and Heat
3 Jun – 23 July 7 weeks <b>Conflict</b> 	Land Ahoy! - Pirates	Unity and the Community – Where I Belong

## The Traits of an Explorer



### Our Learning Pathways

Our learning pathways are individual, yet inter-connected,  
leading students on a journey of discovery!




## EXPLORERS

‘HAVE A GO!’

- Experimental
- Curious
- Confident
- Co-operative

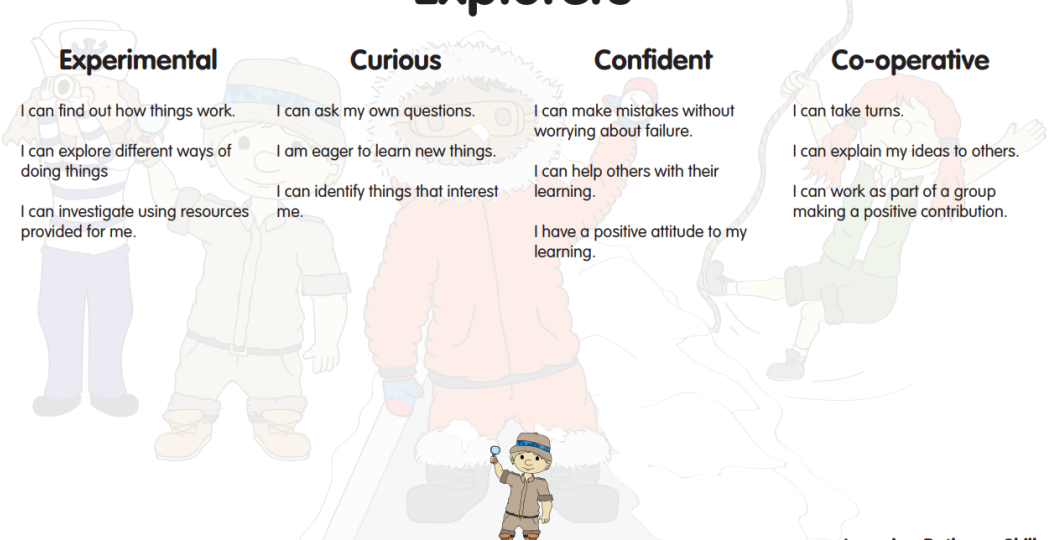
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## The Skills of an Explorer



# Explorers

<b>Experimental</b> I can find out how things work. I can explore different ways of doing things I can investigate using resources provided for me.	<b>Curious</b> I can ask my own questions. I am eager to learn new things. I can identify things that interest me.	<b>Confident</b> I can make mistakes without worrying about failure. I can help others with their learning. I have a positive attitude to my learning.	<b>Co-operative</b> I can take turns. I can explain my ideas to others. I can work as part of a group making a positive contribution.
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## The Traits of a Pathfinder



# Our Learning Pathways

Our learning pathways are individual, yet inter-connected, leading students on a journey of discovery!




## PATHFINDERS 'FIND A WAY!'

- Innovative
- Decisive
- Creative
- Independent

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## The Skills of a Pathfinder



# Pathfinders

Innovative	Decisive	Creative	Independent
<p>I can try out new things.</p> <p>I can find out new ways of doing things.</p> <p>I can ask relevant and appropriate questions to extend my thinking.</p> <p>I can generate new ideas.</p>	<p>I can respond appropriately to instructions.</p> <p>I can identify the difference between right and wrong and make good choices.</p> <p>I can choose the best way to express my thoughts and feelings.</p> <p>I can speak up in a familiar group.</p>	<p>I can solve simple problems on my own.</p> <p>I can share my ideas and experiences with others, as part of a group.</p> <p>I can see things from other points of view.</p> <p>I can assess whether or not an end product has achieved its purpose.</p>	<p>I can select resources independently.</p> <p>I can take responsibility for equipment used in activities and keep my own space tidy.</p> <p>I am not afraid to 'have a go'.</p> <p>I can ask for help when I think I need it.</p>

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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.

Using tools such as the Theme Review and the Memory Box can help to identify gaps in learning and highlight any areas for further development.

Subject Leader Assessment Packs (SLAPs) enable in-depth scrutiny of the clear progression in skills and knowledge and what learning has been acquired.

Subject leaders monitor the way their subject is taught throughout the school by completing learning walks, book looks and pupil voice.