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Paul Leeson, Chair of Governors



Curriculum Statement

‘Let us make our future now and let our dreams become tomorrow’s reality.’ – Malala Yousafzai

At Longford Church of England Primary School, we pride ourselves upon our diverse and engaging global curriculum which promotes a love of learning for all.

Our curriculum is both broad and knowledge rich, with topics carefully selected so as to be relevant to our children and the world they live in.

Topics centre around a wide range of high-quality texts, with core subject knowledge being drawn from the National Curriculum and taught sequentially, building upon prior knowledge.

Each term, across school, topics centre around a global theme, these having been carefully selected so as to be relevant to the children’s lives, creating important links between their learning and both their own lives, and the lives of others, across the world.

Our texts cover a diverse range of topics from female activists and human rights to the current refugee crisis, developing the children’s knowledge of the world in which they live. It is our intention that through these topics, children will become educated citizens. Our school values are also woven throughout the curriculum, with topics encouraging children to display the values of empathy, friendship, respect, teamwork and resilience.

The teaching and application of topic-specific vocabulary is key to developing children’s knowledge across the curriculum and so vocabulary is introduced at the start of each topic and reinforced throughout.

To further develop children’s love of learning, we plan in topic immersions at the start of each term, so as to really engage children in their learning, whilst also working towards a final outcome, where children can apply all of the knowledge they have acquired throughout their topic.

Curriculum Intent

At Longford C of E Primary School, the curriculum has been developed so as to reflect the world in which our children live, developing both an understanding of their own lives, as well as the lives of others across the world and across history. We provide pupils with a global education, preparing them for life beyond Longford.

Our curriculum texts are ambitious and have been carefully selected so as to cover a range of topics and subject matter, developing children's knowledge progressively, alongside the promotion of both our school and Christian values.

Key conceptual knowledge is mapped and sequenced in termly overviews, with knowledge developing within and across topics and year groups. Core knowledge is drawn from the National Curriculum and within specific themes linked to core texts, knowledge is sequenced so as to ensure broad coverage and progression over time.

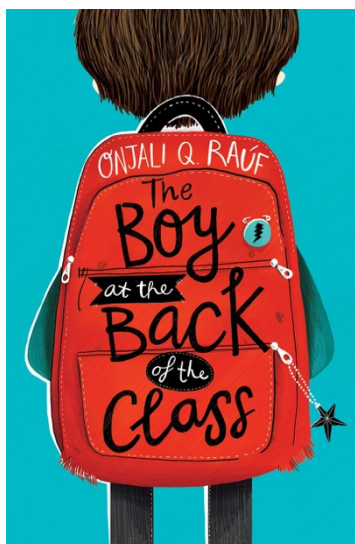
Whilst ensuring that the school values of empathy, friendship, respect, teamwork and resilience are woven across topics, we encourage children to be critical thinkers and appreciate the opinions of others, developing an awareness of the impact our actions can have on others.

We believe that all learners are entitled to an education that equips them with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter, creating a future that they want to live in and to be a global citizen who contributes to and values their world.

The six global themes around which our curriculum is planned are: **Identity and Diversity, Peace and Conflict, Social Justice, Saving Our Environment, Our Heritage and Our World and Beyond.**

One theme is studied across school each half-term and is linked to a topic using high quality text, for example, in Y5 & 6, Identity and Diversity is the theme for a topic on the refugees, using the text, 'The Boy at the Back of the Class'. We provide rich opportunities for the children to explore citizenship and real-life world issues, which provide children with challenge and a deeper understanding of the world.

Children apply their core knowledge in authentic outcomes, which are knowledge rich, aspirational and contextualised. Children work towards these outcomes, building their knowledge progressively through carefully sequenced lessons which take account of prior learning.



Curriculum Specific Knowledge

Our curriculum is designed to provide children with the opportunities to make deep, lasting connections between learning and understanding the world that they live in, resulting in them connecting taught knowledge, attitudes and values with real-life situations.

We therefore aim to ensure learning is deep, with lessons being carefully planned and sequenced so as to add depth, as well as breadth to children's learning. Teachers use modelling so as to set expectations and ensuring quality outcomes.

As a team, we have developed knowledge progression documents for each subject to ensure that, whilst teaching age-appropriate knowledge, we are aware of both children's prior knowledge and how it will be built upon as they move through the school. (See EMBARK 'Knowledge Progression' documents)

Values and attitudes

Our curriculum connects children to the wider world: past and present, local, national and global, thus developing their ability to think as a citizen of today's world, using their developing knowledge, whilst also establishing their own character, values and attitudes so that they can be valued members of society. These values are woven through all we do as a church school (See Values Statement), as well as being made explicit within our topics. Our global curriculum encourages pupils to become conscious and connected global citizens.

Curriculum Implementation

The six themes which drive our curriculum are each broken down into age appropriate knowledge (Global Citizen Progression Document').

In order to achieve depth of thinking and learning we plan for children to study units that focus on these specific themes, with all six themes being covered each academic year, within each class.

High-quality core texts are central to bringing the themes to life for our children and drive the topics to be studied, promoting connectivity with the learning and encouraging cross-curricular links. (See 'Long-Term Curriculum Plan')

Through our topics, we also plan to develop the children's ability to: research, apply, innovate, present, synthesize, evaluate and reflect.

The curriculum promotes critical thinking skills so that children are able to explore different approaches and become risk takers, thinking independently, whilst also working as a team.

We also focus upon children's attitudes towards learning and expect the required values, motivations and attitudes to be modelled by staff and taught explicitly alongside the curriculum.

Curriculum Planning

Sequences of discrete curriculum knowledge

Sequences of lessons are carefully planned to ensure children have the knowledge and skills needed to apply their learning in a final authentic outcome, which allows children to showcase their learning in a variety of creative ways. This is clearly planned using our medium-term planning templates.

We expect the journeys that teachers plan in the lead up to the authentic outcomes to be engaging and inspiring, resulting in a deep and interrelated understanding of the local, national and global themes and curriculum areas.

We expect teachers to use the school's 'Long Term Curriculum Plan' and 'EMBARC Skills Progression' documents to develop learning experiences based upon prior knowledge.

When designing sequences of learning across the curriculum, we use a 'planning backwards approach'. At the heart of this is a thinking process that enables our teachers to plan and teach from a clear and well-defined destination, analysing what knowledge and skills are required to achieve deep, small steps of progression through carefully sequenced lessons. We believe that planning backwards is a journey that starts with the intended outcome very clearly in mind.

Teachers are also expected to have high expectations of outcomes produced by children in terms of content and presentation.

Knowledge Mind Maps

At the beginning of each new topic, in their 'Knowledge Learning Journey' books, children complete a knowledge mind map, detailing their existing knowledge of objectives to be taught within that topic – including Science, Geography and History. They also add in questions they wish to find out throughout that topic. At the end of the topic, they complete this process again, showcasing their learning and knowledge gained throughout that topic (See Appendix 1).

This method of presenting knowledge is a brain-friendly way of making notes, which helps children to better remember and organize their learning, as well as identify knowledge gaps. It also supports children's ability to articulate their learning and use subject-specific vocabulary.

Approaches to support high quality outcomes

Well-structured modelling

Teachers will ensure that during whole class discussions, they provide effective visual and auditory modeling to ensure children have a clear example of what is required of them. This can take the form of:

1. Visual modelling scribed in front of the children by the teacher or another child and explained verbally.
2. A pre-prepared worked example of an outcome (either accurate or incorrect) which can be explained verbally.

Topic and working walks are also used as reference points for children's learning.

Ensuring Learning consolidates and challenges

Teachers are expected to use highly effective questioning and carefully designed learning tasks to ensure that children are appropriately challenged, whilst having time to practice apply their developing knowledge. Ensuring that children learn from their mistakes is also central to our practice and encourages a growth mindset, whilst also developing the school value of resilience.

Collaboration

Children are provided with regular opportunities to work as part of a team, which is paramount in today's world. Our teaching sequences promote contexts that support co-construction and collaboration. The ability to discuss, communicate and debate is essential in an increasing complex world and so we plan opportunities for children to express their points of view, whilst also developing their understanding that people have different points of view. Children are able to consider different perspectives on global issues and we explore the potential of being able to change one's point of view.

Metacognition

This plays a pivotal role within our sequences through encouraging children to explain and reason, thinking about evidence, evaluating and making judgements or decisions. Through deeper thought-processes and reflection, children are able to make links between topics so that they are learning to think systematically. Teaching children how to reflect, explain, justify and question is key to lesson design.

Feedback

Feedback is integrated into our curriculum design and a range of feedback methods are implemented throughout the sequences of learning (See 'Feedback Policy'). Responses are used to both encourage reflection and deepen children's connection with their learning.

Celebration of success

Our curriculum displays celebrate the children's learning and showcase how their knowledge has developed sequentially across topics, before being applied within a final outcome.

Curriculum Impact - Outcomes

Academic attainment

Through EMBARK, regular and robust triangulated monitoring is used to gauge the impact of our curriculum. Leaders at all levels review learning, talking with our children, analysing outcomes in books and on displays and then evaluating this to provide feedback to move practice forward.

We aim for our children's attainment and progress to be in line with or exceeding their potential and plan additional input if this not the case. We measure attainment using national data, the 'EMBARK Knowledge Progression' documents and use monitoring to ensure assessments are consistent and identify areas where we can move practice forward. We measure progress by having a clear understanding of children's

starting points each year and at the beginning of each topic. It is also our aim that children recognize their own learning within and across topics, with the support of their 'Knowledge Learning Journey' books.

Values and Attitudes

We also measure attainment through the development of well-rounded citizens with a clear understanding of both the school and wider Christian values.

Children should also feel confident to address matters of social injustice, as well as promoting acceptance, diversity, citizenship and human rights.

The disposition of these values and attitudes is monitored through daily observations of the children's interactions with peers, known adults and in the wider community, as well as their contribution within topic lessons.

Learning dispositions

We measure children's learning dispositions in terms of levels of resilience, motivation and the adoption of growth mindset to support them when faced with different types of challenge. They should develop attitudes and dispositions to make a positive contribution to the world and our daily interactions in their learning provide a regular check on this.

Knowledge of the global world

We measure children's knowledge of the world by their ability to make sense of an increasingly globalized, complex and rapidly changing world and give their views on it. They should be able to make suggestions and decisions for the right reasons and in the best interests of our community. They should become more confident in speaking about current issues through collaborative learning activities. They should be able to decide what is right and what is wrong and will become resilient to the influence of others, whilst developing an awareness of how their own actions can impact others and the wider community. It is our aim that they will go out into the ever-changing world and make a difference. Our daily conversations with the children allow us to measure the development of this.

Parent comments, 2022:

'It's so nice to see the hard work that is been put in...all the different events that have been organised linking in with the children's topic is fantastic.'

'My child loves their teacher and really enjoys the creative teaching, the topic has really captured her imagination.'

'We like the strands of current affairs and the environment being woven into topics – it encourages discussion at home.'

Appendix 1

How much trash is in the sea?

Climate change

- Fumes are causing the earth to warm up which makes ice caps melt and water rise.
- Deforestation: trees are chopped down and the space is made for farming then animals won't have homes.

Saving the Environment

Greta Thunberg

- female climate activist.
- Sweden, Stockholm

how old is she?

Human and physical features

- Manmade: cities, towns, shops, parks, population
- made by earth: volcanoes, mountains, forests
- are there more or less?

Life Cycles and reproduction

- n/a, baby, child, teenager, adult, elderly
- making new life babies and baby animals
- Plants drop seeds and they grow new plants
- What happens in more details?

Environmental

overfishing

In 2050, there will be more plastic than fish in the sea

- Greenhouse effects
- 91% of plastic does not get recycled
- Global warming

Climate Change

- We made booklets on climate change
- Is a huge threat to life on earth

Carbon Footprint

Human & Physical features

- shops
- settlements
- cities
- towns
- population
- parks

We went on a fieldwork trip to a local brook

- volcanoes
- forests
- mountains
- lakes
- rivers
- Important to drink for humans and animals
- to taking time ago travel

Greenhouse effect

unprecedented

Lifecycles + reproduction

- - need egg and sperm
- Every animal reproduces but some different than others
- some reproduce internally (mammals)
- Others externally (fish, reptiles)
- Fish can burn themselves into different genders to reproduce in a group of the same genders

Book: Greta's Story (Biography)

Future generations

she is now 19

Greta Thunberg

- Climate activist
- created 'school strike 4 climate'
- Has Aspergers syndrome
- she was 15 when she started striking during school
- many people disagreed with her
- She admired Rosa Parks
- She has a sister called Beata
- She was stubborn
- Was born in Stockholm, Sweden

Activism

Climate

change

♥ = topic vocab