

## The Curriculum at Upton St Leonard's C of E Primary School: Science, Geography, History, Music, Computing, Design Technology, Art

Over the next three academic years (2019 – 2022), we are reshaping our curriculum to ensure that it fulfills our curriculum intent, it is vocabulary and knowledge rich, revisits prior learning, and is 'spiral' in its design; creating stronger, clearer links between topics and subjects previously studied in different year groups.

Phase 1 Academic year 2019-20 Autumn Term	Phase 2 Academic Year 2019-20 Spring Term	Phase 3 Academic year 2019-20 Summer Term	Phase 4 Academic year 2020-21 Autumn, Spring and Summer Terms.	Phase 5 Academic year 2021-22 Autumn and Spring Terms.
<p>All stakeholders work together on a shared 'Curriculum Intent' which will underpin all decision making and curriculum design. Consider what we really want children at our school to learn and acquire in order to take advantage of opportunities, responsibilities and experiences in later life. Science and Geography, 'as we do it now' is 'plotted' on a new curriculum pro-</p>	<p>Geography to be completed this term-one subject at a time. All teaching staff to be involved in the formation of single subject intent. Gaps to be identified as a collective, in the subject curriculum against our intent and the National Curriculum outcomes and analysis of knowledge to be gained. Decide which objectives are Upton St Leonard's objectives, and which are National</p>	<p>Science to be completed this term-Phase 1 and 2 to be repeated in its design. As the second subject begins to be 'plotted', strong links between subjects, knowledge and vocabulary are to be made on the pro-forma of both Science and Geography. All teachers will work to create stronger links between subjects and vocabulary taught across year groups, with each subject leader bringing their expertise and vision.</p>	<p>History to follow in the Autumn term, Computing in the Spring and Music in the Summer. Principles of phases 1, 2 and 3 to be repeated in its design. Links to be made to Science, Geography (History and Computing). Using feedback from teachers, subject leads will adapt long term planning on an ongoing basis from the outcomes of phase 1 and 2, ready for full implementation.</p>	<p>Art to follow in the Autumn term and DT in the Spring. Principles of phases 1, 2 and 3 to be repeated in its design. Links to be made to Science, Geography (History and Computing). Using feedback from teachers, subject leads will adapt long term planning on an ongoing basis from the outcomes of phase 1 and 2, ready for full implementation in the Summer Term of 2021- 22.</p>

forma by SLT/ subject leads.	Curriculum Objectives (colour code). Analyse vocabulary and create a 'word bank' for each subject in each year group. Create knowledge organisers for each topic. Teaching and learning will begin to evidence teachers making it clear what subject children are studying at the beginning and end point of each lesson.	The subject leader will be responsible for leading the staff through the changes in this phase. Every lesson begins to evidence teachers referring to prior learning and that links are made to prior knowledge and vocabulary.  Other subject leaders may choose to implement Phase 1 during this time in terms of 'plotting what we do now'.		
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### Curriculum Intent

All of the decisions that we make as a school are driven by the vision to continue '**building foundations for a love of learning, a love of life and a love of one another**' for our children. This includes our school curriculum design.

This integral vision and a set of core values; *love, perseverance, truthfulness and respect*, are at the heart of all learning at our school.

#### ***A love of learning***

We strive to ensure a curriculum that builds curiosity and engages children with delight and enthusiasm; encouraging **perseverance** to overcome challenge and learn. The design is a spiral curriculum that is lively and interesting, providing a wealth of knowledge and a cultural capital to prepare for the future. It aims to enhance vocabulary and equip pupils to become responsible, *truthful* citizens and independent life-long learners.

#### ***A love of life***

We have a passion and dedication to develop and nurture the whole child, to make sure they are happy, well-cared for individuals, with the resilience and aspiration to build on the firm foundations they have developed with us, through their future education and life. We want our children to be successful young people who will embrace life and thrive in modern Britain.

### ***A love of one another***

We are committed to inclusion and broadening pupil's awareness, understanding and **respect** towards different individual needs, cultures, religions, traditions and orientations within the wider world as well as the community of Gloucester in which we belong. We teach children to recognise one another as unique individuals; we celebrate, welcome and **love** these differences.

### **Implementation**

The purpose of our classroom curriculum is that it is lively and interesting and deep in knowledge that pupils wouldn't access if they weren't in school.

- Each lesson begins with teachers making it clear what subject pupils are learning. Teachers enthuse learners with the idea that 'the treasures of individual subjects are about to be unearthed'. Prior knowledge and vocabulary will be revisited. Pupils will have access to their old knowledge organisers and vocabulary to aid this. Teachers gather information about what children know/should know and use this to inform the pathway to the end point of the topic.
- Teachers and subject leaders use each other's knowledge and expertise to support staff subject knowledge planning and delivery. The reshaping of the curriculum will involve subject leaders bringing their vision of their subject to the fore and providing teachers with ongoing CPD.
- Child-led topic books. Teachers share and model their skills to show the children what it could look like. Children then have the freedom and ownership over the presentation of their work as authors and consider their audience and purpose.
- Strong links between English and topic work. Quality texts are borrowed from the library; where possible, guided reading texts are linked to topics; English lessons follow themes and objectives of the current topic.
- Links across subjects are made wherever possible. We intertwine subject knowledge and skills in our learning. Maths and Science can often be linked to our topic work, for example, time zones links well with the space topic.
- Further links are made across year groups for children to make connections. Learning about the continents in years 3 and 4 is studied more deeply in years 5 and 6 for example, by drawing on previous learning.

Pupils are provided with key vocabulary and knowledge organisers for every subject topic.

Regular low stakes testing is built in to topics to support pupils working memory to long term memory shift. Pupils mark these themselves and results are personal to them.

- Trips and visitors.
- Specific weeks and days are planned in to link across topics and the whole school e.g. STEM week, Arts week, National Poetry Day.
- Opportunities to become involved in socially and culturally enhancing events to benefit the children are taken e.g. Cheltenham Literature and Science Festivals, Young Voices, The Gloucester Sports Partnership.
- Vibrant displays that show off and celebrate our best work but also show the children the steps they are achieving to reaching the objectives of the current topic.

### **Impact**

- Topics always begin with classes working on what the children already know and want to know about their new topic. This can be a class discussion or more formally recorded as a mind-map. This can be revisited at the end of units in order to evidence progress.
- Topic assessment grids are used in year groups 1 – 6 at the end points in topics. They assess the children against National Curriculum objectives and USL objectives if that Curriculum design has been completed. Subject leaders analyse these once a term and at the end of the year, they are passed on to the next year group.
- SLT gather a variety of different types of evidence to celebrate what is going well but to also think about what needs altering: pupil voice; lesson observations; book looks.
- Through the book looks we are also able to ascertain if children at Upton St Leonard's C of E Primary School have met the intentions of our curriculum.