



Curriculum Policy 2023-2024

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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, 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

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

Although our morning English lessons cover all relevant reading and writing skills needed to progress through the National Curriculum, 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

Similarly to English, our morning Maths cover a progression of skills through the White Rose approach however our 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 Design Technology, Geography, History, 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 through the Jigsaw approach.

Computing is taught through Purple Mash.

Art is taught through KAPOW.

PE is taught through PE Hub as well as a wide range of external providers.

Curriculum Mapping

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

Children will go through four phases throughout their Dimensions learning journey.

EXPLORERS – Nursery and Reception

PATHFINDERS – Year 1 and Year 2

ADVENTURERS – Year 3 and 4

NAVIGATORS – Year 5 and 6



Our Theme Cycles for each of these stages are as follows...



EXPLORERS THEME CYCLES 2023 - 24

	EXPLORERS 1 NURSERY	EXPLORERS 2 RECEPTION
Whole School Council 04.09.23 – 08.09.23	'Whole School Council Parliament'	'Whole School Council Parliament'
Theme 1 11.09.23 – 20.10.23	'Tell Us a Story' <i>Well-Known Stories</i>	'Happy to Be Me' <i>All About Me</i>
Whole School Theme 23.10.23 – 27.10.23		'Whole School Theme'
Additional Units 06.11.23 – 24.11.23	'Jurassic Park'	'If You Go Down to the Woods...'
Additional Units 27.11.23 – 15.12.23	'Come and Join the Celebration'	'The Spirit of Christmas'
Christmas Week 18.12.23 – 22.12.23		'Christmas Week'
Theme 2 08.01.24 – 23.02.24	'Under the Sea' <i>Stories of Friendship and Trust</i>	'Come Fly With Me! <i>Asia</i>
Theme 3 26.02.24 – 19.04.24	'Let's Play' <i>Toys and Games</i>	'Help is at Hand' <i>Who Helps Us / Who We Help</i>
Additional Units 22.04.24 – 10.05.24	'Humpty and Friends'	'Food Glorious Food'
Additional Units 13.05.24 – 07.06.24	'Ticket to Ride'	'Way Back When...' <i>Hats Had Brims</i>
Theme 4 10.07.24 – 19.07.24	'No Place Like Home' <i>All Kinds of Houses and Homes</i>	'What On Earth...?' <i>Showing Respect for Our World</i>



EXPLORERS THEME CYCLES 2023 - 24

	EXPLORERS 1 NURSERY	EXPLORERS 2 RECEPTION
Whole School Council 04.09.23 – 08.09.23	'Whole School Council Parliament'	'Whole School Council Parliament'
Theme 1 11.09.23 – 20.10.23	'Tell Us a Story' <i>Well-Known Stories</i>	'Happy to Be Me' <i>All About Me</i>
Whole School Theme 23.10.23 – 27.10.23	'Whole School Theme'	
Additional Units 06.11.23 – 24.11.23	'Jurassic Park'	'If You Go Down to the Woods...'
Additional Units 27.11.23 – 15.12.23	'Come and Join the Celebration'	'The Spirit of Christmas'
Christmas Week 18.12.23 – 22.12.23	'Christmas Week'	
Theme 2 08.01.24 – 23.02.24	'Under the Sea' <i>Stories of Friendship and Trust</i>	'Come Fly With Me! <i>Asia</i>
Theme 3 26.02.24 – 19.04.24	'Let's Play' <i>Toys and Games</i>	'Help is at Hand' <i>Who Helps Us / Who We Help</i>
Additional Units 22.04.24 – 10.05.24	'Humpty and Friends'	'Food Glorious Food'
Additional Units 13.05.24 – 07.06.24	'Ticket to Ride'	'Way Back When...' <i>Hats Had Brims</i>
Theme 4 10.07.24 – 19.07.24	'No Place Like Home' <i>All Kinds of Houses and Homes</i>	'What On Earth...?' <i>Showing Respect for Our World</i>



ADVENTURERS THEME CYCLES 2023-24

	ADVENTURERS 1 YEAR 3	ADVENTURERS 2 YEAR 4	SEASONS AROUND THE WORLD
Whole School Council 04.09.23 – 08.09.23	'Whole School Council Parliament'	'Whole School Council Parliament'	Autumn in Canada
Theme 1 11.09.23 – 20.10.23	'Lightning Speed' <i>The World Wide Web</i>	'That's All, Folks! <i>Film and Animation</i>	
Whole School Theme 23.10.23 – 27.10.23	'Whole School Theme'		Winter in Switzerland
Competency Unit / NC Essential 06.11.23 – 24.11.23	'Lindow Man' <i>The Story of Prehistoric Man</i>	'Rocky the Dinosaur' <i>Science</i>	
NC Essentials 27.11.23 – 15.12.23	'Three Giant Steps' <i>Geography</i>	'Out and About' <i>Geography</i>	
Christmas Week 18.12.23 – 22.12.23	'Christmas Week'		Spring in Russia
Theme 2 08.01.24 – 23.02.24	'A World of Difference' <i>World Religions</i>	'Come Fly With Me! <i>Africa</i>	
Theme 3 26.02.24 – 19.04.24	'Athens v Sparta' <i>Conflict in Ancient Greece</i>	'Law and Order' <i>Rules and Rights</i>	
NC Essentials 22.04.24 – 10.05.24	'Window on the World' <i>Geography</i>	'May the Force Be With You' <i>Science</i>	Winter in Brazil
Competency Units 13.05.24 – 07.06.24	'Viking Warrior' <i>The Story of Ragnar Lothbrok</i>	'Saxon King' <i>The Story of Harold Godwinson</i>	
Theme 4 10.07.24 – 19.07.24	'Under the Canopy' <i>Rainforests</i>	'Picture Our Planet' <i>Photo Stories</i>	





NAVIGATORS THEME CYCLES 2023-24

	NAVIGATORS 1 YEAR 5	NAVIGATORS 2 YEAR 6
Whole School Council 04.09.23 – 08.09.23	'Whole School Council Parliament'	'Whole School Council Parliament'
Theme 1 11.09.23 – 20.10.23	'Mission Control' <i>Earth and Beyond</i>	'A World of Bright Ideas' <i>Inventions and Developments</i>
Whole School Theme 23.10.23 – 27.10.23		'Whole School Theme'
NC Essentials 06.11.23 – 24.11.23	'In Your Element' <i>Geography</i>	'Been Around the World' <i>Geography</i>
Competency Units 27.11.23 – 15.12.23	'The Rescuers' <i>The Story of Heroes of the Titanic</i>	'Pharaoh Queen' <i>The Story of Hatshepsut</i>
Christmas Week 18.12.23 – 22.12.23		'Christmas Week'
Theme 2 08.01.24 – 23.02.24	'Come Fly With Me!' <i>America</i>	'I Have a Dream...' <i>Discrimination and Prejudice</i>
Theme 3 26.02.24 – 19.04.24	'You're Not Invited' <i>Invaders and Settlers</i>	'Wars of the World' <i>Wars, Past and Present</i>
Competency Unit / NC Essential 22.04.24 – 10.05.24	'True Crime' <i>The Pendle Witches</i>	'Go With the Flow' <i>Science</i>
NC Essential / Competency Unit 13.05.24 – 07.06.24	'Time Team' <i>History / Geography</i>	'British Bulldog' <i>The Story of Winston Churchill</i>
Theme 4 10.07.24 – 19.07.24	'Global Warning' <i>Waste and Pollution</i>	'Full of Beans' <i>Energy</i>

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. Track Zone, our online tracking area, enables recording, monitoring and updating of assessments in real-time, helping to identify gaps in learning and highlighting any areas for development. We use Track Zone to assess all subjects taught through Dimensions. Subject Leader Assessment Packs enable in-depth scrutiny of the clear progression in skills and knowledge and what learning has been acquired. Writing is assessed through the opportunity for children to write independently, teachers can then assess their work against a list of age-related criteria. Reading and Maths are assessed through end-of-term testing.



Grove Primary School and Nursery Child-Friendly Subject Definitions

Through the use of pupil voice as well as other monitoring opportunities, we recognised that some of our pupils could not confidently define each subject discipline. Therefore, we compiled a list of child-friendly definitions which we now remind and quiz children on regularly through both assemblies and in-class learning. They are as follows:

Geography – world features

Music – expression in sound

PSHE – working on yourself

Design Technology – products and solutions

Computing – using digital tools

Art – visual creativity using different media

Science – what makes our world work

History – discovering the past

Grove Primary School and Nursery Subject Characters

As well as clear, child-friendly subject-definitions, we are also in the process of creating some brand new subject characters to help our pupils know and remember more.

To be continued...

