

title:	Approved		
status:	Teaching and Learning Committee		
owner:	Julia Dowdeswell		
nominated governor:	1/4/16		
release date:			
headteacher (signature if required):		Date:	
chair of governing body (signature if required):		Date:	

In our school we want to provide a curriculum that meets statutory requirements but goes beyond what is required to reflect the needs of our pupils based on sound research on how children learn, our aims, our ethos and the community in which we live.

We aim to provide memorable, pertinent learning experiences that are

- Engaging and whet the appetite for further learning
- Enriching
- Purposeful and challenging , helping to accelerate pupil progress and attainment

How will this be achieved?

- By designing a curriculum that makes meaningful links between subjects, where appropriate, to remove artificial subject boundaries allowing pupils to develop their interests in a coherent and satisfying way.
- By designing a curriculum that promotes creativity, consisting of imaginative and purposeful activities that encourage original thought and allow pupils to reflect on their learning.
- By moving away from a traditional timetable to allow teachers to plan extended sessions(blocking time)
- By planning for the right level of challenge for all our pupils.

Contexts for Learning

We continue to follow the national curriculum but prefer to make meaningful links between subjects rather than teaching subjects discretely. Our topics are usually linked to a famous picture, music or high quality texts that encourage a love of culture and that love of reading to which we aspire. For example, a topic about environmental science might be based on *The Tin Forest* by Helen Ward, allowing children to explore geography, science, art and design through a well-regarded book. Alternatively, through looking at the work of Lowry children can compare changing landscapes at the same time as developing oracy and learning to write well in response to a stimulus.

To avoid tenuous and artificial links some subjects, such as PE and RE, may be taught discretely. Sometimes these subjects are blocked and taught as a mini topic for a week rather than through a daily lesson.

There will still be a daily English and maths lesson. Phonics will be taught discretely in EYFS and in KS1 using part of the RWinc scheme.

Curriculum coverage will regularly be reviewed by subject leaders to ensure coverage and at the end of each topic to inform future planning.

Implications

To allow continuity of study the traditional subject based timetable will be altered to allow for a daily English and maths lesson in the morning and blocks of time for cross curricular study in the afternoons.

This means that pupils can complete an extended task in several consecutive sessions rather than having to wait until the next dedicated lesson.

Progression and assessment

Progression will be ensured by teachers planning different levels of challenge (our chilli challenge approach where pupils, not teachers, mostly decide which challenge is most appropriate to consolidate or progress their learning) and pupils progress and attainment will be analysed in regular pupil progress meetings. Subject leaders will continue to monitor standards and achievement (see subject leaders schedule in appendix 3)

Appendix 1

Meeting the needs of our children

We agreed that our children are	We agreed our children need to develop
literate, numerate and technologically adept	a better understanding of other communities in UK
good communicators	enterprise and ingenuity
Tolerant	independence
able to work and relate well with others	resilience and the ability to take calculated risks
principled	a better sense of caring for our belongings and our world
Inquisitive	time to reflect
physically competent	
keen to challenge injustice and committed to human rights	
self-aware	
good citizens and aware of how they can change things for the better	
and have an understanding of our heritage and culture and a growing knowledge of other nationalities and countries	
aware of how to live healthy lifestyles	

--	--

(based on discussion at staff meetings and with input from the School Council)

Appendix 2

Our proposed topics for 2016-17

Topics will usually be based on a 2 year cycle with the infants, lower and upper juniors sharing topics but planning at an appropriate level of challenge for the pupils in their classes.

The EYFS will plan separate topics to match their separate curriculum. The length of topics may vary.

For 2016-17 the topics will be:

Infants

Term	1	2	3	4	5	6
Book/ picture	Five Minutes Peace by Jill Murphy	Breugel's Toys	Mr Wolf and the Three Bears by Jane Fearnley	Do not enter the Zoo by Amy Sparkes	Good Night , Sleep Tight by David Melling	The Lighthouse Keeper's Picnic
Possible themes	My family All about me Holidays	History, How things used to be, chronology designing moving toys,simple programming...	Materials, forces ,traditional tales, environment ...	Animals	Castles, seasons plants ,changes...	Environments, seaside, staying healthy, explorers, sculpture,

Lower Juniors

	1 and 2	3 (mini topic)	4	5 and 6
Book/picture	Stig of the Dump	Van Gogh- Sunflowers	Local Study- Marlborough	The Scarab's Secret by Nick Would

Possible themes	Local study- Avebury/Stonehenge (Stone age to Iron Age) Rocks and fossils.	Plants, history of art, tin dye, textiles...	Human geography, environments Changing landscapes...	Ancient Egyptians , locations, water cycle, trade, forces...
-----------------	---	--	---	---

Upper Juniors

Cycle A

	1 and 2	3	4	5 and 6
Book/picture/music	My Secret Diaries by Marcia Williams	The World's a Stage- Shakespeare	How Dinosaurs Really Work by Alan Snow	Journey to the River Sea by Eva Ibbotson
Possible themes	Significant events in our history, OS maps, making the news, the work of Stanley Spencer...	Playscripts, theatre etc	Our wonderful world; plants, evolution	Rivers, mountains, volcanoes, climate, location, Delgado, fair trade...

English Link to traditional tales and diary writing Investigate archaic language	Maths Mostly discrete. Develop mathematical vocabulary related to time	Science Link to PHSE and hygiene / humans
History Work with sources. Develop chronological understanding Discuss cause and effect Significant events: Fire of London/plague	Dick Whittington	PHSE Citizenship Responsibility Good hygiene Keeping safe
	Computing Learn to use search engines safely. Digital photography Learn to use Powerpoint for communication Programming	
Geography Compare urban and rural topography Learn geographical vocabulary Learn capital cities of UK Locate London on a map	Art Collaborative working on a big project Collage Develop skills using a range of techniques and materials Look at the painting of the Great Fire by the Dutch school of painting	DT Learn joining techniques to make a model of a 17 th century street

How will we broaden pupils' horizons?	How will we provide moments for reflection?	How will we develop resilience?
By visiting London and discussing the contrasts (space/ethnicity/crowds /buildings)	By inviting pupils input and responses to questions By providing opportunities for discussion Through P4C	By encouraging drafting and redrafting, through self evaluation and by providing opportunities for extended work

Broken down into a possible sequence of sessions:

Subject	What's the point of the lesson?	Possible activities	assessment
High impact start to engage interest PHSCE	To find out about the role of the council and the mayor	Invite Mayor of Marlborough to arrive in an assembly introduced by the Town Crier in regalia to explain their jobs .Discuss the role of the School Council	
English	To determine the main features of traditional tales	Collect examples, compare openers, characters, style, etc	
English	To discuss characters and how certain characters behave Link to BLP- resilience	Read the story of Dick Whittington- brainstorm character . Annotate big picture with words to describe him or write a character sketch.	
Art	Learn to work collaboratively with collage materials	Make a large collage of mayor Pupils to design and make mayoral chain	
English	Learn to write in the past tense	Discuss how we know this story happened a long time ago Teach past tense	
English	Investigate archaic language	Pick out features of story that show it happened a long time ago (e.g. word thrice) - make a glossary	

History	Learn to use artefacts and buildings as sources	Look at pictures of London in the 17 th century and animation based on contemporary etchings on www.bbc.co.uk Q. what's different, what's the same? What do the pictures tell us?	
Computing	Learn to programme a beebot to travel round London	Make floor map of London and teach children to programme a beebot round it , teach directional language	
Art	Learn to work collaboratively	Investigate how a silhouette is made (link to science and shadows falling on the opposite side of an obstruction) Make silhouettes of London skyline	
PHSE	Learn about keeping clean	Talk about how germs spread/washing hands etc. – see Mary Guerney	
History	Invite pupils input	Brainstorm a list of questions pupils would like to answer about living in 17 th century London , invite suggestions for activities/communicating what they have found	
History	Use historic sources to think about what life must have been like in the past (empathy)	Brainstorm ideas about what it would have been like to live in London with ref to hygiene	
History	Learn to place an event on a timeline	Tell the children the story of the plague – place on a timeline .	
English	Learn to use powerful verbs	Label silhouette rats with words to describe their movement, refer to Pied Piper for ideas	
PHSCE (CW)	Learn what it means to be selfless	Tell the story of Eyam	
English	Investigate time connectives	Brainstorm time connectives and recount/label the story of Eyam (link to VCOP)	
History	Learn to use artefacts/buildings	Look at picture of the Monument .Look at pictures of people who lived around that time (Charles 11,Pepys, Wren) Use information to establish that the fire of London took place a long time ago in a period called the Stuarts.	

	/monuments as source material	Place on timeline. Introduce Pepys as someone who saw the fire and wrote about it	
History	Visit a museum, learn about the story of the fire of London and learn to sequence main events	Visit to Museum of London for drama/re-enactment of Fire, visit Pudding Lane, Pepys Street etc Additional resource: www.channel4.com/history/microsites/H/history/fire/index.html	
History	To think of reasons why the fire spread so rapidly	Drama/ discussion about buildings and streets we see Ref www.ict.oxon-lea.gov.uk/history.html	
PHSE	Learn how to keep safe from fires today	Visit from fire brigade .Make posters about keeping safe from fire	
Computing/ History	Learn to take digital photos Learn to use a timeline	Place photos of buildings on timeline	
History	Learn what an eyewitness is	Look at contemporary paintings- what do they tell us?How reliable are they? Watch www.tes.co.uk/greatfire (online resource looking at why eyewitness accounts differ) Hot seating _ I was there Watch DVD- famous people Samuel Pepys or look at Pepys'website http://www.pepys.info Look at extract from diary- what does it tell us that we didn't know before? Fact or fiction?	
PHSE	Learn about central govt	Look at digital pictures of House of Parliament- discuss function of Govt and elementary democracy Have mini election for next school council reps	
English/ History	Look at main features of diary writing	Write an extract from a diary/ practise writing in past tense : I was there , I saw...	

English /History/ computing	Learn to make a representation of the facts as we know them Learn to use power point	Make frames to record the main events incl. digital photos /copies of famous pictures/diary entries Present as power point .	
Computing	Learn to draw on Ipads	Make picture of fire for front cover of topic book including writing/repeated patterns	
Geog.	Think about how London has changed and how it is different from Marlborough	Brainstorm ideas Colour in maps- green for field, black for roads etc to make visual picture of urbanisation	
Computing	Learn to make an effective search on web and select appropriate info incl digital photos	Find pictures/use digital photos of famous London buildings- copy and paste and annotate selection. Place on time line	
Art	Look at work of famous artist	Look at Down town boogie woogie (Mondrian) and make own linear pictures to summarise impressions of London today in pupils choice of materials/media	
English	Write a modern day version of a traditional tale	Brainstorm differences today and then – mobiles, I pods, traffic, planes , electric lights etc Plan and write a story based on Dick Whittington set in 2014	

For the next topic:

