

Wider Curriculum Policy

Reviewed September 2023



The Stour Academy Trust

Introduction

This policy outlines the intent of what we refer to as The Wider Curriculum. It explains why and how we design, plan, teach and assess History, Geography, Art, Music, DT, Building Learning Power, The Fundamental British Values and Social, Moral, Cultural and Spiritual Developments. It is based on the National Curriculum 2014 Programmes of Study and review of research, literature, classroom practice, global events, school contexts and feedback from staff, parents, members of the community and the children.

Intent

Curriculum Aims

We believe the core purpose of education is to develop character (the skills and dispositions to be lifelong learners) and further social justice. Our curriculum aims to:

1. Instil a recognition of injustice in the world and raise awareness of this by acting.
2. The emotional and social aspects of learning are at the heart of what we do so children understand themselves and a diverse range of others, ready to thrive in their future lives
3. Develop innovative, critical and creative thinkers who are able to solve an array of problems through collaboration and a multi-disciplinary approach
4. Create flexible learners, who thrive in a self-paced and personalised learning, where inclusion and self-worth are paramount.
5. All children leave our school enriched through powerful experiences, which spark their own personal and meaningful response so learning stays with them for the rest of their lives.
6. Build learners prepared for an unknown future by harnessing the learning opportunities offered through technology.
7. Through a mastery approach, we aim for pupils to acquire a deep, long-term, secure and adaptable understanding of the curriculum.

Our curriculum is built using a multi-disciplinary approach, where links are made across subject domains, including high quality texts for reading and writing opportunities to consolidate and build knowledge, which can be applied to differing subject areas. The continuous provision and classroom exploration approach to learning allows for purposeful overlearning, children leading their own learning and the opportunity to revisit key themes throughout their primary experience. The curriculum puts high value on the locality of the schools and the county of Kent, bringing together the interesting and intriguing history with its wondrous geographical features. There is a theme of architecture, human impact, personal responses and the part our localities played in a vast history are key focus areas for study. The social, moral, cultural and spiritual aspects of learning are carefully woven through the wider themes of the curriculum. It challenges all children to reach a level of well informed, critical and creative thinking through the purposeful use of an array of technology and skills. By doing so, our children will have the character required to be resourceful and resilient people, building reciprocal relationships with others, whilst reflecting on how to live and learn happily. It is a curriculum, which ultimately, gets children desperate to learn and prepared for the future that awaits them, ready to act for the better of our world and its inhabitants. This can be seen within each subject, as explained below and by reading the *Long-Term Plan and Progression Documents – see teams files*.



Subjects

Geography

It is how we as humans behave that shapes the very world we live in. Therefore, human geography makes up the heart and soul of our geography curriculum. We strive to make them aware of the moral, social, cultural dilemmas within their locality, the world and amongst its diverse range of inhabitants. Our curriculum enables a personal response to the local and global issues of our world, a response, which we hope drive children to act and be the champions of a fair and flourishing future. To do this, we aim to nurture compassionate and skilled problem solvers, working collaboratively and creatively. Map work and fieldwork skills are rooted in real world experiences and an abundance of problem-solving opportunities, taking advantage of all the rich physical and human geography that our local areas provide. Kent is abundant with geography waiting to be discovered by our children and used as a foundation to compare and make sense of places throughout the globe. It is through understanding Kent that our children can better connect to the wider world, respect it, embrace it and help shape it.

Subject End Points

1. **Locational Knowledge:** Secure in key locational knowledge of the UK and the world
2. **Maps and Navigation:** To read, make and use a range of maps, developing a secure mental model of our world. To navigate using locational and directional language.
3. **Physical feature and processes:** Understanding of the formation of Earth's physical features and common processes (e.g. coasts, weather, tectonic activity, water cycle, erosion).
4. **Human Geography:** Understanding of the human geography of different places and people, including themselves (e.g., population, settlement, migration, diversity, farming, trade, pollution)
5. **Place knowledge:** Know about places in United Kingdom (Kent), London and Europe, North and South America - find relationships and interpret knowledge of these places

History

History unlocks the secrets of the past and leads into a world of powerful stories about the wonders and horrors of humankind. Through history, children will understand how the past threads together and has shaped lives and places throughout time to the present day, gaining a coherent understanding of Britain's past and that of the wider world. Children will be inspired by the innovation and courage of a diverse range of others and learn from difficulties to do better as citizens of the world. This takes children beyond their own experience to broaden minds and inspire their curiosity to know more about the past. Here they become detectives of time, sifting through their knowledge and a range of sources, discovering and connecting clues that the past reveals. It equips children to regularly address and devise historically valid questions to seek answers and fuel their hunger for learning. This will enhance their love and appreciation of the footsteps of history that surround them.

Subject End points

1. **Chronological knowledge and understanding:** To have a coherent understanding of how the past fits together and the sequence of significant periods, people, places, events and changes.
2. **Significant events, changes and ways of life in local, British and world history:** To have a range and depth of knowledge, vocabulary and understanding of past events, people, places and changes



3. **Use of sources:** To understand how knowledge of the past is made up from a range of sources and evaluate their usefulness.
4. **Historical Enquiry:** To be able to address and sometimes derive historically valid questions and thoughtful responses.

DT

Design and technology are an inspiring, practical subject, that uses creativity and imagination. Pupil's design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing, and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising, and capable citizens. Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Here, children will be developed as collaborative and resourceful learners. They should work in a range of relevant contexts linked to improving the local area where possible. As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.

Subject End Points

1. **Design:** Design, develop and communicate innovative and purposeful products which solve a range of problems, considering their own and others' needs, wants and values
2. **Make:** Use a wide range of tools to perform tasks accurately and use a wide range of materials to make innovative products fit for purpose
3. **Technical Knowledge:** Develop and apply their understanding of structures, mechanisms, systems and computing to make innovative products fit for purpose
4. **Evaluate:** Evaluate and improve ideas and products critically, understanding how events and individuals in design and technology have helped shape the world and the impact their own ideas could make
5. **Cooking and Nutrition:** Understand and apply the principles of nutrition and learn how to cook

Art

It is through the arts where children express and understand themselves - a gateway into a world of emotion, imagination, and self-reflection. We want children empowered with the language needed to engage with art and learn from a diverse range of artists so children can view life through the eyes of many and deepen their perspectives of what is possible. Art and design both reflect and shape our history and contributes to the culture, creativity, and wealth of our nation. Here then, we empower children with the cultural capital needed to make sense of the world they will inhabit. We want children to take risks in art and muster the confidence to experiment and explore a wide pallet of possibilities.

Subject End Points:

1. **Ideas:** To generate and develop ideas to produce creative works
2. **Techniques:** Master artistic techniques for drawing, painting, sculpting and digital media
3. **Evaluate:** Evaluate and analyse creative works, using the language of art
4. **Artists:** To know about great artists, architects and designers

Music



Our music curriculum inspires pupils to develop a love of music and discover their talent as musicians. It is adapted from Music Express, building a foundation of listening, singing, movement and playful exploration and manipulation of sounds. At the heart of it, is exploration and composition, as it's here where creativity and collaboration flourish, with children taking ownership and leading the music making process for a range of purposes and audiences. It is planned in a sequence where knowledge of pitch, duration, dynamics, tempo, timbre, texture, structure and notation are built upon across the school, leading to confident music makers. Musical events are embraced so children can experience music beyond their classroom and hone their performance skills, taking part in music workshops, performing to the wider community or in live concerts such as Young Voices at the O2 in London.

Subject End Points

1. **Sing:** Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
2. **Listen:** Listen with attention and detail, evaluating and appreciating a wide range of high-quality music made by themselves and from different traditions and from great composers and musicians
3. **Composition:** Create music for a range of purposes and audiences, exploring, organising and manipulating interrelated dimensions of music, embracing a collaborative and creative process
4. **Instrumental Performance:** Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.



The Long Term Plan

- **Vision** – Each topic has been given a vision, which develops social justice and building character, allowing children to engage with and formulate opinions about local, national, or global issues, movements, historical or gender related biases.
- **Purpose** – Each topic has been given a clear and purposeful activity, which develops the children's opportunity and ability to respond to these issues. There are several purposes that will give the children a range of skills, reasons and a growing awareness of the world and past.
- **Collaboration** – There are opportunities planned into each topic/purpose to allow for children to respond in a collaborative way. Opportunities for them to develop a shared understanding and interpretation have been considered and the freedom to choose has been carefully planned.
- **Vocabulary** – explicitly taught frequently, used and linked to other words, root words, meanings and contexts. Teachers insist that children use this when speaking and writing throughout the lesson
- **Topics** - These age-appropriate topics have been selected to ensure that there is both progression of skill and understanding across an academic year and throughout their Primary school journey. This multi-disciplinary approach will allow for children to apply their knowledge to various aspects of the curriculum.

Implementation

Recall/Benchmarking

- Children will participate in a recall/benchmarking activity in the week before the MTP meeting with the curriculum lead.
- A class assessment grid will be completed to identify strengths and weaknesses in their recall. Additional provision/recall opportunities will be planned with the curriculum lead in the MTP meeting for these identified children,



- The starting point for the topic will be decided upon from the outcome of the benchmarking task.
- Do now tasks, enhanced provision and classroom exploration tasks/challenges will be used to develop these skills of recall.
- These will be generated by the curriculum lead for the year 2021-2022 to ensure consistency.

Topic Overview

- This states the overview for the learning in both the whole class/group teaching and the classroom exploration activities (KS2) or enhanced provision (KS1)
- The curriculum leads in each school will hold a planning meeting in the penultimate or last week of term to discuss the topic content and plan the approach of the learning

MTP Meeting

- The school-based curriculum lead will facilitate the meeting
- Teachers will come prepared with own research and ideas to excite and engage the children into the key learning.
- The benchmarking and recall assessment task will be discussed and adaptations made to accommodate the needs of the children.
- The 'how' of the topic teaching will be discussed and the topic overview document annotated on OneNote.

Approach

- Children will receive a whole class input on one subject (i.e. History). Adaptive teaching will allow all children to access the same learning objective and be on the same trajectory for outcome. Technology is used to personalise learning where necessary.

Timetable

- Lessons will run over 2 afternoons per week, where there will be an explicit lesson on the subject focus e.g. lesson 1- History and lesson 2 - Art

Immersion

- Every topic begins with an immersion lesson (stunning start). The key aims here are to set the scene for the new knowledge and excite children about the topic.
- Set the scene for new learning and to get wrapped up in the experience, engineered to grip the children's fascinations and spark the desire to learn more, to ignite an emotional response, which makes them desperate to respond and take ownership.

Purpose

- Every topic will end with a purposeful activity - shown on the LTP. The aim here is to respond personally or collaboratively to a given stimulus, which develops the children's social justice skills and has a specific intent of understanding or raising awareness of local/national or global issues. This is presented or shared with parents at the termly 'Fabulous Finish'.

Meeting the Needs of ALL Children

- We recognise the range of needs of our children and the culture and communities they are part of. We also recognise the diversity of people they may not be exposed to in their home lives. Our curriculum incorporates perspectives from a range of people, this includes the protected characteristics set out in the Equality Act 2010.



- A range of assessments are used for teachers to be knowledgeable about the child's needs and reshape lessons to meet these needs e.g. 'Do Now' tasks, recall/ benchmarking tasks, pupil conferencing, close observations and questioning during lessons
- Teachers to be reflective - Where gaps are identified in skill or understanding, reshape the opportunities available in the classroom
- Well planned resources and experiences that promote freedom, curiosity and exploration will allow the children to engage at their own level and take their learning on. Those with SEND or EHCPs will have the opportunity to meet their targets and be challenged within the context of the lesson

Impact

Assessment throughout lessons

- **Do Now** - This is a short question or task which helps children recall knowledge needed for the lesson and to help teachers assess and reshape the lesson where needed
- **Facilitating learning** - Teacher or TA to discuss with the children the learning that they are participating in and to develop their interest/understanding through questioning and challenge
- **Ongoing** - This is assessment through observation, quality questioning, children's explanations, children's demonstrations of knowledge and skills, listening in to conversations.
- Record key learning and decisions on the child's OneNote

Assessment each term – Sonar

- This is to be reviewed every term.
- Highlight the statements on Sonar based on the LOs, that directly link to the topic
- Once all statements for that topic have been highlighted in the 'Formative Entry', a level will be allocated in the 'Summative Report' for each subject area.

Monitoring and Feedback

The implementation and impact of our intended curriculum is monitored and developed through SLT creating a culture of learning together and having conversations with staff that offer challenge and support with the mindset to develop the school together with a clear direction of how to move forwards e.g. planning together, modelling lesson etc. .

Equal Opportunities

All pupils will have equal opportunity to reach their full potential across the foundation curriculum regardless of their race, gender, cultural background, ability or physical ability, in line with the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) **The school's equal opportunities policy applies to the teaching of foundation subjects as to all other subjects.**

This policy will be reviewed September 2024.

