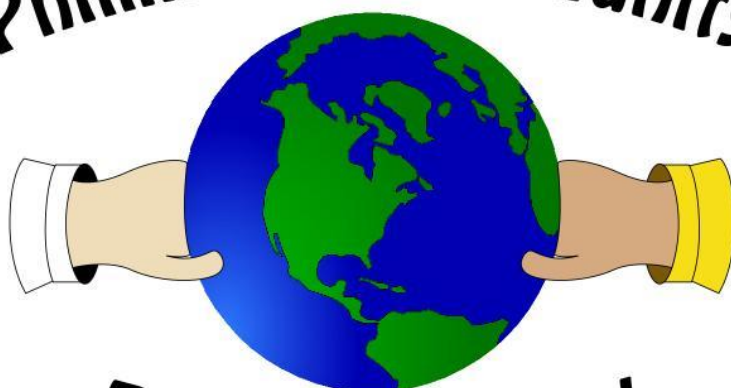




Phillimore Community



Primary School

Curriculum Policy

2022/23

Curriculum

We believe that learning should be fun, purposeful and challenging through a broad, balanced and creative curriculum that nurtures and develops the whole child, developing life-long learners who take ownership of their learning and are proud of their achievements.

At our school, we are aiming to provide pupils with a global curriculum based on knowledge and skills that is relevant for the 21st century. These skills are critically important for future success. We believe that global learning helps pupils make sense of the increasingly complex and rapidly changing world in which they live. Our curriculum enables pupils to think critically about world issues and to develop an awareness of the impact our own actions can have on others. Our school values are an integral part of our curriculum when shaping young citizens.

School Values

Work hard
Concentrate
Don't Give Up
Understand Others
Try New Things
Improve
Imagine
Push Yourself

The six themes children are exposed to across all year groups are:

- **Social justice and equity**
- **Identity and diversity**
- **Sustainable development**
- **Peace and conflict**
- **Human rights**
- **Power and governance**

These six global learning themes are broken down into knowledge and understanding, skills, and attitudes in the Phillimore global curriculum documents.

We provide rich opportunities for the children to explore citizenship, historical and real-life world issues, which at times they may have to grapple with to make sense of it. This, in turn, helps them to develop skills such as collaboration and communication, thus equipping them with the necessary skills for life in the 21st century.

Global learning that values diversity and community is achieved through planning learning experiences and journeys linked to our curriculum drivers.

At the heart of our global learning curriculum is the Chris Quigley Essentials Curriculum, which sets out essential coverage, learning objectives and standards, which are required for all subjects. Furthermore, it provides progress measures for all subjects including personal development.

One of the primary reasons why we have chosen to adopt this curriculum and have the global curriculum running alongside of this is because it emphasises the importance of developing the depth of children's learning. In essence, this means providing children with increased challenge, allowing them to apply the skills, which they have learnt independently in a range of contexts, rather than moving them onto the next skill needlessly when they have not truly mastered it.

Chris Quigley Milestone/End Points

Each subject will have its own Milestones. These Milestones are broken down into three areas. By the end of each Milestone, children in Year 1, 3 and 5 will be at a basic level in that particular subject area and children in Year 2, 4 and 6 will be at an advancing level. All staff use these Milestones to plan their lessons and are therefore aware of their children's end points.

Knowledge building:
learning the fundamental foundations



Basic

Decision making to apply fundamental foundations.



Advancing

Non-routine thinking that requires inventive application of fundamental foundations.



Deep

Our curriculum provides a broad range of experiences for our pupils:

Our pupils' background, our culture and our climate for learning provide the following drivers that underpin all areas of our curriculum:

- Possibilities – which helps pupils to build aspirations and know available possibilities for their future lives
- Sport- Which is a vital contribution to the health and development of all pupils.
- Initiative – which helps pupils to grow as independent learners, not dependent on adults to learn

We offer a thoughtful range of experiences that support our culture: pupils enjoy a "full spectrum" of academic, physical, spiritual, moral, social, cultural activities that enrich their lives and give them the confidence and skills for a fulfilled and happy life.

Activate W

Our curriculum provides appropriate balance:

We believe that all children should feel clever and experience the feeling of accomplishment in a wide range of areas. **We are working towards a curriculum** that gives pupils an excellent mix of academic and personal development; it gives equal importance to core and foundation subjects; physical wellbeing and mental wellbeing are both valued, understood and prioritised by our careful consideration of curriculum design. Spiritual, moral, social and cultural development, along with a well planned and structured programme of personal development, underpins all of our work and is monitored as closely as academic subjects. **We hope to** carefully balance the requirement for pupils to reach national expectations in core subjects with our wider curriculum aims of providing a full spectrum of thoughtful and enriching experiences. As a result our pupils thrive.

Global Curriculum

Knowledge, Skills and Values and Attitudes

Knowledge and understanding	Skills	Values and attitudes
Social justice and equity	Critical and creative thinking	Sense of identify and self-esteem
Identity and diversity	Empathy	Commitment to social justice and equity
Sustainable development	Communication	Value diversity
Peace and conflict	Cooperation and conflict resolution	Concern for the environment and commitment to sustainable development
Human rights	Ability to manage complexity and uncertainty	Commitment to participation and inclusion
Power and governance	Informed and reflective action	Belief that people can bring about change

Global citizenship involves...	It is not...
asking questions and critical thinking	telling people what to think and do
exploring local-global connections and our views, values and assumptions	only about faraway places and peoples

exploring the complexity of global issues and engaging with multiple perspectives	providing simple solutions to complex issues
exploring issues of social justice locally and globally	focused on charitable fundraising
applying learning to real-world issues and contexts	abstract learning devoid of real-life application and outcomes
opportunities for learners to take informed, reflective action and have their voices heard	tokenistic inclusion of learners in decision-making
all ages	too difficult for young children to understand
all areas of the curriculum	an extra subject
enrichment of everyday teaching and learning	just a focus for a particular day or week
the whole-school environment	limited to the classroom

Curriculum Intent Statement

Basic Principles

1. Learning is a change to long-term memory.
2. Providing pupils with a global curriculum based on knowledge and skills that is relevant for the 21st century.
3. Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

Curriculum Intent model

1. The Oxfam Global Curriculum helps pupils make sense of the increasingly complex and rapidly changing world in which they live.
2. Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.

Our drivers are **Global Curriculum, Initiative, Possibilities** and **Sport**

3. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
4. Curriculum breadth is shaped by our curriculum drivers, cultural capital, global learning themes and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
5. Our curriculum distinguishes between subject topics and ‘threshold concepts’. Subject topics are the specific aspects of subjects that are studied.
6. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this ‘forwards-and-backwards engineering’ of the curriculum, students return to the same concepts over and over and gradually build understanding of them.
7. For each of the threshold concepts three Milestones, each of which includes the procedural and semantic knowledge students need to understand the threshold concepts, provides a progression model.

8. Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts.

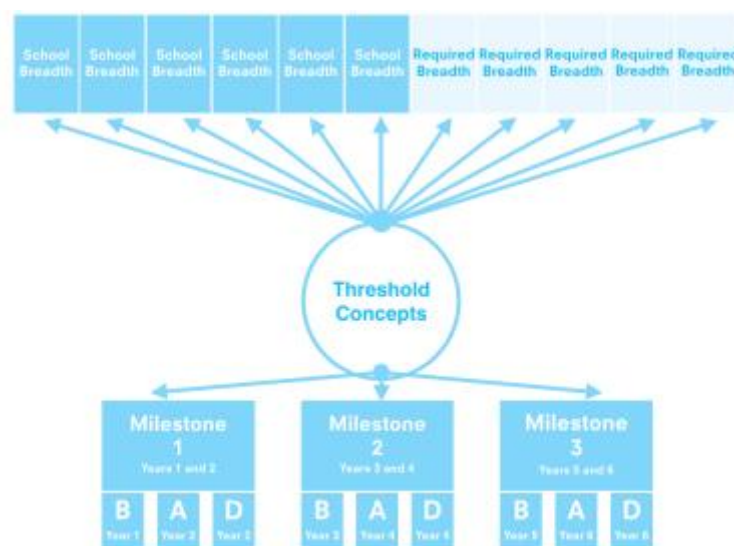
9. Knowledge organisers help students to relate each topic to previously studied topics and to form strong, meaningful schema.

10. Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.

11. Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage. The time-scale for sustained mastery or greater depth is therefore two years of study.

12. As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.

13. Also as part of our progression model we will use POP tasks (Proof of Progress) which shows our curriculum expectations in each cognitive domain. These POP task can be low stake quizzes, double page spreads and mini assessment tasks.



Implementation

14. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

13.1. Learning is most effective with spaced repetition.

13.2. Interleaving helps pupils to discriminate between topics and aids long-term retention.

13.3. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength. We will gradually build up to a curriculum that covers these three elements. All lessons start with lesson recaps with the start of topics recapping on previous content covered in other year groups.

15. In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.

16. Our content is subject specific. We make intra-curricular links to strengthen schema.

17. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

Impact

18. Because learning is a change to long-term memory it is impossible to see impact in the short term.

19. We do, however use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long-run.

20. We use comparative judgement in two ways: in the tasks we set (POP Tasks) and in comparing a student's work over time.

21. We use lesson observations to see if the pedagogical style matches our depth expectations

Structure

Subjects



English

We follow the teaching sequence of writing and have a clear outline of what text types need to be covered and when. The sequence follows an **Immerse, Analyse, SPAG, Plan, Write/Review** stage. Staff will select quality

texts that make meaningful cross-curricular links or touches on the global curriculum theme for that half term. Our children really do benefit from the repetition of language used, so the more it is used and repeated the more that it is embedded. Where possible links will be made with literacy genres, fiction and non-fiction books, book study books, and poetry as this has been shown to develop the thematic approach, and deepen learning and engagement.

Please see teaching sequence of writing policy for further details.

Word of the Day

This was introduced to expose our children to a broader variety of vocabulary. A new word is introduced to the children each day giving the children an expanded bank of vocabulary to use in their lessons. Vocabulary will be a much higher priority this year working towards increasing our children's cultural capital.



Phonics

At our school, the children begin learning phonics from when they join us in FS1. Discrete phonics sessions follow the five parts: revisit, teach, practise, apply and assess. We plan following the phases in Little Wandle. Daily phonics sessions happen across EYFS and KS1. In key stage 2, those children who did not pass the phonics screening in year 2 will continue to receive direct phonics teaching as well as children in New 2 English.

Please see the phonics handbook for further details.

Reading

Here at Phillimore we strongly believe in the importance of building a love of reading from a very early age. The teaching of reading starts as soon as the children join us in Nursery or Reception through high-quality phonics lessons and through the sharing of exciting texts. The children have daily lessons where they are taught how to read and how to understand and enjoy what they have read. The children are also given plenty of opportunities to apply their reading skills in all subjects across the curriculum. By the time the children leave us in Year 6, we aim for all children to not only be confident and able readers, but to also have developed a love of reading that will last a life time! *Please see the Reading policy for further details.*

Maths

At Phillimore we follow a mastery approach to teaching mathematics. This means that we are aiming to develop a deep, long-term understanding of the subject rather than teaching children to learn procedures without really knowing the meaning and concepts behind them.

At the heart of a mastery approach is the belief that every child is capable of achieving.

Long term retention is a school priority and at the start of every maths lesson children answer questions related to knowledge and skills that they have learnt in the previous weeks.

Please see the handbook, yearly overviews and progression documents that will tell you more about the maths your child learns at Phillimore.

Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

History

At Phillimore our aim when teaching history is to inspire pupils' curiosity to know more about British and the wider world's historical heritage. We encourage an enquiry-based approach to our teaching, stimulating children to think critically and ask perceptive questions about the evidence that they are given.

We teach history as a separate subject to support the children's understanding that they are learning about the past. However, the subject is also in the context of global citizenship, which explores differences and similarities between events, people, places, cultures and environments through time, and the interconnectedness and interdependence of our

world's history. Therefore, providing significant and meaningful insights to compliment and improve children's deeper understanding of a historical topic.

Geography,

Geography is where Phillimore pupils find and grow their curiosity about the world and its people. Our children have family, friends and connections all over the world. We aim to evolve the 'cultural capital', that is unique to Phillimore children. Through a high-quality Geography education, we progress knowledge and skills year- on-year so that children develop a deepening understanding of the relationship between physical and human, landscapes and environments.

Music

In order to ensure children improve their music knowledge, understanding and skills, we ensure our curriculum builds on prior knowledge, skills and experiences. To ensure a cohesive and progressive Music curriculum through school from EYFS to Year 6, we use the 'Kapow Music', a digital primary music curriculum resource authored by primary music specialists, to support our planning, teaching and learning and assessment in Music across our school

DT

At our school we intend that children should master Design and Technology to such an extent that they can go on to have careers within Design and Technology and make use of design and technology effectively in their everyday lives. Our children will be taught Design and Technology in a way that ensures progression of skills, and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of formal elements of design and concepts of technology in a way that will enhance their learning opportunities, enabling them to use design and technology across a range of subjects to be creative and solve problems, ensuring they make progress.

We follow a broad and balanced Design and Technology curriculum called Kapow that builds on previous learning and provides both support and challenge for learners. Kapow ensures a progression of skills and covers all aspects of the Design and Technology curriculum.

Food and Nutrition



Instilling a love of cooking in pupils will open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

In Key Stage 2, we offer lessons dedicated to teaching children about preparing and cooking predominantly savoury snacks and meals. We ensure our schemes of work have strong cross

curricular links to ensure skills such as measures in Maths and persuasive writing in Literacy for example, have a real life purpose. Progression is built in so that skills are developed over time and children become proficient in and understand the purpose of food hygiene and safety, knife skills and use of a range of equipment and ingredients.

Art

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables pupils to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Our art lessons should be a hive of activity – children should experiment with their ideas, line, shape, colour, texture, form, pattern, composition and different materials and processes. Pupils become involved in shaping their environments through art and design activities.

We follow a broad and balanced Art and Design curriculum called Kapow that builds on previous learning and provides both support and challenge for learners. Kapow ensures a progression of skills and covers all aspects of the Art and Design curriculum.

PE

Our vision at Phillimore is to ensure that every child has the opportunity to be the best they can in their PE lessons, sport and active playtimes. Through physical education and sport we aim to teach our pupils new skills and show them how to improve in a fun, safe and stimulating environment. By providing a wide variety of opportunities both in school and off site, our pupils will become healthy, confident and active young people ready for the next stage of their lives. Physical activities based on the Olympic and Paralympic values of determination, respect, friendship, courage, equality, inspiration and excellence will positively impact on whole school improvements in all areas of school life. We will endeavour to keep the legacy of 2012 alive at Phillimore.

PE is taught discreetly, following the separate PE scheme of work. Please see PE policy for details.

Religious Education

RE is a statutory part of the curriculum. The school will follow the SACRE's agreed syllabus for RE in Sheffield using twinkl planning and progression to ensure clear coverage.

Where possible topics from this syllabus have been match to thematic topics across a year.

SMSC (Spiritual, Moral, Social, Cultural)

While not statutory, SMSC is an important aspects of our curriculum, and will be taught either discreetly in P4C sessions or within a topic depending on the needs of the pupils in each key stage.

Please see the separate RHE and Citizenship Curriculum Policies for more details.

Staff also have a list of different ways SMSC can appear in a variety of subjects.

 Phillimore Community Primary SMSC across the curriculum 				
English	Opportunities for Spiritual development	Opportunities for Moral Development	Opportunities for Social development	Opportunities for Cultural development
	- Responding to literature eg. "How would you feel if you were a character in the story?" - Appreciating the beauty of language eg. Through poetry. - Appreciating how people felt in real life events which are studied in English. - Opportunities for creative writing. - Opportunities for personal reflections through the writing of diaries and recounts. - Providing immersion activities into books and topics.	- Considering different perspectives eg. debating / writing about right and wrong through the topics of Robin Hood, etc. - Exploring stimuli for thinking about the consequences of right or wrong behaviour. - Completing work around traditional tales and stories which deal with right and wrong. - Opportunities for debating, hot seating and role play.	- Taking different roles in group discussions and learning how to negotiate and agree to differ. - Writing invitations. - Communicating with others in different ways. - Participating in group / paired tasks such as role plays and presentations. - Sharing viewpoints. - Peer feedback and marking.	- Share texts from around the world – about different cultures / in different languages. - Look at recipes for traditional meals from around the world. - Studying and writing reports about different countries. - Writing about our local area and the different cultures.

ICT and Computing

Computing is a new curriculum area, and covers the computer science aspects of the old ICT curriculum.

This will be generally taught as a separate subject area

Other elements of the wider ICT curriculum will be taught alongside other curriculum areas, as a part of topic work. This will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.

Launching the topic



A new topic will be introduced with a planned immersive experience to engage the pupil's interest. This might include a series of stimulating images, an artwork, some music or a video clip. There will be classroom/door/book corner displays to set the scene.

Faculty Weeks

This year we will relaunched faculty weeks. Faculty leaders of Humanities, The Arts and Citizenship faculties plan themed weeks for the whole school to participate in. At the end of the week, a showcase of all the learning undertaken is displayed in the hall for parents to

come and see. The faculty weeks give the children a chance to focus on particular subjects and again giving them a sense of audience and purpose.

Our first faculty week this year was called Seven Continents, One World. Each year group was given a continent that they studied and produced- Geog, History and RE - work to showcase at the end of the week. A local visit was also understanding by many year groups where children got the chance to explore the local area with a particular focus.

A previous faculty weeks have been 'Inspiring a Generation' which focussed the children on pollution and the impact on our World, challenging and inspiring them to make a change for the better. From looking at the impact of litter around school to making reusable bags and Clingfilm, the children have become eco-warriors! We have welcomed visitors from Sheffield City Council and Modeshift Stars to talk to the children about reducing pollution. Pollution is an issue that speaks to our children both as Darnall residents and as global citizens. The Faculty Week culminated in a showcase of the children's work that parents and



carers were warmly invited to.