

# THE BLUEPRINT

Our Curriculum

Shevington Vale Primary School

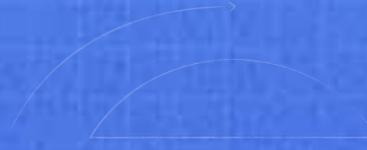




# FEDERATION WELCOME

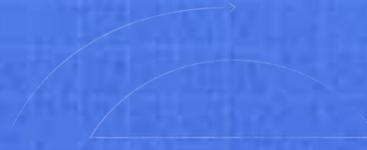
Mrs Tomlinson

Executive Headteacher





# OUR CULTURE

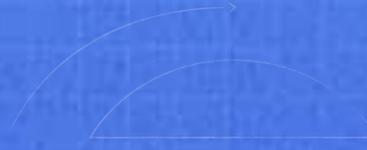
- Respect for everyone and everything
  - Responsibility for myself and care for others
  - Working together to achieve our goals
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# THE RESEARCH

- Theory of instruction: Principles and Applications Carnine and Engelmann  
([https://www.researchgate.net/publication/303721842\\_Theory\\_of\\_Instruction\\_Principles\\_and\\_Applications](https://www.researchgate.net/publication/303721842_Theory_of_Instruction_Principles_and_Applications))
- The Great Teaching Toolkit: Evidence review Coe et al (<https://bibliotecadigital.mineduc.cl/bitstream/handle/20.500.12365/17347/33%20Great%20teaching%20toolkit%20evidence%20review..pdf?sequence=1>)
- Cognitive Load Theory Sweller (<https://psycnet.apa.org/record/2010-09374-002>)
- Principles of instruction Rosenshine (<https://teacherofsci.com/principles-of-instruction/>)
- Improving students learning with effective learning techniques: Promising directions from cognitive and educational psychology - Dunlosky et al (<https://journals.sagepub.com/doi/abs/10.1177/1529100612453266>)



# CURRICULUM INTENT

- Our Curriculum provides pupils with **memorable experiences**, in addition to diverse and **rich opportunities** from which children can learn and develop a range of transferable skills and a strong personal voice. A primary focus of our curriculum is to raise aspirations and engender a sense of personal and team pride in achievement. We deliver a **challenging** and **purposeful** curriculum that helps every student become the very best version of themselves.
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SO IF I ASKED YOU ABOUT ART, YOU'D PROBABLY GIVE ME THE SKINNY ON EVERY ART BOOK EVER WRITTEN. MICHELANGELO, YOU KNOW A LOT ABOUT HIM. LIFE'S WORK, POLITICAL ASPIRATIONS, HIM AND THE POPE, THE WHOLE WORKS, RIGHT? BUT I'LL BET YOU CAN'T TELL ME WHAT IT SMELLS LIKE IN THE SISTINE CHAPEL. YOU'VE NEVER ACTUALLY STOOD THERE AND LOOKED UP AT THAT BEAUTIFUL CEILING; SEEN THAT.



# LONG TERM PLAN

Knowledge Rich units. Children spend time within each exhibit being exposed to high quality texts, tier 2 and 3 vocabulary and beautiful images.

The philosophical question. Each term is dedicated to answering an over-arching question. This is answered and evidenced in the form of an essay at the end of each term. These essays are shared with subject leaders so they get to see the final results.

The skills and knowledge needed to answer the philosophical question are taught through the non-core subjects. Each trip and visitor are carefully planned to help pupils attain all they need to provide a suitable answer.

Each subject has been sequenced through the knowledge and skills to build upon what has been previously taught. Every subject taught provides pupils ample opportunity to develop their schemas and cement their learning in their long term memory.

# LONG TERM PLAN EXAMPLE



The Shevington Federation

## Year 6: Museum of Long-Term Knowledge

### LEVEL 3

3

#### Around the World (Geography)

- Coastlines, Energy & Sustainability
- Population/ Digimaps: Urbanisation
- Globalisation

#### Artefact Collections (History)

- The Victorians & The Industrial Revolution
- 20<sup>th</sup> Century Conflict WW2
- The Civil Rights Movement

#### Significant People (Past & Present)

- Charles Darwin/Mary Anning
- Winston Churchill/Arctic Convoys
- Harriet Tubman/Martin Luther King

### LEVEL 2

2

#### Global Connections (MFL)

- Daily Routine
- Days Out
- Careers

#### The Library (Class Readers)

- Kensuke's Kingdom/On the Origin of the Species/Kensuke's Kingdom
- When the Sky Falls
- Holes/Can you see me?

#### Philosophical Exhibit (Extended Writing)

- Has the Industrial Revolution have a positive effect on the planet?
- Will we ever see world peace?
- Restaurant planning & evaluation

### LEVEL 1

1

#### The Research Lab (Science)

- Light/Evolution & Inheritance
- Electricity
- Living Things & Their Habitats/Animals including Humans

#### Meet the Maker (DT)

- Digital World: Navigating the World
- Electrical Systems: Steady Hand Game
- Cooking and Nutrition: Come Dine with Me

#### Technology Expo (Computing)

- The Internet
- Creating Media: Webpage Creation
- Mambo - Rhythm & Pulse/Musical Theatre

### MEZZANINE

#### The Music Lounge (Music)

- Ukulele - Blues & Improvising/Composition: Song Writing
- Film Music/Ride of the Valkyries
- Mambo - Rhythm & Pulse/Musical Theatre

#### The Gallery (Art)

- 2D - 3D: Scale & Sculptures
- Exploring Identity: Drawing, Collage & Sketchbooks
- Print and Activism: Paper, Pen & Paint

### THE LOBBY

#### The Gift Shop (Trips & Enrichment)

- Formby Beach/Panto/Cinema
- Local Area
- Residential/International Slavery Museum

### GROUND LEVEL

#### The Reflection Room (RE)

- Christianity (God)/Hindu Dharma
- Islam/Christianity (Jesus)
- Buddhism/Christianity (Church)

#### The Room of Wellbeing (PSHE)

- Families & Relationships/Health & Wellbeing
- Citizenship
- Economic Wellbeing/Safety & the changing body

### OUTSIDE

#### The Garden (Outdoor Opportunities)

- Local woodland & countryside, school fields

#### Active Space (PE)

- Gymnastics & Dance: Sequences/ Invasion Games: Tactics
- Invasion Games: Skills & accuracy/Net & Wall Games
- Athletics/Striking & Fielding





# KEY CONCEPTS

We looked at all our pupils and decided what was missing from their education - the reasons behind this, and what we could do to improve their outcomes

These were developed through various team meetings. The question answered was: What do we want our children to know?

Our children need to be literate and numerate to ensure they can access the next level of academic achievement - minimum

Alongside this we want our children to develop their wider understanding of the world. Their resilience and self-worth. To be able to face difficulties independently and work as part of a team to achieve future goals

These Key Concepts are the ones chosen to deepen knowledge and develop the skills we believe our children need to become the best versions of themselves

# Key Concepts

## Multiple Perspectives

Understand that people may see the same information differently and explore why.

## Debate

Use evidence to justify ideas, listen to others and respond thoughtfully.

## Creative Expression

Express ideas, thoughts and feelings through art, stories, language and discussion.

## Making Connections

Link ideas, events and examples from different times, cultures and places.

## Cause, Consequence and Economy

Explain how actions lead to outcomes, including economic choices and their impacts.

## Wider World

Learn about diverse cultures, global issues and the protected characteristics.



# KNOWLEDGE AND SKILLS

- Each subject is broken down into knowledge and skills. These are taught progressively through each year group.
- This is done so that children can make links within their learning in order to develop their schema.
- Each subject leader is responsible for managing and evidencing them across the school. They were written by Subject Leaders and they monitor the impact through book reviews, planning shares and lesson drop ins.

# KNOWLEDGE AND SKILLS EXAMPLE

## Year 3 knowledge and skills

Strand of geography	Focus
<b>Human</b>	Recall different kinds of settlements and introduce land uses
	Compare the human geography of the four countries of the UK
<b>Physical</b>	Investigate and describe key features of coasts
	Explore how water moves around the Earth
	Investigate what creates seasons on Earth and some reasons why the world's weather is changing
<b>Weather</b>	Describe the climate of an area studied in relation to its position on Earth
<b>World</b>	Recall the seven continents and five oceans of the world
	Identify northern and southern hemispheres
	Locate the Equator, tropics of Cancer and Capricorn, and Arctic/Antarctic circles
	Locate northern and western European countries and relate them to the location of the UK
<b>United Kingdom</b>	Recall the four countries and capital cities of the UK and the seas that surround it
	Identify some differences between the four countries of the UK
<b>Comparing and Contrasting</b>	Compare and contrast, giving reasons for, the physical and human geography of a region of the UK and a region of southern Europe
<b>Skills – Maps, Atlases and Globes</b>	Recall the location of the seven continents and five oceans of the world on maps, in atlases and on globes
	Locate the Equator, tropics of Cancer and Capricorn, and Arctic/Antarctic circles on maps, in atlases and on globes (and on maps at different scales)
	Find human and physical features on maps at two different scales
<b>Skills – Compass Points and Grid References</b>	Introduce the eight points of a compass to locate features on a map
	Follow a key to find the meanings of map symbols
<b>Skills – Fieldwork (including maps)</b>	Identify features on a plan view map
	Draw simple maps in <u>plan</u> view
	Create maps using their own symbols
	Collect and present geographical data using computer mapping systems
<b>Skills – Photos</b>	Compare locations using aerial photos

# MEDIUM TERM PLAN

The Key Concepts are embedded into the curriculum within the medium term plans. The plan focuses upon the skills covered and what knowledge children will learn over the term. The medium term plan highlights the philosophical question, the trip, the class read and any visitors to school. Not all Key Concepts can be taught in each subject area but teachers will aim to cover as many as possible to provide pupils regular opportunities to develop. National Curriculum Objectives are achieved termly and assessed using end of unit quizzes.

# MEDIUM TERM PLAN EXAMPLE



The Shevington Federation

## Year 4 Medium Term Plan – Autumn Term

# Y4

The Big Question: Did the Roman invasion benefit Britain?

Class Trip: Grosvenor Museum – The Romans

Class Reader: The House with Chicken Legs / Bubble Boy Significant People: Julius Caesar/Emperor Claudius

Multiple Perspectives Debate Creative Expression Making Connections Cause, Consequence and Economy Wider World

LEVEL

# 3

### GEOGRAPHY

#### Rivers

Students will explore the questions:

- What are the features of a river?
- How do we use water?
- Why are rivers important to people?
- What happens when a river floods?
- What are the impacts of a drought?
- What are the differences between the Ribble and the Nile?

#### Migration

Students will explore the questions:

- What is migration?
- How do migrants vary?
- How does migration affect people and places?
- What is economic migration and what is a refugee?
- How will climate change affect migration?



### HISTORY

#### Roman Britain

Students will explore the questions:

- How did the Roman Empire become so powerful?
- What was Britain like before the Romans?
- How did the Romans conquer Britain?
- Why did Boudicca lead a revolt against the Romans?
- How did the Romans change Britain?
- What did the Romans believe?
- Why did the Romans leave Britain?
- In what ways did life in Britain remain the same after the Roman invasion?



LEVEL

# 2

### ENGLISH

Student will compose, edit and revise:

- A narrative based on The Journey by Aaron Becker
- A non-fiction piece on the importance of water at school
- Poetry - Oh Captain! Oh Captain!
- Essay – Did the Roman invasion benefit Britain?



### MFL

Learn & apply:

- Asking someone for clarification
- Personal questions & answers
- Personal information in a short conversation/ written piece

Learn & apply:

- Parts of the body
- Instructions about actions
- Simple adjectives (agreement & position)
- Explaining that a part of the body hurts



LEVEL

# 1

### SCIENCE

Students will:

- compare and group materials
- observe that some materials change state when they are heated or cooled
- identify the part played by evaporation and condensation in the water cycle

- identify common appliances that run on electricity
- construct a simple series electrical circuit
- identify whether or not a lamp will light in a simple series circuit,
- recognise that a switch opens and closes a circuit
- recognise some common conductors and insulators, and associate metals with being good conductors



### DESIGN & TECHNOLOGY

Digital World: Navigation Tool

- Identify the difference between electrical and electronic products.
- Evaluate a range of existing lights and their features, then develop a new functional LED design.



### COMPUTING

Data logging

- Organise data in different ways.
- Collect data and identify where it could be inaccurate.
- Plan, create and search a database to answer questions.
- Choose the best way to present data to my friends.
- I can use a data logger to record and share my readings with my friends.

Photo editing

Copy, paste, crop, edit and manipulate photos for different effects



# KNOWLEDGE ORGANISERS

These are created for each unit of work. They help to further develop knowledge and understanding.

The pupils are taught to self-quiz and are tested on their ability to remember key information.

Knowledge organisers help teachers to narrow their focus to what they actually want pupils to know by the end of each unit and can assess appropriately.

# KNOWLEDGE ORGANISER EXAMPLE

## Year 2 | Science - (Biology) Animals & their Habitats| Knowledge Organiser

### Glossary

**Living** - Living things are plants and animals.

**Dead** - Dead things include dead animals, plants and parts of plants and animals that are no longer attached.

**Never been alive** - Objects made of rock, metal and plastic have never been alive.

**Habitat** - The place where an animal or plant lives and provides their basic needs - shelter, food and water.

**Micro-habitat** - A very small habitat e.g. A log that woodlice live under.

**Food Chain** - These show how animals get their food from plants and other animals.

### Examples of habitats

Woodland	Arctic
Urban	Desert
Coastal	River
Rainforest	Mountain

### Microhabitats

Short grass

Flowers

Inside rotting wood

Under leaves

In and on soil



Hedgehogs make a nest in leaves in woods.

Woodland

Goldfish can breathe in water.



Pond

Crabs are omnivores and eat seaweed.



Coastal

Polar bears are carnivores & eat seals.



Polar

Stingrays live in saltwater.



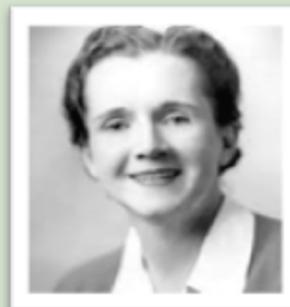
Ocean

Spider monkeys find food high in the treetops.



Rainforest

### Significant Scientist



**Rachel Carson** - Marine biologist, environmentalist and writer - was born on May 27, 1907, in Springdale, Pennsylvania.

Carson first alerted the world about the environmental impact of fertilizers and pesticides.



# SUBJECT CONTINUUMS

These have been created by subject leaders as a guide to the teaching of their subject.

They show how pupils progress from prior knowledge (Archives) to end of unit assessment and help provide appropriate questions.

Each continuum is subject specific and contains the necessary vocabulary and expectations for all year groups. This provides a systematic approach to teaching to ensure the development of long-term memory.

# CONTINUUM EXAMPLE



## R.E Continuum

### Stage 1

- Contents page
- Prior knowledge activity (Archives) - 'what do we already know?'
- Knowledge Organiser

### Stage 2

- Imagery/ artefact to discuss

### Stage 3

- Taught sessions. Teachers to follow the Lancashire syllabus to provide subject knowledge enriched sessions, underpinning spiritual, moral, social and cultural aspects throughout.
- Where possible, make links to places of worship visits.

### Stage 4

- End of unit quiz/ summative assessment

# QUIZZING – LOW STAKES

Every block of lessons ends with an end of unit quiz

Every quiz is a set of ten diagnostic questions

Our tests are taken using Wordwall and all results are placed in books

This is taken during the last or penultimate lesson so that teachers can address any misconceptions and allow pupils to correct mistakes

The quiz focuses upon the knowledge outlined gained within that unit

# The Vault

All Children produce an essay at the end of each term (Reception create verbal essays)

This answers the philosophical question that is referred to throughout the term.

The Essay is produced in their final unit of English where a full drafting and editing process takes place, with the final version written in the Vault book.

All sessions are discussion based so pupils are afforded an opportunity to recall all the knowledge gained in the previous 12 weeks



# ASSESSMENT

'Test them at the start and test them at the end' - Tom Sherrington  
2019

Statutory assessments: Reception baseline, Y1 Phonics, Y2 SATS, Y4 multiplication test and Y6 SATS

Star reader tests each half term in reading

End of unit quizzes in all other subjects

Written essays produced each term

# OVER AND ABOVE

Outdoor learning. Lessons taking place on or away from the school grounds.

Curriculum visits. Purposeful learning opportunities away from the classroom.

Diversity visits. Annual visit to a place of worship. Whole school rotation.

Enterprise. A chance for contextual learning, for pupils to develop their understanding of economy and the working world. On-Site reading Cafe and Radio Station.

Talks from people in the local and wider community. A chance to open our childrens' eyes to a world that they can experience.

Every pupil in school attends at least one club led by all teachers. Pupils are rewarded for commitment to curricular opportunities.

Inspiration Days. Whole school approach to subject immersion. Contextual focus where all children engage in creative and inspiring sessions.



# ELECTIVES

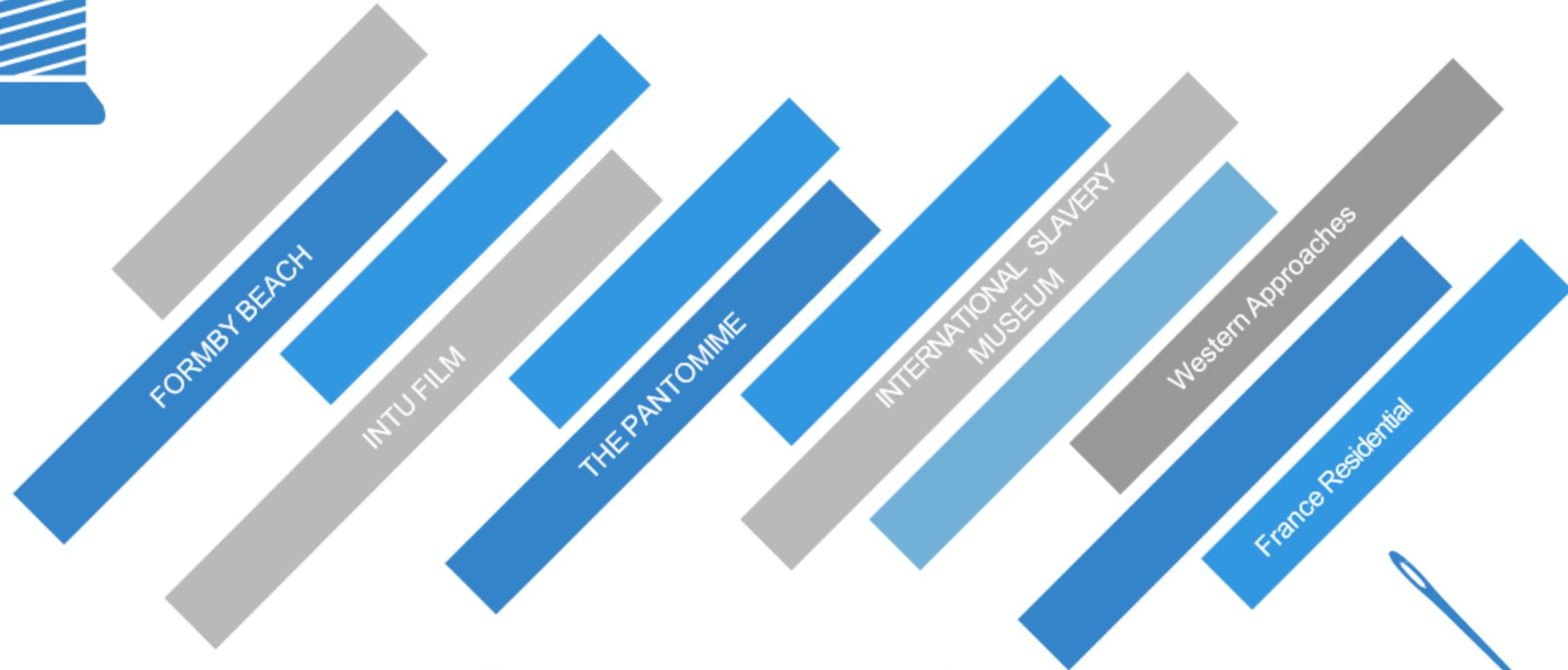
Every child in school will attend at least one elective

Electives offer an opportunity for children to hone skills and develop confidence away from the classroom environment.

Electives include: Creative writing, Radio, Reading, Physics, Chemistry, Art, Singing, String, History, Chess, Sport and many more

# Threads

Year 6



Christmas Carol Concert  
V-Fest  
Wigan Music Service



School Planting  
Appley Bridge in Bloom



Reading Cafe  
Radio Station  
Restaurant





# ETHICS OF EXCELLENCE

If we want to truly value education then our schools and libraries should be the most beautiful buildings in society not the investment company skyscrapers. Ron Berger

Create Therapeutic environments where children feel safe and calm. TPC Therapy

Published pieces, revision guides, chess.....









