

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**

THE RESEARCH

- Theory of instruction: Principles and Applications Carnine and Engelmann (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.

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

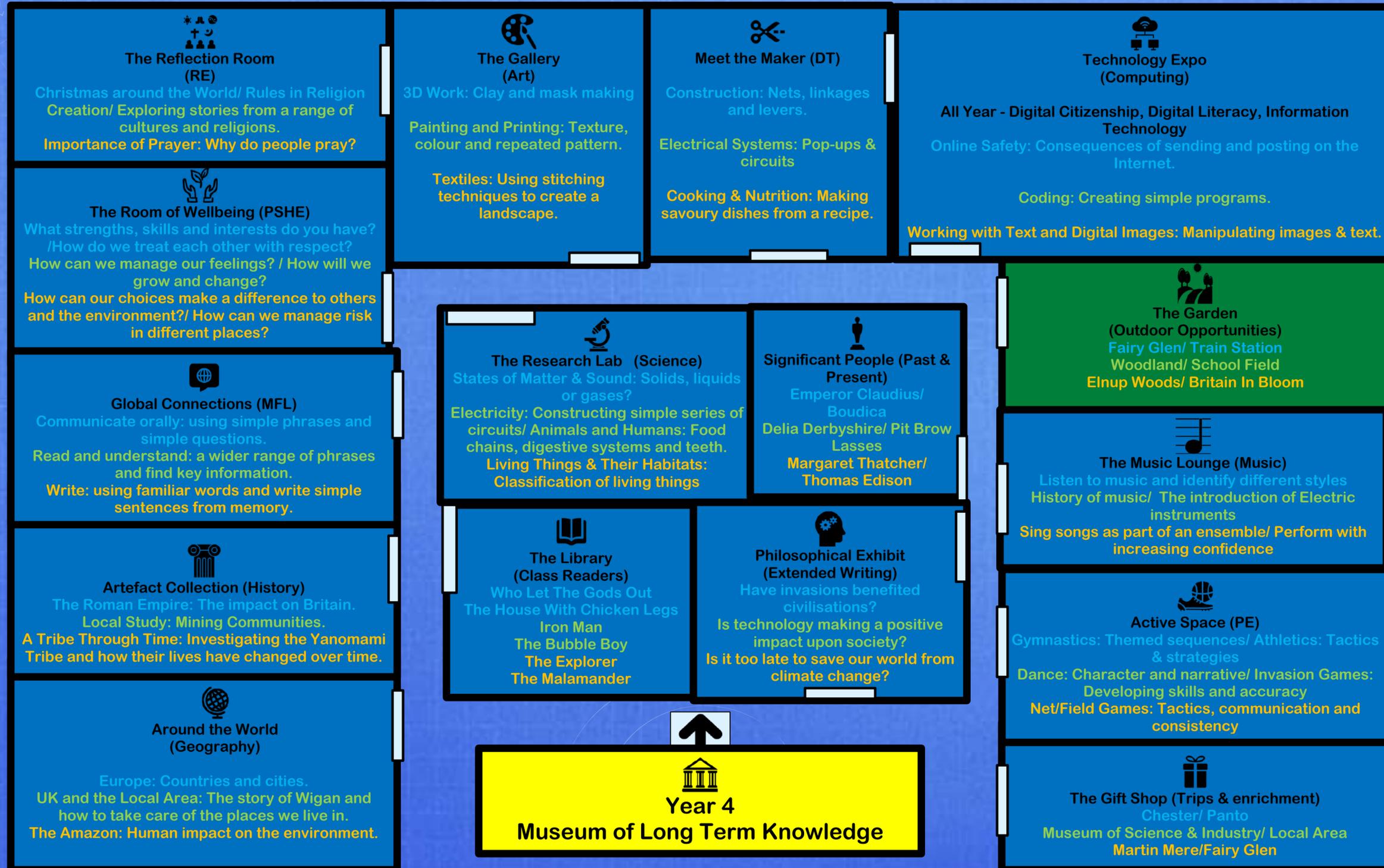
- Knowledge Rich units. Children spend time within each exhibit being exposed to high quality texts, tier 2 and 3 vocabulary and beautiful images.
 - The Big Question. Each term is dedicated to answering an over-arching question. This is answered and evidenced in the form of an essay at the end of each term. These essays are shared with the whole school so pupils and subject leaders get to see the final results.
 - The skills and knowledge needed to answer the big question are taught through the non-core subjects. Each trip, visitor and class read 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.
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LONG TERM PLAN EXAMPLE



Shevington Vale Long Term Plan - Year 4

Autumn Exhibit (Romans In Britain) Spring Exhibit (Electric Dreams) Summer Exhibit (Amazon In Crisis)



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



Creative Expression

Be able to express your ideas, thoughts and feelings through a variety of artistic disciplines.

Debate

Defend your ideas through debate, listening to others' arguments and responding with rebuttals

Making Connections

Explore how this example or concept is similar to others either across time or elsewhere in the world

Multiple Perspectives

Explicitly consider how different people may understand the same information differently and why.

Cause and Consequence

Identify which actions led to which events, either directly or indirectly (including multiple causes)

Wider World

Develop your knowledge of the 7 protected characteristics and expand your cultural and global awareness

Justify

Consider and select evidence to justify your own conclusions

Share a Story

Listen, tell or simply read a story which shares the narrative of real people and events. Immerse yourself in language.

Economise

Consider the financial elements. Look at trade, development and the impact of economic decisions.



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 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can I collect ideas in a sketchbook?	Can I use a sketchbook to explore ideas?	Can I use a sketchbook to refine ideas before beginning a main piece of work?	Can I record observations, experiences and imagination when developing my work?	Can I use a viewfinder to capture images of interest?	Can I describe a particular style that I am trying to use?
Can I use the terms: artist, designer and craft-maker?	Can I explore artists, designers and craft-makers and compare the skills they use?	Can I learn about the role of an architect?	Can I explore creative roles across history and cultures and how their work reflects point of view?	Can I use a sketchbook to reflect on the purpose and intention of a piece of art in creation?	Can I identify an artist, craft maker or designer that inspires me and say how they influence my work?
PAINTING					
Can I identify the 3 primary colours?	Can I use white paint to create tints of primary and secondary colours?	Can I mix in black paint to make shades of colours?	Can I explore and compare the properties of watercolor and acrylic paint?	Can I demonstrate my learning of primary, secondary, warm and cold and complimentary colours?	Can I use colour to create atmosphere and mood?
Can I mix primary colours to create secondary colours?	Can I mix and match colours to objects?	Can I select and use different brushes for a range of purposes?	Can I mix my own new colours and name them?	Can I explain the use of tone in work belonging to themselves and others?	Can I explore and mix a range of skin tones?
Can I practise a range of brush strokes?	Can I design light and dark patterns and lines?	Can I use the vocabulary foreground, background and mid-ground when looking at paintings?	Can I create a layered painting composed of a foreground, background and mid-ground?	Can I paint a layered picture demonstrating patience between each stage?	Can I use colour to create light and shadow areas on a painting?
DRAWING					
Can I investigate line and shape?	Can I layer different drawing materials?	Can I investigate tone using different grades of pencils, pastels and chalk?	Can I use a number of annotated sketches on which to base a piece of work?	Can I explore the use of sketching pencils to create different lines, tones and textures?	Can I add dimension using shade and tone?
Can I use lines to form shapes and create spaces?	Can I identify tone through discussion?	Can I investigate the use of line and marks to show texture?	Can I explore shading for different effects when investigating shape and depth?	Can I study photographs and pictures that contain perspective and identify the vanishing point?	Can I develop understanding of perspective?
Can I draw from observation?	Can I experiment with line, shape and tone inspired by artists work?	Can I explore shadows using shading?	Can I explore a range of drawing mediums?	Can I understand the effect of light on objects from different directions?	Can I investigate proportion using the human body?

MEDIUM TERM PLAN

- Each Key Concept is 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 big 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 Target Tracker.

MEDIUM TERM PLAN EXAMPLE

Topic Name: Castles and Dragons
Trip: Clitheroe Castle
Class Reader: Norman the Naughty

Creative	<p>Maths</p> <p>Children will recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money and solve problems including giving change.</p> <p>Children will Identify and describe the properties of 2D and 3d shapes, including the number of sides and line symmetry, vertices as faces. Can children make connections between 2d and 3d shapes?</p> <p>Recognise, find, name and write fraction. Find halves or quarters of a length, shape, set of objects or quantity. Make links between equivalence fractions.</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Conne	
Wider World	
Economise	

Creative	<p>RE</p> <p>Special places Why do some people think churches are special? Debate which building is more important a castle or a church? Justify reasons.</p> <p>Share a story 'Easter story' Make connections of the traditions and symbols with the Easter festival compared to others. Children to compare and research special places around the world.</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Conne	
Wider World	
Economise	

	English
Creative	<p>Children will write a newspaper report about the Lion roaming London. They will need to include key information and use report features such as headings, subtitles, captions, reported speech. This will link to our geography landmarks in our capital.</p> <p>Children will write a setting description about a fairy tale castle. They will include all their senses to add detail.</p> <p>After our trip children will create an information text about Clitheroe Castle and the facts they now know.</p> <p>After our knight sessions children will write a diary of a castle knight. They will write in first person.</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Conne	
Wider World	
Economise	



Creative	<p>PSHE</p> <p>Looking forward Why do people go to work? Why do we need money? Link to wider world- does everyone have a choice?</p> <p>Debate how could we use £20 to raise some money for...? Reflect and share what job you would like to do. Justify why?</p> <p>My friends and family My body belongs to me. Discuss do your family have the same body as you? Make links between humans bodies and animals.</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Conne	
Wider World	
Economise	

	History
Creative	<p>Create a timeline of castles in the UK.</p> <p>How have the materials changed overtime</p> <p>Share a story 'The story of castles'</p> <p>What were castles for?</p> <p>Why would you live in a castle?</p> <p>What replaced castles and why?</p> <p>Significant people- Elizabeth I and Oliver Cromwell</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Conne	
Wider World	
Economise	

	Geography
Creative	<p>Research and compare castles around the world. Then make connections between castles in the four countries and capital cities of the UK.</p> <p>Discuss who would live in a castle? Look on right move to see houses still on the market. What castle would be best to live in? Justify reasons why.</p> <p>How are castles still being use around the world?</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Conne	
Wider World	
Economise	

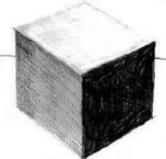


KNOWLEDGE ORGANISERS

- These are created for each unit of work. They are sent home with pupils to help 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.

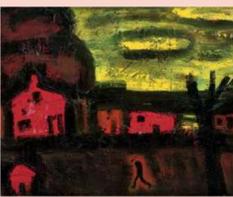
KNOWLEDGE ORGANISER EXAMPLE

Year 4 | Art | Local Study

Vocabulary	
colour 	Primary colours are red, blue and yellow. Secondary colours are created by mixing these - orange, green and purple. Other words to describe colours are tint, hue, shade and saturation.
line 	A mark used to show the shape, texture or pattern of an object. A line can be broken, expressive, continuous, curved, free and angular.
pattern 	A series of shapes or lines that appear more than once in a repeat or random way.
shape 	An area or form that has a definite outline. Most things we see have a definite shape to them.
texture 	How a surface looks or feels. These can be shown by using different lines/tones.
tone 	Tone is to shade areas of light and dark to make an object look more 3 dimensional. Tones might be referred to as harsh, dark, bright, contrasting, crisp, smooth, faded, intense and graduated.

Timeline	
1887	Laurence Stephen Lowry was born on 1st November in Stretford, Lancashire, England.
1905	Lowry secured a place at the Manchester School of Art.
1908	Theodore Major born in Wigan, Lancashire, England on 19 th February.
1915	Lowry moved on to the Royal Technical Institute, Salford.
1927-50	Major studied the taught at the Wigan Arts School.
1943	After the outbreak of war Lowry served as a volunteer fire watcher and became an official war artist.
1950	Major settled in Appley Bridge, near Wigan, with his wife and daughter, which remained their home for the rest of their lives.
1952	Major founded the Wigan Arts Club.
1953	Lowry was appointed Official Artist at the Coronation of Queen Elizabeth II.
1976	Lowry died 23 February (aged 88)
1984	Major had an important exhibition in Salford Art Gallery.

Significant people	
Theodore Major 	Considered a great individualist in the British art world. Born to a mill working family in Wigan he always insisted that he was essentially self-taught as an artist. However he studied at Wigan Art School and also taught there. He didn't sell his paintings - mainly industrial scenes and vibrant flowers - to rich collectors and when he died he had 3000 pictures in his home.
L.S. Lowry 	LS Lowry is famously known for his paintings of the industrial landscapes of the north of England. His stylised pictures of coalmines, factories and terraced houses were mostly painted around Pendlebury and Salford, near Manchester.

Examples of Artwork	
Theodore Major	
 <p style="text-align: center;">Works at Wigan</p>	 <p style="text-align: center;">Industry</p>
 <p style="text-align: center;">Street scene with terraced houses, a wooden fence in the foreground</p>	 <p style="text-align: center;">Red Farm at Appley Bridge, 1970</p>
L. S. Lowry	
 <p style="text-align: center;">Wet Earth Colliery, Dixon Fold 1924</p>	 <p style="text-align: center;">Industrial Scene, 1955</p>
 <p style="text-align: center;">Mill Scene</p>	 <p style="text-align: center;">Industrial Scene, 1974</p>

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



Art Weekly Continuum

Stage 1

- Observe and explore – choose a piece of art from a great artist/craft maker/designer to explore. Discuss individual thoughts and opinions about the art and techniques used (prior knowledge).
- Understand the historical and cultural development of their art forms.
- Investigate a range of art produced by the chosen artist and imitate sections to develop techniques used.
- Use sketchbooks to record observations.

Stage 2

- Focus on another great artist/craft maker/designer (both should link to the objective that you are trying to achieve). Here you could ensure a new set of skills/techniques are explored.
- Compare to previous artist.

Stage 3

- Explore their ideas and record their experiences.
- Experiment and develop the techniques/skills acquired.
- Start thinking about what they would like to create using these techniques.
- Create an outline of their ideas – teacher to mark this piece (use a post it or verbal feedback – do not mark in their sketch books). Use an open-ended question to help children explore their ideas further.

Stage 4

- Plan and create a piece of art.
- Decide on which techniques they will use.
- Continue their final piece of artwork to a high standard.

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 on the Knowledge Organiser

ESSAYS

- All Children produce an essay at the end of each term (Reception create verbal essays)
- This answers the philosophical questions 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.
- All sessions are discussion based so pupils are afforded and opportunity to recall all the knowledge gained in the previous 12 weeks.

ESSAY EXAMPLE

Is technology having a positive impact on society?

Technology - The skills, knowledge and techniques required to produce tools and equipment for people's needs.

In this essay we are going to discuss whether the impact of technology is having a positive impact on society. We will use our prior learning to help support our thoughts and ideas. Technology has made life easier in many ways, such as the advancement in machinery, communication and control systems, but are they always beneficial?

Technology has dramatically developed over time and the Industrial revolution was a period of major progression in engineering. One focus of our learning was the development of

coal mining. Coal is a fossil fuel, that human kind have used since the stone age. It was in the early 1800's where coal mining in Britain was an essential commodity. Working conditions were poor, children as young as five worked in the mines for up to twelve hours per day and there were many deaths.



Fortunately, the advancement in technology, such as the use of electricity, enabled miners to access lamps rather

than candles. Therefore, the risk of explosions were greatly reduced. Also, machinery improved over time and this replaced the need for people to carry out the dangerous manual jobs.

The Industrial revolution brought about a golden

THE VAULT

- Not all essay questions allow our children the opportunity to showcase all the knowledge attained in certain subject disciplines. When this happens teachers plan in extra questions into the assessment lesson that allows for an extended answer, picture or final piece. The works placed into The Vault are presented alongside essays during the Curriculum share.

CLASS LIBRARIES

- This document shows which texts are being accessed in each year group.
- All novels are pitched at least one year above the classes reading age.
- There is a continued focus upon children being exposed to diverse characters, authors and stories.
- Non-Fiction, Picture, Speeches and Poems are also selected to further support reading across the curriculum and provide relative links for children.

CLASS LIBRARY EXAMPLE



Y6 Library



<p><u>Class Reader</u> Oliver Twist <i>Charles Dickens</i></p>	<p><u>Class Reader</u> Cogheart <i>Peter Bunzl</i></p>	<p><u>Class Reader</u> The Emergency Zoo <i>Miriam Halamy</i></p>	<p><u>Class Reader</u> Can You See Me? <i>Libby Scott</i></p>	<p><u>Class Reader</u> Ruth and The Green Book <i>Calvin Alexander</i></p>	<p><u>Class Reader</u> Skellig <i>David Almond</i></p>
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<p><u>Non-Fiction</u> Moth <i>An Evolution Story</i></p>	<p><u>Non-Fiction</u> Spooked <i>Gail Jarrow</i></p>	<p><u>Non-Fiction</u> Resist <i>Veronica Chambers</i></p>
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<p><u>Poem</u> The Chimney Sweeper <i>William Blake</i></p>	<p><u>Speech</u> The Man in The Arena <i>T.Roosevelt</i></p>	<p><u>Poem</u> Do not go gentle into that good night</p>	<p><u>Speech</u> The perils of indifference</p>	<p><u>Poem</u> Still I rise <i>Maya Angelou</i></p>	<p><u>Speech</u> I have a Dream <i>Martin Luther King</i></p>
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<p><u>Picture Book</u> Varmints <i>Helen Ward</i></p>	<p><u>Picture Book</u> The Island <i>Armin Greder</i></p>	<p><u>Picture Book</u> What do you do with a voice like that?</p>
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<p>Hard Times -Dickens</p>		<p>When Hitler stole Pink Rabbit</p>	<p>Dunkirk Opening Scene</p>		<p>What to the slave is the 4th July</p>
		<p>Bali Rai Now or Never</p>	<p>Diary of Ann Frank</p>	<p>Counting on Katherine</p>	

<p>Did the Industrial Revolution have a positive or negative impact upon society?</p>	<p>Will we ever see world peace?</p>	<p>Do we live in a fair society?</p>
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KEYS TO PROGRESS

- This document was put together by subject leaders to present the expectations of evidence in non-core subjects.
- This helps teachers plan their units accordingly and ensure books evidence pupil progress.
- They follow the continuums closely and are used during all book reviews.
- The document also highlights key marking opportunities and again highlights the expectations of feedback and assessment.

KEYS DOCUMENT



The key to evidencing progress in the Foundation Subjects

Lesson Number	Evidence	Marking
1	Front Cover	
2	The Archives (linking back) and contents	
3	Glossary/Vocabulary List/Knowledge Organiser/Toolkit	
4	Reference to Trip or Experience/Labelled photos	
5	Timeline/Research/Diagrams/Flowchart	
6	Lesson Content - Pupils to comment on photos/evidence/beyond this	WCF
7	Lesson Content - Pupils to comment on photos/evidence/beyond this	WCF
8	Lesson Content - Pupils to comment on photos/evidence/beyond this	WCF
9	Lesson Content - Pupils to comment on photos/evidence/beyond this	WCF
10	Lesson Content - Pupils to comment on photos/evidence/beyond this	WCF
11	Lesson Content - Pupils to comment on photos/evidence/beyond this	WCF
12	Quiz/Assessment/The Vault - Answers	Re-teach to close gaps

Every subject is unique, every unit will be different. This grid is only a guide. It aims to set the minimum expectations for how we want our Topic Books to look. For them to become purposeful reference books that children can use again and again to inform their learning. Books that showcase memorable lessons, highlight our Key Concepts and display the progress made by each pupil in all foundation subjects.

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
- GL Assessments in Maths, English and Science. Autumn and Summer term.
- 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. 10 each year. 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 Cafe²⁸ and Radio Station.
- Individuals. Talks from people in the local and wider community. A chance to open our children's 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.

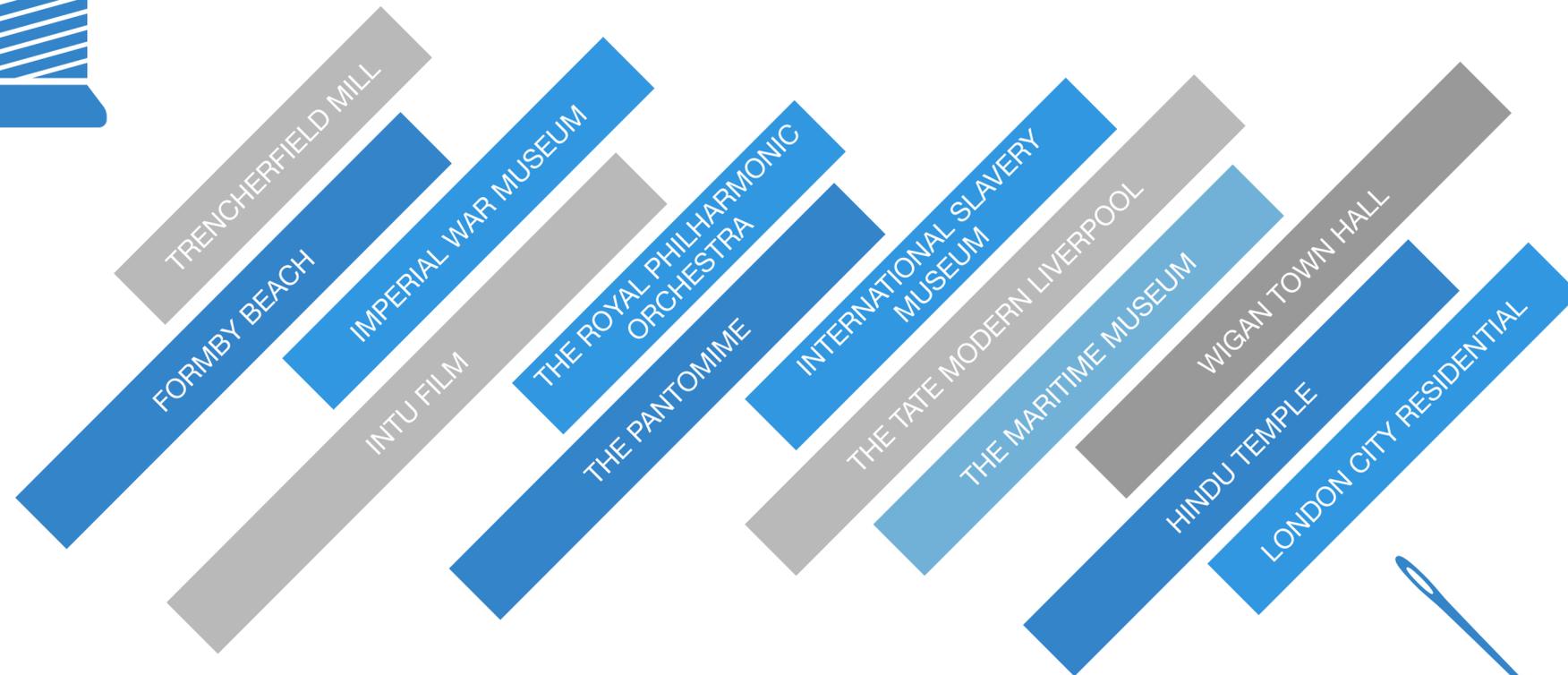


ELECTIVES

- Every child in school will attend at least one elective
- Electives are Academically focused and offer an opportunity for children to hone skills and develop a greater understanding away from the classroom environment.
- Electives include: Creative writing, Radio, Reading, Physics, Chemistry, Art, Choir, String, History, Chess, Sport and many more

VISITS

Year 6



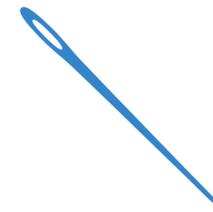
Christmas Carol Concert
V-Fest
Wigan Music Service



School Planting
Forest Fold Allotment
River Douglas Trust
Canals and River ways Trust
Appley Bridge in Bloom
Keeping Britain Tidy



Reading Cafe
Radio Station
Restaurant
Train Station





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, latin.....











