



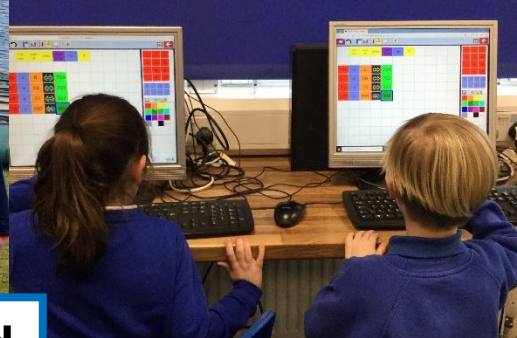
Knowledge Based



Challenging



CURRICULUM



Sequenced

Ambitious



Fun



Engaging

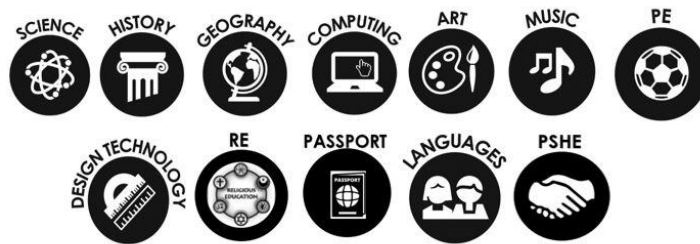




CURRICULUM

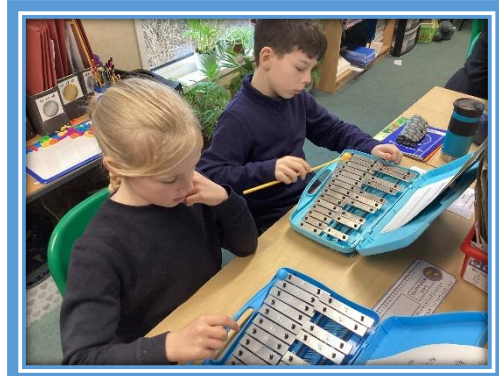
Art
History
Geography
Physical Education
Languages
Science
Music
Design and Technology
Whittington Passport
Computing
Religious Education
Personal, Social and Emotional

Designing and Implementing a New Curriculum at Whittington Primary School




We have designed and implemented a curriculum at Whittington Primary School which is both right for us as a school and our children but also meets the Ofsted requirements for a well-planned, sequenced, knowledge-based curriculum.


Here, we want to set out how we have worked to achieve this at Whittington and provide a short explanation of each step in the process.



The Learning Challenge
CURRICULUM



Our Curriculum at Whittington Primary School



At Whittington Primary School our curriculum, as approved by the Governing Body, is broad, balanced and inclusive to meet the needs of all our pupils within the requirements of the National Curriculum.



Our curriculum recognises the progression in knowledge and skills so that all pupils can recall and embed new learning and promotes the school values throughout all areas.

We believe that it is important that our pupils have an enriched learning experience. Therefore, we place great emphasis on providing opportunities for our pupils that they might not otherwise have, taking into account the local context.

We also understand the need to include constant review, reflection and renewal to ensure that we can achieve an ambitious and unique curriculum for our pupils.

Through this provision of rich and varied activities, we aim to:

- Have high expectations for the progress and attainment of all pupils.
- High standards of engagement alongside a focus on curriculum content.
- Promote spiritual, moral, cultural, mental and physical developments of pupils.
- Make provision for personal, social, health and economic education.
- Promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

Shared Curriculum Vision

To begin, we needed a clear curriculum vision which was created by and shared with all staff. We planned and held a number of staff meetings with all members of the school community to think about what we wanted for our children, what experiences, knowledge and skills we thought were important and why we did things the way we did. This was an incredibly valuable time and this allowed us to use everybody's input to create a shared curriculum vision which is now published on the school's website and forms the basis of our curriculum.



Research and Theory

Before designing the new curriculum, it was important to look at research and theory about children's learning and development. For example, Barak Rosenshine's Principles of Instruction and Dan Willingham. This helped us to know the direction the curriculum design needed to take and the best methods needed to plan for and teach our children. Examples included how to plan using small steps, checking for understanding and the retrieval of knowledge.



Staff CPD

All staff received training on Cognitive Science and the impact on pedagogy.

National Curriculum Requirements Matched With Focus Learning Challenge Year 3 and 4	
Subject	Focus
<p>History</p> <p>Year 3: Chronological understanding</p> <ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? <p>Challenge:</p> <ul style="list-style-type: none"> • Can they set out on a timeline, within a given period, what special events took place? • Can they begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? • Can they begin to picture what life would have been like for the early settlers? • Do they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hands to hand combat? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? <p>Challenge:</p> <ul style="list-style-type: none"> • Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? 	<p>Year 4: Chronological understanding</p> <ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? <p>Challenges:</p> <ul style="list-style-type: none"> • Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? <p>Challenge:</p> <ul style="list-style-type: none"> • Can they recognise that people's way of life in the past was dictated by the work they did?

Matching National Curriculum to Focus

After research, it was decided that we did not want to simply use the National Curriculum. It was too vague and offered little substance or detail to what needed to be taught. It also offered no progression or sequencing for example the art objectives remain the same from Year 3 to Year 6. It was vital that the curriculum was sequenced and progressive so it was decided that school would use Focus's 'Learning Challenge Curriculum' as a basis for the knowledge and skills. Here, we held meetings where staff matched National Curriculum requirements to the Focus statements for each year group to ensure we had the correct coverage.

Design Technology Whittington Primary School Curriculum: Progression Map								
Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Developing, planning and Communicating ideas:	Developing, planning and Communicating ideas: • Can they think of ideas for making objects from their experiences? • Can they explain what they want to do, have made and what they could change?	Developing, planning and Communicating ideas: • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan?	Developing, planning and communicating ideas • Can they think of ideas and plan what to do next? • Can they choose the best tools and materials? Can they give a reason why these are best? • Can they describe their design by using pictures, diagrams, models and words?	Developing, planning and communicating ideas • Can they show that their design meets a range of requirements? • Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? • Can they describe their design using an accurately labelled sketch and words? • How realistic is their plan?	Developing, planning and communicating ideas • Can they come up with at least one idea about how to create their product? • Do they take account of the ideas of others when designing? • Can they produce a plan and explain it to others? • Can they suggest some improvements and say what was good and not so good about their original design?	Developing, planning and communicating ideas • Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they produce a detailed step-by-step plan? • Can they suggest some alternative plans and say what the good points and drawbacks are about each?	Developing, planning and communicating ideas • Can they use a range of information to inform their design? • Can they use market research to inform plans? • Can they follow and refine their plan if necessary? • Can they justify their plan to someone else? • Do they consider culture and society in their designs?	Developing, planning and communicating ideas • Can they use a range of information to inform their design? • Can they use market research to inform plans? • Can they follow and refine their plan if necessary? • Can they justify their plan to someone else? • Do they consider culture and society in their designs?
Working with tools, equipment, materials and components to make quality products	Working with tools, equipment, materials and components to make quality products	Working with tools, equipment, materials and components to make quality products	Working with tools, equipment, materials and components to make quality products • Can they join things (materials/	Working with tools, equipment, materials and components to make quality products	Working with tools, equipment, materials and components to make quality products • Can they tell if their finished	Working with tools, equipment, materials and components to make quality products • Can they explain why their finished	Working with tools, equipment, materials and components to make quality products	

Creating Progression Maps

The new Ofsted curriculum requirements state the curriculum should be 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning'. We created curriculum progression maps for each subject so that staff can clearly see the knowledge and skills that has previously been taught and what is to be taught in the future.

Year 3 and 4 Whittington Primary School Year Group Overview			
Subject	Term	Cycle A	Cycle B
History	Autumn 1	<p>Area: Romans</p> <p>Year 3: Chronological understanding</p> <ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? <p>Challenge:</p> <ul style="list-style-type: none"> • Can they set out on a timeline, within a given period, what special events took place? • Can they begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? <p>Chronological understanding Year 4</p> <ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? <p>Challenges:</p> <ul style="list-style-type: none"> • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 	<p>Area: Stone Age</p> <p>Year 3: Chronological understanding</p> <ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? <p>Year 4: Chronological understanding</p> <ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? <p>Challenges:</p> <ul style="list-style-type: none"> • Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?



Long Term Plans: Creating Two Year Cycles

As we are one and a half form entry, we needed a two-year rolling programme so pupils did not repeat the same knowledge. We held staff meetings where teachers began to place the knowledge objectives into terms to create a long-term two-year planning overview. This very clearly shows what knowledge is to be taught and when. This document does not say how it should be taught as we believe it is essential that teachers have the ability to choose how best to teach the curriculum content.

The Learning Challenge CURRICULUM

Where in the world?

Year 1 and Year 2
Spring 2
2022

Week 1	Who is part of the United Kingdom?
	<p>In Maths this week Year 1 Hedgehogs will be looking at comparing numbers of objects within 50 and ordering them. Year 1 Squirrels are looking at Numbers to 50 and will be looking at recognising numbers to 50, counting objects to 50, and counting forwards and backwards to 50. Year 2 Shrews will start their new unit about fractions. They will recognise a half and quarter then find a half. Year 2 Hedgehogs will be using our times table knowledge of our x2, x5 and x10 tables to help us solve problems.</p> <p>In English this week we will look at our new book, 'The Queen's Hat'. Y1 Squirrels and Hedgehogs will be mapping the story, and looking at powerful verbs featured in the text. Y2 Shrews will learn how to use apostrophes to mark where letters are missing in spelling. Year 2 Hedgehogs will be reading our new story 'The Queen's Hat' and looking at all of the exciting vocabulary in the book. They will also generate powerful verbs. Both classes will also be celebrating World Book Day!</p> <p>In Creative Learning the children will move around the classrooms to learn about each country which is part of the UK. They will colour in a map of the UK and label the main cities.</p> <p>Challenge - Can they point out the North, South, East and West associated with maps and compass?</p> <p>In PE this half term we are focussing on Yoga. This week our focus is <i>Balance</i>, looking to develop our balance and coordination by stretching up and forward bending.</p> <p>In PSHE this week we learning how we can keep body healthy.</p> <p>In RE we will focus on worship and ceremonies. This week we will look at and talk about pictures of people involved in different aspects of religious worship e.g. singing, praying, playing musical instruments, dancing. Draw out some of the similarities and differences in the way they worship.</p> <p>In Music this week we will listen to and appraise our song for the unit 'Zootime'. We will then complete a variety of warm-up games, learn to sing the song.</p> <p>Year 1/2 ICT is animated story books. We will be drawing and creating our pictures for our book and start to add text to a page. Children will also know the difference between a traditional book and an e-book.</p>
Week 2	Where do I live?
	<p>In Maths this week Year 1 Hedgehogs will be focusing on counting in 2s and 5s as well as solving addition and subtraction word problems. Y1 Squirrels will be looking at different ways to represent numbers to 50 this week. We'll compare different numbers of objects using the < and > signs, and order numbers to 50. Year 2 Shrews will continue their unit on fractions. This week they will find a quarter and three quarters. They will all also find other fractions such as one third. Year 2 Hedgehogs will be looking at division structures and explain how some objects can be grouped and how to calculate them.</p>

Changing the Planning Format

After research, it was decided that we would introduce a question/enquiry based approach to planning and teaching. Research says learning should be in small steps and so weekly questions or lines of enquiry were introduced. We also introduced 'wow starters' to hook children at the beginning of a topic and reflection weeks at the end, where children present their learning back. We developed this planning format to plan blocks of learning for each topic which clearly show the question for the week. These are shared with parents on a half-termly basis.

The Learning Challenge CURRICULUM



ART

Art at Whittington Primary School

"Every child is an artist." Pablo Picasso

At Whittington Primary School, we know that the arts play a fundamental role in developing the child. We want children to love art and enjoy being creative. We believe that all children should have access to the arts. Children should have high quality art lessons that inspire them to think creatively, learn new artistic knowledge and skills and nurture a lifelong love of art. Our art curriculum has been carefully planned to ensure that children have access to a wide range of artists, art movements and art skills. Throughout school, children will be given exciting opportunities to develop their skills and knowledge in drawing, painting, printing, collage, textiles, 3D work and digital art. At Whittington, we have linked carefully chosen artists and art movements with cross curricula links to ensure that children have opportunities to explore topics in greater depth through art. For example, while learning about the Stone Age, children explored the links between cave art and street art looking at the works of Banksy before creating their own Banksy inspired cave art. Through the use of sketchbooks, all children are given the opportunity to explore ideas, reflect, develop and evaluate. In the words of Henri Matisse 'An artist is an explorer'.

For more information on the progression in art throughout school please see our art progression map






Creating Subject Visions

We worked as a staff to create subject visions for each curriculum subject. These set out our beliefs and aims for each subject. These were shared with all staff and they are available for parents on the school website, alongside the progression map for each subject. These help to raise the profile of each subject as well as set out a clear shared vision for all staff. Our curriculum visions have been reviewed and updated as required.

Whitlington Primary Curriculum							
	EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B
History	Autumn 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Autumn 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
Geography	Autumn 1	Local	Local	Local	Local	Local	Local
	Autumn 2	Local	Local	Local	Local	Local	Local
	Spring 1	Local	Local	Local	Local	Local	Local
Science	Autumn 1	Living	Living	Living	Living	Living	Living
	Autumn 2	Living	Living	Living	Living	Living	Living
	Spring 1	Living	Living	Living	Living	Living	Living

Creating Whole School Overview

We planned and held staff meetings where we created a whole school overview. This document clearly shows exactly what each year group is teaching and learning at each point in the year this allows staff to monitor implementation of the curriculum and gives teachers confidence to know what should be being taught at each point. This overview has been reviewed and adapted as changes have been made.

Introducing and Reinforcing the Big Question and Weekly Question

To help reinforce the question based approach to planning, teaching and learning we created and implemented the question poster for each classroom. These are updated in class each week and used at the start of a lesson to show what line of enquiry children are following that week. These help children to be more confident in talking about their learning and what question they have been working to answer.

The Learning Challenge™
CURRICULUM

The Big Question is:

This week's Small Question is:

PSHE

SCIENCE

HISTORY

GEOGRAPHY

COMPUTING

ART

DESIGN TECHNOLOGY

MUSIC

PE

LANGUAGES

RE

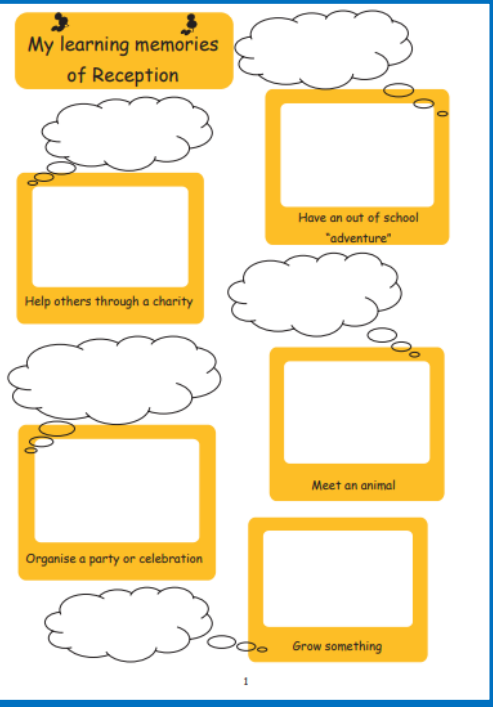
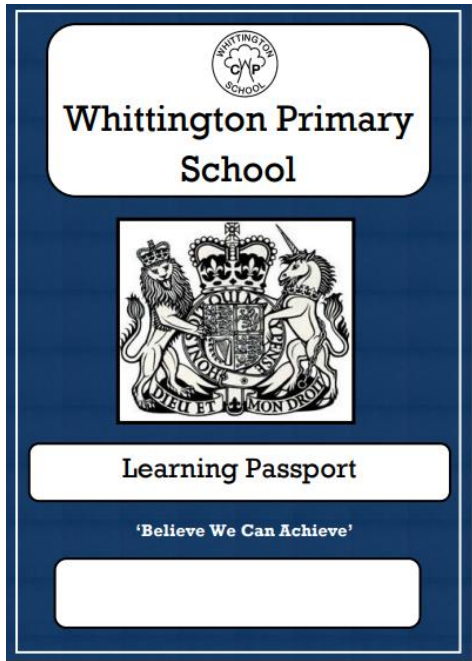
Question Based Topic Overviews

Again, to reinforce the question based approach and to focus learning we introduced Topic overviews. These show the sequence of questions for the topic. These help teachers to think carefully about and have discussions about the order of learning. Which order should the questions be taught in? Does a certain question need to be taught before another? These are then made available to parents via the school website so they can follow children's learning.

The Learning Challenge™
CURRICULUM

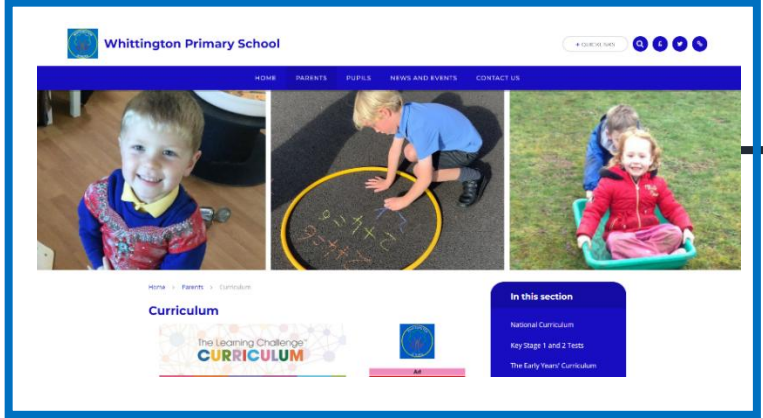
Year Group: 3 and 4
Cycle: A
Big Question: Who took control when the Romans left Britain?

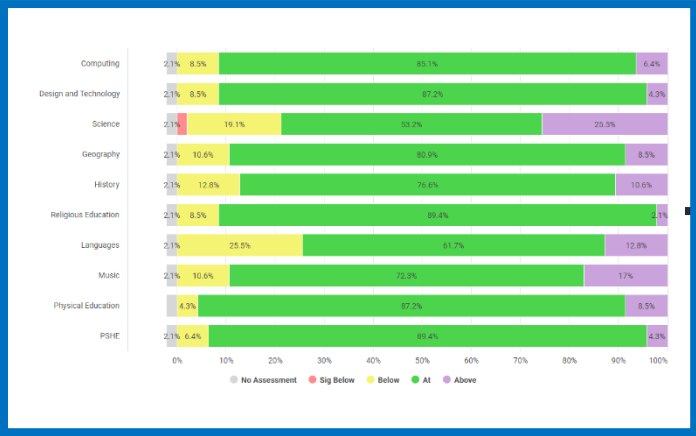
WOW	The teacher goes 'OUT OF ORDER'. What would happen if nobody was in charge in school?
Week 1	What happened when nobody was in charge?
Week 2	What did Britain look like during the Anglo-Saxon period?
Week 3	Would you have liked to have been a child in 600AD?
Week 4	What have we found that helps us to learn about the Anglo-Saxons?
Week 5	What did they make with their metal work skills?
Week 6	What were the laws like in Anglo-Saxon times and how would you be punished?
Week 7	What did the Anglo-Saxons believe?
Reflection Week	Independently create a classroom museum with Anglo-Saxon exhibition. The museum is to be opened for parents to visit after school.



Whittington School Passport
 We wanted pupils to have a range of activities woven into the curriculum that offer opportunities to build cultural capital. We held meetings with staff to create a passport of activities and experiences that we wanted children at our school to have access to during their time with us. This include visiting another country, raising money for charity and meeting an animal. Each child has their own passport booklet where they can record their experiences and this forms a keepsake of their time at school.

Updating the School Website
 We have ensured that the curriculum section of the school website is up to date and provides parents with useful information. Parents have access to the medium term planning each half term. This lets them know what their child will be learning, as requested on a Parent Survey.









Impact: Introducing a New Data Tracking System
 In order to record the impact of the new curriculum we introduced a new whole school data tracking system. SONAR Tracking is now used to record children's attainment in all subjects using a very simple, efficient system which provides useful assessment data to teachers and leaders which can impact positively on teaching and learning.

Super Six Knowledge Quiz
 The new Ofsted curriculum requirements state that learning should be imbedded in the long term memory. We introduced Super Six knowledge quizzes which require pupils to answer questions on previous learning to ensure they use it and apply it. Three questions are based on past learning/ topics, two questions are based on previous learning in the current topic and one question is based on learning in the previous lesson.

Super Six: Key Knowledge

<p>1 Past Learning</p> <p>What is <u>Skara Brae</u> and why is it important?</p> 	<p>3 Current Topic Learning</p> <p>Explain what a metamorphic rock is</p> 	<p>5 Current Topic Learning</p> <p>How is soil formed?</p>
<p>2 Past Learning</p> <p>Name three features of a Stone Age house</p> 	<p>4 Current Topic Learning</p> <p>Give one example of an igneous rock</p> 	<p>6 Last Lesson Learning:</p> <p>Can you think of 3 words to describe Henry Moore's artwork?</p>

CURRICULUM

Successful Curriculum with Continual Review
 We have worked together to create a curriculum that is right for our children, our teachers and our community. Our curriculum will be under constant review and will be adapted and developed if changes are needed to benefit teaching and learning.

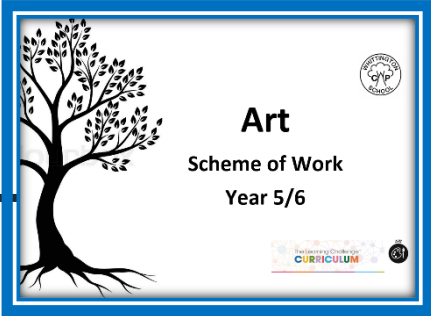


- Art
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- Computing
- Religious Education
- Personal, Social and Emotional

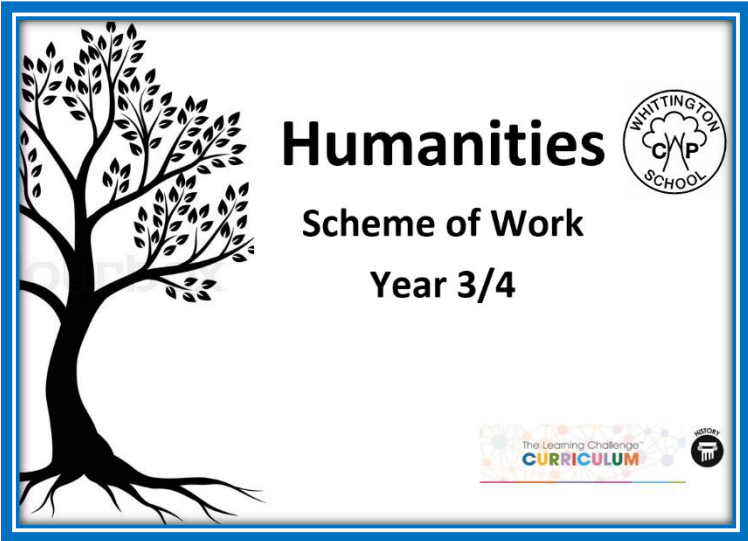
Reviews of the Curriculum
 We plan and lead curriculum reviews. These involve speaking to pupils, looking at books and planning and observing lessons. These help to ensure that are intent for curriculum is actually being implemented in classroom and that children are receiving the education we intend for them to receive. Our Curriculum is under continual review and is changed and adapted to remain relevant.

Progression across a unit of work in Art	
Step 1	<p>Artist Study</p> <p>You will:</p> <ul style="list-style-type: none"> learn about the life of an artist study and analyse pieces of their artwork recreate some of the artist's ideas
Step 2	<p>Artist skills study</p> <p>You will:</p> <ul style="list-style-type: none"> focus on close-up sections of the artwork practise and develop your skills to work like the artist
Step 3	<p>Observation work</p> <p>You will:</p> <ul style="list-style-type: none"> practise different techniques used by the artist make decisions about the techniques that you will use for a final piece of artwork
Step 4	<p>Create a final piece of artwork</p> <p>You will:</p> <ul style="list-style-type: none"> use the techniques taught and the correct media to create a final piece of art work inspired by the artist.
Step 5	<p>Evaluation</p> <p>You will:</p> <ul style="list-style-type: none"> evaluate your artwork by making comments about the things that went well and the elements that could be improved

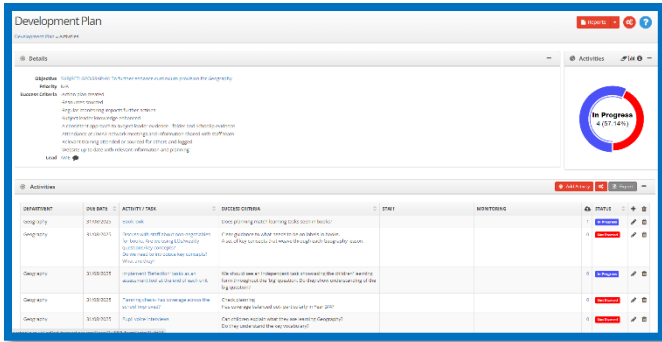
Art CPD and Scheme development
 Following a curriculum review, we delivered bespoke staff CPD, developing a 5-step approach to the teaching of Art. This was then incorporated into our Schemes of Work for Art



Monitoring
 Monitoring was used to measure the impact of the implemented Art Scheme across the school.



History, Geography and RE
 We worked to further develop our schemes of work for History, Geography and Religious Education



Subject Leader Action Plans
 Subject leaders use SchooliP to create and review their subject action plans, showing their secure knowledge of their subject's areas for development.

AUTUMN 1							
Week 1 4/9/24	Week 2 11/9/24	Week 3 18/9/24	Week 4 25/9/24	Week 5 2/10/24	Week 6 9/10/24	Week 7 16/10/24	Week 8 23/10/24
English Jen Hargrove	Pupil progress meetings Caroline	Phonics Amy Hawkins	Computing Jordan Gibbs	RE/History/Geo Alison Metcalfe Helen Cameron	Science Rachel Hemmings	Early Years Karen Richardson	PSHE Caroline Preston
AUTUMN 2							
Week 9 6/11/24	Week 10 13/11/24	Week 11 18/9/24	Week 12 20/11/24	Week 13 27/11/24	Week 14 4/12/24	Week 15 11/12/24	
PE Amy Howfield	Art / DT Karen Richardson Ellie Kendrick	Service Emily Paul	English Jen Hargrove	Computing Jordan Gibbs	Phonics Amy Hawkins	Computing Jordan Gibbs	
SPRING 1							
Week 1 8/1/25	Week 2 15/1/25	Week 3 22/1/25	Week 4 29/1/25	Week 5 5/2/25	Week 6 12/1/25	Week 7 19/1/25	
Caroline- Data	RE/History/Geo Alison Metcalfe Helen Cameron Hannah Grimsley	Science Rachel Hemmings	Early Years Karen Richardson	PSHE Caroline Preston	PE Amy Howfield	Art / DT Karen Richardson Ellie Kendrick	

Monitoring Cycle
 A monitoring cycle ensures that all subject leaders have allocated release time to monitor their subject. This may involve planning scrutinies, lesson observation, pupil voice, book looks and data analysis.



Challenge
 We looked at all the ways that children at Whittington are challenged and, with the children, we designed our challenge balloons. Each week, in assembly, the children talk about the ways that they have been challenged with their learning. The children also have challenge stickers in their books. They give them an extra learning challenge for deepening their thinking. They are given 'Can you still...?' quizzes or super six quizzes to see if they can remember their previous learning.



Can you still?



JTMAT Subject Network Meetings

Our subject leaders attend regular subject leader meetings within the JTMAT. Following the meeting, they feedback their learning to all other members of staff.



Primary Subject Excellence

Within the JTMAT, subject excellence projects are set for each half term for all of the schools to participate in. Each half term, they have a different subject focus.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

- 1 Explicit instruction
 - 2 Cognitive and metacognitive strategies
 - 3 Scaffolding
 - 4 Flexible grouping
 - 5 Using technology
-
- A diagram illustrating the 'Five-a-day' principle. It features a large, light-colored sphere with five circular icons on its surface, each connected to a numbered list item. The icons represent: 1. Explicit instruction (two people talking), 2. Cognitive and metacognitive strategies (a brain with a gear), 3. Scaffolding (a building under construction), 4. Flexible grouping (a group of four people), and 5. Using technology (a smartphone and a brain). A person in an orange shirt stands to the right of the sphere, pointing at it.

Five-a-day Teaching Strategies

Our current SIP shows that we are working on introducing the five-a-day teaching strategies into our practice. This will lead to high expectations and improved outcomes for all children.