



2018 - 19

Our Curriculum Ethos

Aims: To ensure that we are teaching a well-balanced, knowledge rich curriculum, with high expectations and standards in every subject.

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Vision and Values

Our core values

- Challenging
- Inquisitive
- Fun and Creative
- Relevant
- Inclusive
- Immersive

Our curriculum vision

At the Palmer Academy we are passionate and proud about providing a creative, well balanced, project based curriculum, which fosters a love of learning where children feel safe to ask questions. We are dedicated to challenging children and giving them lifelong skills which will have an authentic impact beyond primary school, not only in our community, but in the wider world too. Our school is devoted to motivating and supporting every child through their learning journey, encouraging all children to be ambitious so they can build their own legacy.

Curriculum Coverage and Progression of Skills

Creating a knowledge rich, engaging curriculum

At The Palmer Academy, we follow and map a broad, balanced curriculum by following the Nation Curriculum. This enables us to deliver an engaging, knowledge rich curriculum that helps children to build skills for the real life world.

Each year, teachers reflect and review the curriculum they teach in each year group, ensuring that all objectives from the national curriculum have been taught. This is then shared with governors, staff, parents and pupils via a long term overview.

An example of a long term overview

The Palmer Academy 2018-19 Curriculum and Project Overview - Year 4						
Project & Key Q	Autumn 1/ Term 1	Autumn 2/ Term 2	Spring 1/ Term 3	Spring 2/ Term 4	Summer 1/ Term 5	Summer 2/ Term 6
	The Blue Abyss What can be seen below sea level?	Invade and Attack! (Romans and Celts) What did the Romans do for Britain? Sound Can sound travel underwater?	Road Trip to the USA! Why is America such a popular continent?	Burps, Bottoms and Bile What happens to the food we eat? Misty Mountains Where does water go?	Traders and Invaders (Anglo Saxons, Vikings and Normans) Who were the best warriors?	Potions Are all liquids runny?
Big Bang Hook to start off our project	Topic day, including submarine experiment	Roman/ Celt battle	American flight simulation	Visit from a dentist	Meet a real life Viking	Making magic wands
REAL Legacy project	Design a tote bag and sell to raise money for a sea life charity.	Roman art gallery (mosaic)	American feast/ diner	Healthy smoothie stalls	Build a Viking village	Whole School Legacy Project: Summer Fete
11B411				10 good deeds in 10 days The Palmer Mud Run		
Events	London Aquarium	Hobgoblin Theatre Workshop	Swimming Cooling	Swimming Cooking Visit from a dentist	Urban Court	Bright Sparks workshop
Reading – key texts	How to look after a pet dragon Where the Wild Things Are	Unlil met Dudley	Wizard of Oz	The Circulatory System Joke of Passage (Literacy Shed video)	Arthur and the Golden Rope	Harry Potter
Reading – key skills	Reading Skill: Vocab and retrieval Exam skill: Multiple choice, ranking/ordering, matching	Reading Skill: Vocab and retrieval Exam skill: Multiple choice, ranking/ordering, matching	Reading Skill: Continue Vocab and retrieval, inference Exam skill: Find and Copy Short constructed response	Reading Skill: Continue Vocab and retrieval, inference Exam skill: Find and Copy Short constructed response	Reading Skill: Inference, Summary Prediction, Authorial choice Test skill: Longer constructed answers	Reading Skill: Inference, Summary Prediction, Authorial choice Test skill: Longer constructed answers
Writing	Instructions Journey stories	Explanation texts	Fairy tales	Non chronological reports First person narrative	Quest stories	Persuasive texts, newspaper reports
Maths	Place value, addition and subtraction	Length and perimeter, multiplication and division	Multiplication and division, area, fractions	Fractions, decimals	Decimals, money, time	Statistics, shape, position and direction, revision of key skills
Computing	e-safety	Design, writing and debugging programs	Effective online research, e-safety, digital presentations	Satellite mapping, using GPS devices	Producing a wiki, understanding how the internet can provide multiple services, use a variety of software to create content	
Science	Living things and their habitats, working scientifically	Sound, working scientifically	Electricity, working scientifically	States of matter, animals including humans, working scientifically		States of matter, living things and their habitats
Design & Technology	Submarine design, making models		Preparing food dishes, model design and making	Making healthy foods	Models of Viking homes	
Modern Foreign Languages	All around town	On the move	Going shopping	Where in the world?	What's the time?	Holidays and hobbies
Humanities (history, geography, R.E.)	Sea and ocean of the world, environmental issues, hemispheres, key British history events post 1066	The Roman Empire and its effect on Britain, Christianity	Using world and US maps, human and physical geography, Native Americans, Buddhism	Using maps, human and physical features	Anglo Saxons, The Vikings, settlements, Norman conquest 1066, People of Faith	Historic use of potions, Hinduism
The Arts (art & music)		Drawing, mosaic	Listen and appraise, develop an understanding of the history of music, appreciate and understand a wide range of live recordings	Using watercolours, silhouette art	Print making	Van Gough – artists in history
PSHE, British Values	New beginnings, respect, tolerance and resilience (British values)	Recognising relationships, civic belief system, Roman invasion effect of Britain	Expressing opinions, stereotypes and discrimination	Healthy bodies, facing new challenges	Making healthy relationships, friendship circles	Emotions and feelings

For an example of a long term plan, see appendix 1.

Ensuring a progression of skills

Teachers plan their curriculum in phases, being sure to take into the account the progression of skills that might be needed for each curriculum objective. If needed, skills and objectives are moved within key stages, ensuring the coverage of the curriculum and that there is a progression of skills through the school.

Our Non-Core Curriculum - REAL Legacy Projects!

The key principles of a successful project:

- ALL students are capable of excellence
- Students' work should matter - How can you show beautiful work?
- Schools and communities of learners - A variety of people earning and working together.

What is a REAL project?

R

Rigorous

Students engage fully with the content of your project, using critical thinking skills, problem solving and reflection.

Teachers tune/refine projects themselves before starting the project with the students.

E

Engaged

Students have a full understanding of the purpose of their learning.

Teachers create exciting learning experiences, that use challenge based learning and Immersive learning to ensure that projects are purposeful and relevant to the real world.

A

Authentic

Students share their work with a public audience, in school and the wider community.

Teachers develop projects which promote development of life skills and allow opportunity to explore real world issues.

L

Learning

Students want to explore their project through the use of the essential question.

Teachers are learning from the students, adapting projects where necessary and seek advice and suggestions from others.

What should be included in a REAL project?

1. **An essential question** – an enquiry question that gets the children thinking! Questions such as how or why have been proven to promote deeper thinking in projects. There should be a question for the overall unit, plus each individual lesson!
2. **Significant content** – is the content of your project useful? Does it promote deeper learning? Is the learning purposeful?
3. **Student created final projects or products** – the students should plan an essential role in finalising and creating outcomes. They should have an input into how they would like to display their work, how they can improve it and how it can be transformed into beautiful work.
4. **An authentic audience** – each project should have authentic audiences throughout to ensure a real world purpose. The audiences should be relevant and promote engagement amongst students.
5. **Public exhibition** – each project should have an exhibition at the end. This could be shared in school and beyond in the wider community, as long as it is relevant and purposeful!

What could a REAL Legacy project be?

Legacy projects can come anywhere in the unit, however most projects come at the end of the unit. Projects can be anything, as long as they're authentic, build real life skills and enable children to leave a legacy behind them! Ideas include: creating an eco team in school, raising money for charity, cooking and preparing food for parents, putting on an art exhibition or putting on a concert!

A Unit of Work – The Staple Diet!

What should be included in each unit of work?

At The Palmer Academy, we teach a new non-core unit each half term and each unit must have the following ingredients:

- A key enquiry question for each unit, as well as for each lesson that is taught
- A 'Big Bang' to hook the children into their learning and topic ahead
- A REAL Legacy Project where children learn skills, not only to leave a legacy behind them, but that they can apply to the real world

Planning

Teachers are expected to plan on the school's planning format (see appendix 2 for an example). Each planning format includes:

- Topic title
- Project question
- A termly overview of objectives/ activities
- Week planning grid to record the subject, learning objective, the big question, steps to success, curriculum objectives, main activities and any differentiation you may need

Planning can be filled out in as much detail that is needed for the year group team to successfully teach their non-core unit of work. Teachers must ensure that they have planned and knowledge rich curriculum that covers objectives from the National Curriculum, with a range of subjects being taught.

What subjects should be taught in a non-core unit of work?

In essence, anything that isn't English or maths! Not all subjects have to be covered in each term, however over the year all National Curriculum objectives and subjects should have been taught.

Teachers should consider how they can show English and maths skills across this curriculum, planning opportunities for extended writing and maths activities, such as graphs, tables or ordering. There should be at least one opportunity for extended writing in each topic that is taught.

11B411

REAch2 have introduced a trust-wide enrichment program, called 11B411. The initiative was created to ensure that all children in our care are getting 11 amazing experiences before they leave primary school that they might not otherwise get.

Each year group is to pick at least one 11B411 experience, which will be added to their long term plans, that children will complete throughout the year. Most of the 11B411 experience can be taught through our topic lessons, however some experiences will be done as a whole school in order to get the whole community involved.

Trips and Experiences

We want to give our children as many experiences that we can, not only to enrich our curriculum but to give them the opportunity to be involved in the wider community.

Immersive Learning Environments

At The Palmer Academy we teach an immersive, knowledge rich curriculum that inspires and engages children in their learning. Part of this is to create learning environments that fully encompass the topic that is being taught, immersing children into their topic.

Examples of this could include moving children's tables to create Viking long boats, creating an under the sea classroom or turning your classroom into a jungle – the world is your oyster! For more examples of this, see appendix 3.

Homework

Each half term, teachers will set project homework for children to complete. A selection of activities will be shared with the children that they can choose from, with all homework being shared and celebrated at the end of the half term. Teachers will not need to mark this.

Children will also be expected to read daily at home, as well as practicing time tables. Teachers may also suggest other activities that children can do at home, such as using the PIXL timetable app, looking at BBC Bitesize or suggesting games that might consolidate children's learning online.

Assessing the wider curriculum

Teacher judgements are essential when assessing the wider curriculum and can be formed in a variety of ways such as questioning, formal mini assessments or projects that encompass curriculum objectives.

As science is a core subject, teachers will be expected to do give teacher judgements after each unit of work, which the science lead will hold. These judgements are to be made through formal assessments, however these could be as creative as teachers like.

Appendix 1 - An example of a long term curriculum plan

Appendix 2 - An example of a topic planning format

Appendix 3 – Examples of a immersive classroom environment