



Curriculum Journey

Thank you for taking the time to look at our curriculum journey. Our work is ongoing but this describes in detail, the rationale behind our journey. We use the national curriculum for the majority of our content and interweave key PSHE and RE concepts into all of our topics. This is to ensure that we are supporting our children's understanding of the world around them.

We believe this will help them to become Global Citizens.





OFSTED's View...

'All children should study a broad and rich curriculum.' Schools are doing a 'disservice' to their pupils if they are only focussing on English and maths. Experiences and skills gained from the foundation subjects (including Humanities, Art, DT, PE and Music) provide children with a rich variety of knowledge, taking them one step closer to understanding the complex world in which we live.'

Amanda Spielman Ofsted Chief Inspector of Education, Children's Services and Skills



Our Curriculum

Over the past years, Subject Leaders have worked together to craft a curriculum, based on the National Curriculum, with clear outcomes and high expectations of staff, pupils and parents. Our curriculum progressively builds on the knowledge and understanding of key PSHE and Religious Education concepts. It builds on a previous year and promotes creative links across the full breadth of subject areas (2 year rolling cycle of planning).

We champion **KNOWLEDGE** of the world and ensure that each curriculum area is celebrated in each of our termly topics.



'From Stones to Steel'
Clara, Aged 8

Curriculum Statement

Our curriculum is **engaging**, **exciting** and **innovative**, encompassing and celebrating all curriculum areas, helping to ensure that our children develop the knowledge and skills they need to excel, and become creative and curious citizens of the world.

Our curriculum, allows them to ask thought-provoking questions which shapes their learning and enables them to develop into independent thinkers and learners.



'Resourceful
Rainforests'
Tilly, Aged 10



'Our World'
Year 4,
Aged 8 and 9

Coastal Together View.... Active Citizens of the World

What do we want our children to be ?



Our starting point was to look at what we want our children to be... we want them to be Global Citizens;

- Effective Communicators
- Confident Individuals
- Successful Learner
- Responsible Citizen
- Healthy and Active
- Safe and Nurtured
- Included and Respected
- Reach their individual potential

What does this look like in school?

INSTIL

UNDERSTAND

LEARN

BECOME

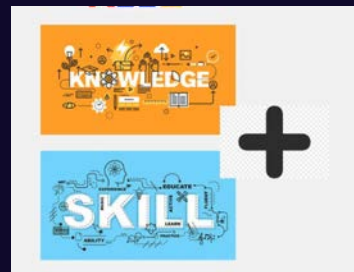
Core Values



Concepts

EYF5	Year 1/2	Year 3/4	Year 5/6
Happiness	Stewardship	Stewardship	Prejudice
Sharing	Truth	Strength	Virtue
Teamwork	Fairness	Belief	Peace
Confidence	Failure	Passion	Consent
Friendship	Friendship	Rights	Justice
Love	Love	Compassion	Free Will
Care	Forgiveness	Faith	Fear
Consequences	Change	Freedom	Adversity
Choice	Choice	Conflict	Service
Belonging	Consequences	Common good	Loyalty
Individuality	Tradition	Power	Mercy
Identity	Dreams	Weakness	Trust
	Belonging	Equality	Sacrifice
	Beauty	Pride	Oppression
	Individuality	Integration	Protest
	Identity	Diversity	Judgement
	Community	Sustainability	Reform
		Cohesion	Duty
			Spirituality
			Integration
			Globalisation
			Class
			Democracy
			Value

Overarching Curriculum Themes



Every Child a Reader



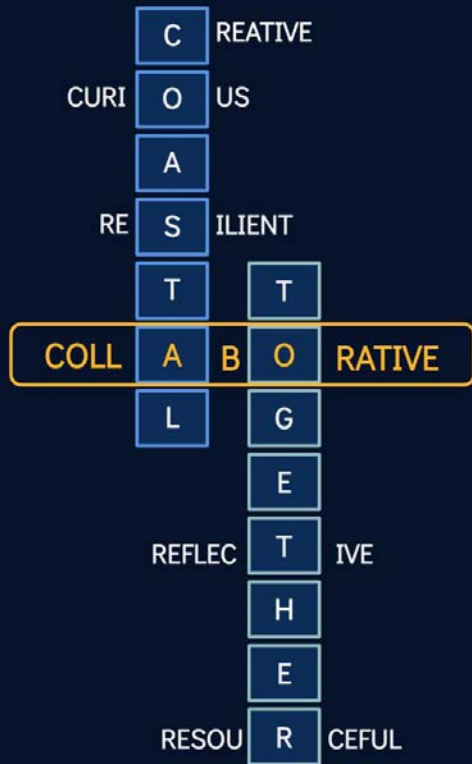
Global Citizens



Core Values

The Joy of Not Knowing (JONK)

A Coastal Together Federation
Child is...



“The Joy of Not Knowing (JONK) is a values-led philosophy of education and of school leadership that removes barriers and worries associated with not knowing or with finding things difficult by creating a learning to learn culture and ethos in schools where everyone perceives that anything and everything is possible.”



Collaborative



Curious



Resourceful



Reflective



Resilient



Creative



Core Values

The Joy of Not Knowing (JONK)



“The Joy of Not Knowing approach focuses explicitly on teaching children the value and importance of realising that in order to learn something new they must not know it first, and on then setting up a whole school infrastructure that equips learners with all the values, dispositions, skills and strategies that enables them to develop an intrinsic motivation and enthusiasm to want to learn, evolving as successful individuals, lifelong learners and global citizens with a deep and lifelong love of learning.”





PSHE and RE Concepts

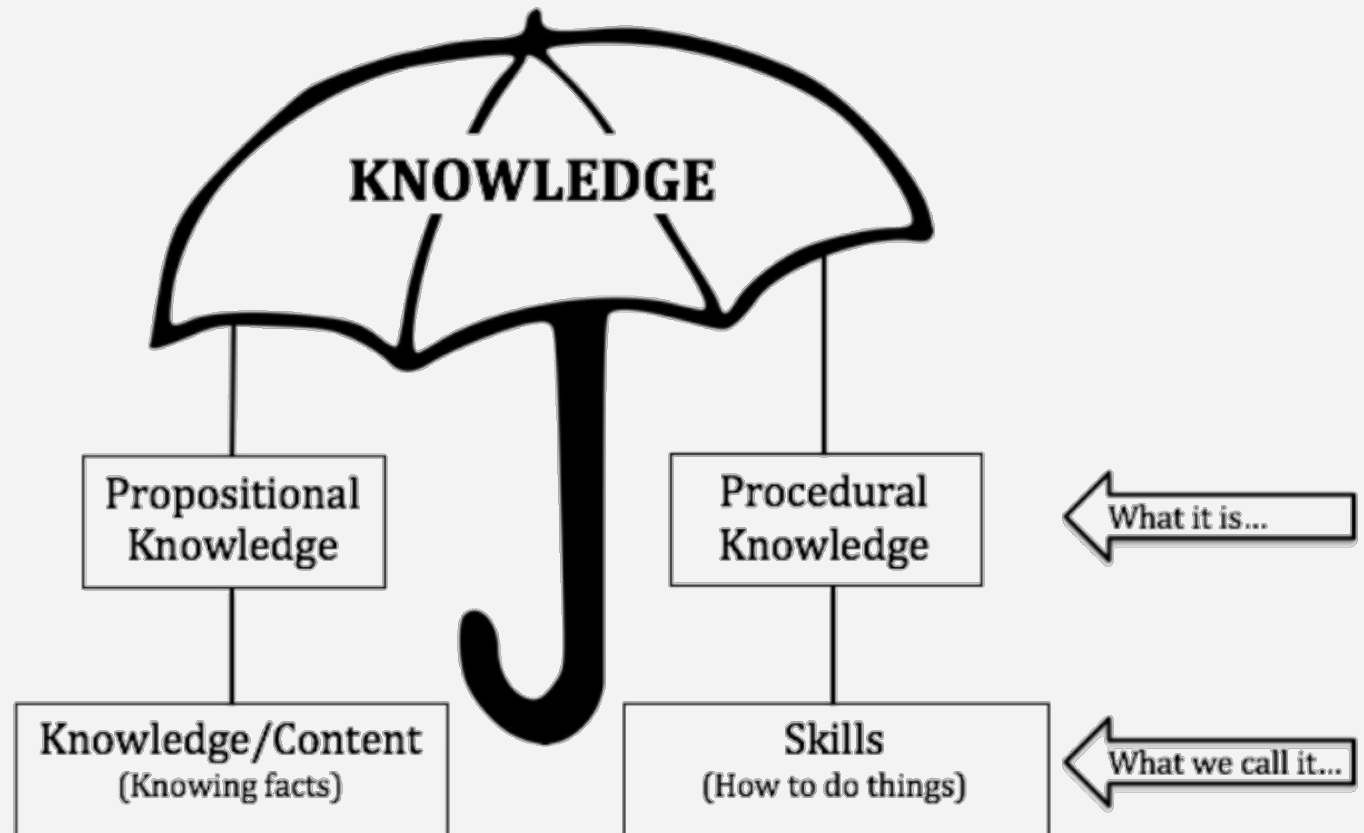
We have developed a map of Concepts which are based around our PSHE and RE curriculum. During their primary years children will have an **understanding** of these concepts.

Teachers long term plans map-out AND connect these concepts to support the knowledge and skills learning

Key Concepts			
EYFS	KS1	KS2 - Year A and B	KS2 - Year C and D
Happiness	Happiness	Stewardship	Prejudice
Sharing	Truth	Strength	Virtue
Teamwork	Fairness	Belief	Peace
Confidence	Failure	Passion	Consent
Friendship	Friendship	Rights	Justice
Love	Love	Compassion	Free Will
Care	Forgiveness	Faith	Fear
Consequences	Change	Freedom	Adversity
Choice	Care	Conflict	Service
Belonging	Consequences	Common good	Loyalty
Individuality	Choice	Power	Mercy
Identity	Tradition	Weakness	Trust
	Dreams	Equality	Sacrifice
	Belonging	Pride	Oppression
	Beauty	Integration	Protest
	Individuality	Diversity	Judgement
	Identity	Sustainability	Reform
	Community	Cohesion	Duty
			Spirituality
			Segregation
			Discrimination
			Class
			Democracy
			Value
2 per topic	3 per topic	3 per topic	4 per topic

Knowledge

Knowledge is developed
through our school, across
subjects and within year
groups.





Topic Planning

Our topics are planned to instil knowledge and develop skills alongside the understanding of our Concepts and each topic will have an authentic outcome. It might look something like this...

Resourceful Rainforests
PSHE Concepts: Sustainability, Weakness, Diversity
PSHE Enquiry Question: 'Does cutting down a tree thousands of miles away affect me?'
Authentic Outcome: Planting a tree at school, fundraising for rainforest charity, Writing to Prime Minister, Producing a promotional video to raise awareness
Walk Like an Egyptian
PSHE Concepts: Pride, Power, Passion
PSHE Enquiry Question: 'Should we be proud of our heritage?'
Authentic Outcome: Egyptian Museum with QR Codes



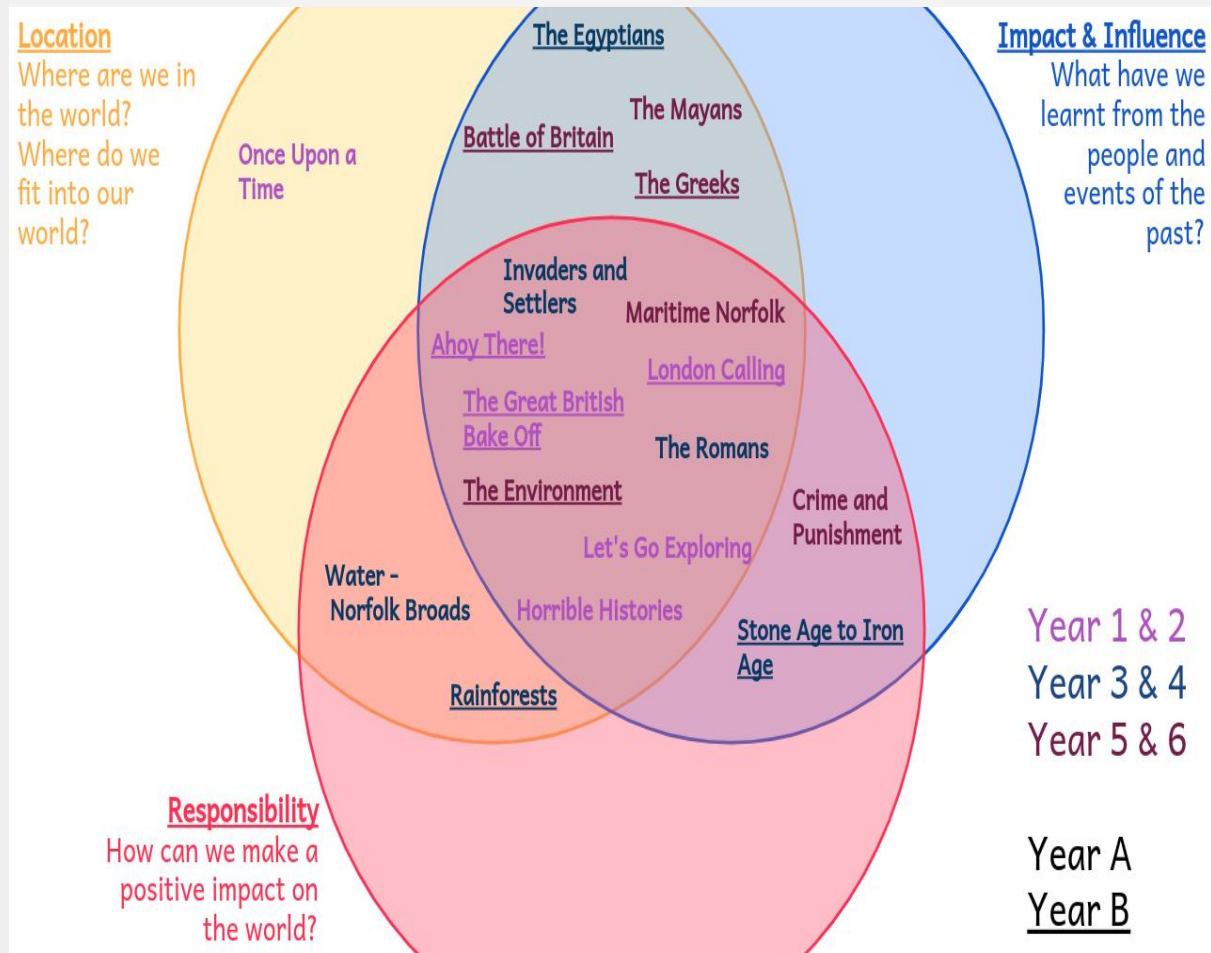
Our Overarching Curriculum Themes (RIIL)

Our 'Big' themes help our children to develop deeper knowledge and understanding by offering opportunities to link, review and put knowledge into context across a range of subjects. Our Overarching Curriculum Themes are:

Responsibility

Impact and Influence

Location



WHY...‘Responsibility’? (RIIL)

We need to support children’s understanding of individual and collective responsibility for our school community and how that can potentially impact on the rest of the world.

British Values; Democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs, runs through this theme.





WHY...‘Impact and Influence’?

(RIIL)

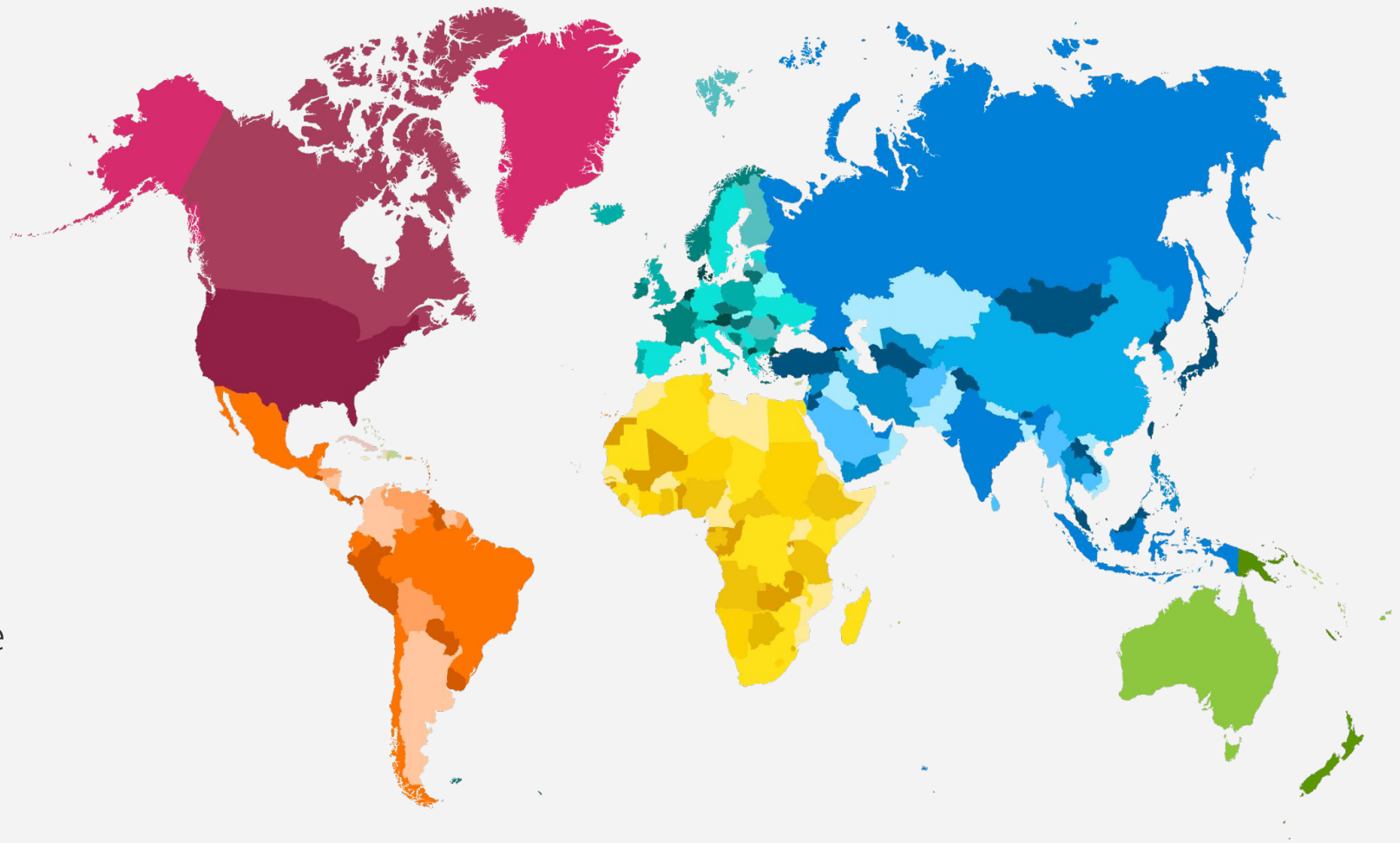
Each one of us has an impact on each other during our day to day communications. We want children to learn from history, to ensure that our future influence is positive, benefitting all members of our global society. They will have a deeper understanding of conflict and resolution and the evolution of societies and populations from around the world.





WHY... 'Location'? (RIIL)

It is crucial that our young people have a clear understanding of our local area, whilst being mindful of where that 'sits' within and beyond the UK. Ever increasing knowledge and understanding of world issues is critical, if they are to become informed future leaders and decision makers.





Curriculum Overviews

From our big themes Venn Diagram, we created high quality links across the subject disciplines to create a varied curriculum overview that values knowledge and skills but also ensures progression.

Coastal Together Federation Curriculum

Year B - KS2

Year B

KS2

Autumn 1 'Ruthless Romans'	Autumn 2 'Ruthless Romans'	Spring 1 'Invaders and Settlers'	Spring 2 'Invaders and Settlers'	Summer 1 'Water: Norfolk Broads'	Summer 2 'Water: Norfolk Broads'
English: A Roman Diary (Non Fiction) Autumn is Here (Poetry)	English: Sicily Holiday Brochure (Non-Fiction) Escape from Pompeii (Fiction)	English: Arthur and the Golden Rope (Fiction) Sutton Hoo (Non Fiction)	English: How to Train Your Dragon (Fiction) Beowulf (Fiction)	English: The Water Cycle/Once Upon a Raindrop (Non-Fiction) Blue Umbrella/Float (Fiction)	English: The Rhythm of the Rain (Poetry) Norfolk Broads Boat Trip (Non Fiction)
History: The Roman invasion of Britain Celts		History: Anglo Saxons and Vikings		Geography: Rivers/Norfolk Broads	
Geography: Italy and the UK Volcanoes - Pompeii		Geography: Scandinavia and the UK			
Science: Y3/4 - Electricity and Forces Y5/6 - Electricity/Forces		Science: Y3/4 - Light and Sound Y5/6 - Earth and Space and Light		Science: Y3/4 - States of Matter Y5/6 - States of Matter/Materials	
Art/DT: Mosaic Roman Shields Roman Purses Stitches		Art/DT: Collage Longboats inspired by Mary Spears/John Piper Viking Helmet Weaving Savory Cooking		Art/DT: Printing Windmills inspired by Piet Mondrian Pop Art inspired by Andy Warhol	
Music: Holst - Percussion		Music: Nordic Folk Music		Music: Norfolk Folk Music	
Computing: E-Safety/Programming		Computing: E-Safety/Multimedia		Computing: E-Safety/Technology in Our Lives	
RE: Buddhism		RE: Christianity		RE: Buddhism and Christianity	



Knowledge and Skills

We have created a knowledge and skills document for each subject. Within this document it details the different types of knowledge and skills for that subject, as well as how these have been carefully mapped out for each Topic.

History Substantive and Disciplinary Overview

	EYFS (Emerging)	EYFS (Expected)	Year 1 & 2	Year 3 & 4	Year 5 & 6
Knowledge and Understanding of Events, People and Changes in the Past (Substantive Knowledge)	a. can draw family members b. can use drawings to explain family members c. can share a family photo that is a happy memory. d. know who I can ask to help me in school e. know the name of the head teacher and what they do f. know the school secretary and what they do g. use stories to help understand present and past for example, tell an adult if a character is old, explaining whether the story is about the past, begin to learn traditional stories from the past.	a. talk about members of their immediate family and community by telling adults what they like and dislike; what they do when they are at school; can share something from home to tell you more about their family and can answer questions about their family. b. name and describe people who are familiar to them (for example members of staff from school and their roles and what people in our community do to help us). c. compare and contrast characters from stories, including figures from the past (for example, talk about characters, retell fairy tales/traditional tales, tell a story from the past, talk about the present).	a. recognise some similarities and differences between the past and the present; b. identify similarities and differences between ways of life in different periods; c. know and recount episodes from stories and significant events in history; d. understand that there are reasons why people in the past acted as they did; e. describe significant individuals from the past.	a. note key changes over a period of time and be able to give reasons for those changes; b. find out about the everyday lives of people in time studied compared with our life today; c. explain how people and events in the past have influenced life today; d. identify key features, aspects and events of the time studied; e. describe connections and contrasts between aspects of history, people, events and artefacts studied.	a. identify and note connections, contrasts and trends over time in the everyday lives of people; b. use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c. examine causes and results of great events and the impact these had on people; d. describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
Historical Interpretations (Disciplinary Knowledge)	a. explain that something is old.	a. identifies similarities and differences of objects and artefacts (old and new) b. comment on images of familiar situations in the past by exploring old artefacts and telling adults why they are old. c. know about similarities and differences between themselves, others, and among families, communities and traditions.	a. start to compare two versions of a past event; b. observe and use pictures, photographs and artefacts to find out about the past; c. start to use stories or accounts to distinguish between fact and fiction; d. explain that there are different types of evidence and sources that can be used to help represent the past.	a. look at more than two versions of the same event or story in history and identify differences; b. investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	a. find and analyse a wide range of evidence about the past; b. use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c. consider different ways of checking the accuracy of interpretations of the past; d. start to understand the difference between primary and secondary evidence and the impact of this on reliability; e. show an awareness of the concept of propaganda; f. know that people in the past represent events or ideas in a way that may be to persuade others; g. begin to evaluate the usefulness of different sources.

Key Topic Knowledge and Skills: Year 1 & 2

	Once Upon a Time	Let's Go Exploring	Horrible Histories	Celebrations	London Calling!	Ahoy There!
Focus	Knowledge and Understanding of Events, People and Changes in the Past a, b, c, d, e Historical Interpretations a, b, c, d Historical Investigations a, b, c Chronological Understanding b, e Presenting, Organising and Communicating b, c, d	Knowledge and Understanding of Events, People and Changes in the Past a, b, d, e Historical Interpretations b, d Historical Investigations a, b Chronological Understanding a, c, d, e Presenting, Organising and Communicating a, b, d	Knowledge and Understanding of Events, People and Changes in the Past a, b, c, e Historical Interpretations a, b, c, d Historical Investigations a, b, c Chronological Understanding a, b, e Presenting, Organising and Communicating b, c, d	Geography Focus	Knowledge and Understanding of Events, People and Changes in the Past a, b, e Historical Interpretations a, b, c, d Historical Investigations a, b, c Chronological Understanding a, b, e Presenting, Organising and Communicating b, c, d	Knowledge and Understanding of Events, People and Changes in the Past a, b, e Historical Interpretations b Historical Investigations a, b Chronological Understanding b, e Presenting, Organising and Communicating b
Substantive Knowledge	Who is Scott of the Antarctic? What did he do? Where did he go? Why did he do it? When did he do it? Why do we remember him? Can I explain the Race to the Pole? Understanding what explores need and the right equipment Put the events in chronological order	Who rules the country? Can I compare Elizabeth I and Elizabeth II? What did they wear? Where did they live? Can I draw and label a castle? What is a king or a queen What is monarch Can I draw my family tree Who is our queen How did she become queen Can I draw queen Elizabeth's family tree What did people wear/live in Tudor times Compare queen Elizabeth I and 2 Which queen would I like to meet	The Great Fire of London: What Where When How Why Who was Samuel Pepys? Why do we remember him? Events in lifetime in chronological order Using historical documents Using original source document to ask questions Describe the create fire Describe how London was rebuilt	Who was Grace Darling? Why do we remember her? Who was Henry Blogg? Why do we remember him? How have lifeboats changed? How have lighthouses changed?		



Vocabulary

Vocabulary breadth and depth are two of the most important factors in helping pupils to understand what they read and to express themselves as independent, confident learners. Our curriculum focuses on improving our children's vocabulary by reviewing and recovering key words regularly.

Vocabulary

	Year 1 & 2	Year 3 & 4	Year 5 & 6
Exploring and Developing Ideas	work, work of art, idea, starting point, observe, focus, design, improve.	line, pattern, texture, form, record, detail, question, observe, refine.	sketchbook, develop, refine, texture, shape, form, pattern, structure.
Drawing	portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti
Painting	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brush stroke, acrylic paint.	colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco	blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Sculpture	sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric	rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	form, structure, texture, shape, mark, soft, join, tram, cast.
Collage	collage, squares, gaps, mosaic, features, cut, place, arrange.	texture, shape, form, pattern, mosaic.	shape, form, arrange, fix.
Textiles	textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.	pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	colour, fabric, weave, pattern.
Printing	colour, shape, printing, printmaking, woodcut, relief printing, objects.	line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers	Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.
Work of Other Artists	Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.	Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claes, Kalf, Carl Warner, Michael Brennand-Wood.	Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt



Long Term Planning

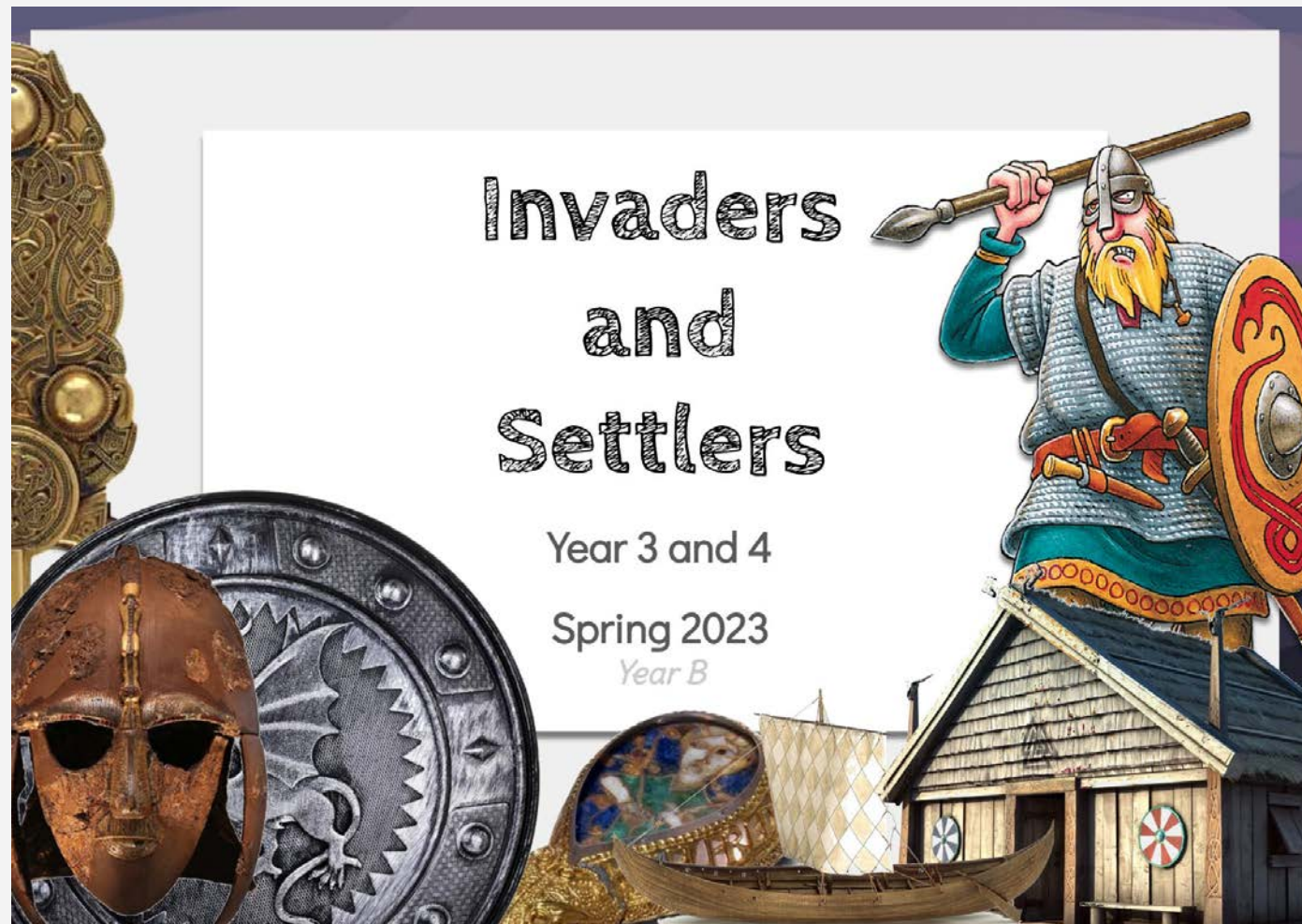
Our curriculum carefully builds in the opportunity to revisit knowledge and skills throughout KS1 and KS2.

Planning Packs are created for each topic, which pull together all of the knowledge and skills for each subject that need to be covered. These packs also detail the learning that came before and the learning that will come after. This allows teachers to build retrieval into each topic lesson.

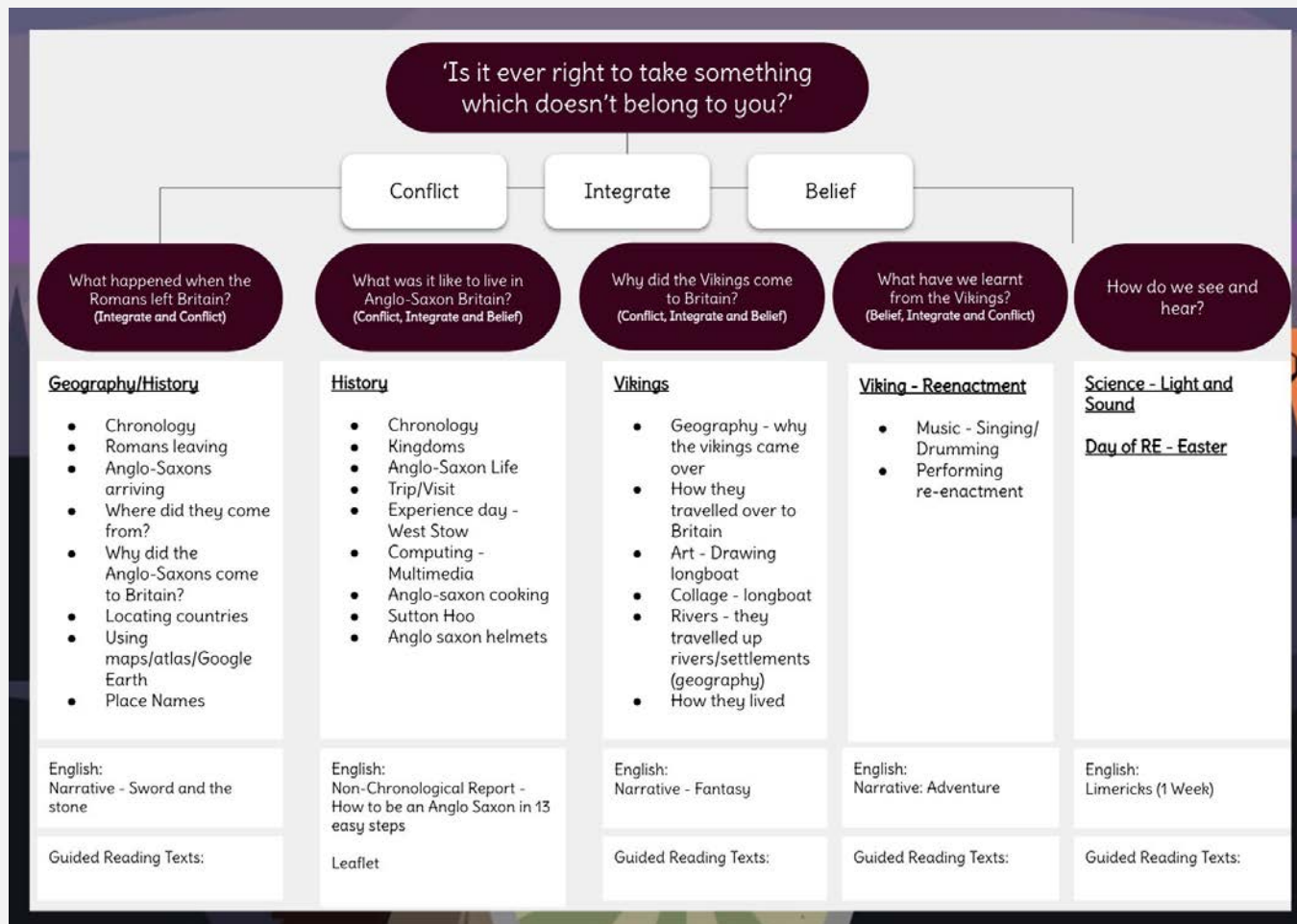
Autumn Term: From Stones to Steel Curriculum Planning												
Topic: From Stones to Steel				Term: Autumn 2021				Time Given: Term		Year Group: KS2		
PSHE Concepts: Common Good, Freedom, Integrate								Educational Visits or Opportunities: Norwich Castle Grime's Graves Stone Age Workshop Day Forest School Opportunities - Making shelters/fire pit				
PSHE Enquiry Question: 'Does working together benefit all?'												
Authentic Outcome: Collaborative project												
Subject Coverage												
Subject	Discipline	LKS2	UKS2	Subject	Discipline	LKS2	UKS2	Subject	Discipline	LKS2	UKS2	
Geography	Location Knowledge			Design & Technology	Design			History	Knowledge and Understanding of Events, People and Changes in the Past	a, c, d, e	a, c, d	
	Place Knowledge				Make	a, b, c	a, b, c, d		Historical Interpretations			
	Human and Physical Geography				Evaluate				Historical Investigations	a, c, d, e	a, b, c, d	
	Geographical Skills and Fieldwork				Technical knowledge	b	a		Chronological Understanding	a, b	a, b	
				Cooking & Nutrition				Presenting, Organising and Communicating	a, b, c	a, b, c		
Computing	E-Safety	b, e, f, j, h, k	b, e, f, h, k	Music	Singing	a, b, c	a, b, c	Art and Design	Exploring and Developing Ideas			
	Programming	b, e, h, g, f, j	b, e, f, h, j		Performing	b	b		Drawing	a, b, c, d	a, b, c, d	
	Multimedia				Listening	a, d, e, f, g	a, d, e, f, g, h		Painting	a, b, c	a, b	
	Technology in our Lives				Composing				Sculpture	a, b	a, b, c	
	Handling Data			Notation	a, b	a, b, c			Collage			
Science	Asking, Carrying and Fair Testing			Religious Education	Knowledge of Music	a	a			Textiles		
	Observing and Measuring				Theology	a, b	a, b, f			Printing		
	Identifying, Classifying, Recording and Presenting	a, b, c, d, e, f	a, b, c, d		Philosophy	c, d, e	c, d, e			Work of Other Artists		
	Drawing Conclusions,			Human/Social Sciences								
	Using Scientific Evidence	a, b, c, d	a, b, c, d, e	PE	Football	a, b, c, d, e	a, b, c, d, e	French				
					Danice	a, b, c, d, e	a, b, c, d					

Medium Term Planning

Each term, teachers from each phase across the Federation come together with the Head of Teaching and Learning for a planning day. During this planning day, teachers take the knowledge, skills and vocabulary that has been mapped out to create the medium term plan for the following topic.



Medium Term Planning



Each topic has an overarching enquiry question, linked concept words and an authentic outcome.

Teachers from across the Federation work together to carefully sequence the topic into key question blocks.

Medium Term Planning

Learning Sequence - What happened when the Romans left Britain?

Key Questions & Linked Concepts	Area of the curriculum	Curriculum Objectives (Can I statement)	Retrieval Practice Opportunities	Lesson Content (A Brief Overview of the lesson)	Knowledge and Skills (Links with the skills listed above)	Key Vocabulary
What happened when the Romans left Britain? (Integrate and Conflict)	History	Can I understand why the Romans left Britain?	Who were the Romans?	When did the Romans leave Britain? Why did the Romans leave Britain? Look at the Romans viewpoint of why they left and the British viewpoint (Romans left due to not being able to defend themselves, British viewpoint is Rome gave up on them)	Knowledge and Understanding - a.e Chronological Understanding - a.b Historical interpretations - a	Romans, viewpoint, leaving.
	History	Can I explain what happened after the Romans left?	Roman life - houses.	Look at how life changed for the people of Britain. Look at houses, religion, money. Life went backwards - Dark Ages.	Knowledge and Understanding - a.e Chronological Understanding - a.b	Britain, Dark Ages
	Geography	Can I identify where the Anglo-Saxons came from?	Continents, Oceans and places Romans invaded.	Look at atlases and maps of Europe and Scandinavia. Identify different places on a map - countries the Anglo-Saxons came from. Look at the characteristics of the countries the Anglo Saxons came from - how is this similar/different to Britain? (Human and physical features)	Location Knowledge - a Place knowledge - b.d Geographical Skills - a	Anglo-Saxons, Scandinavia, characteristics, human features, physical features.
	Geography	Can I identify why the Anglo-Saxons settled?	Where did the Romans invade?	Where did the Anglo-Saxons land? Where did the settle?	Location Knowledge - a Place knowledge - b.d	Anglo-Saxons, settling
	History	Can I explain why the Anglo-Saxons came to Britain?	How did the Romans invade?	Why might they want to come to Britain? Look at human reasons to come to Britain Look at physical reasons to come to Britain	Historical Investigations - a Presenting - b	Anglo-Saxons, human features, physical features
	Geography	Can I investigate place names which derive from the Anglo-Saxons?	Countries, Countries.	Identify places in Britain. Look at Anglo-Saxon names and how they created them. Look for names which derive from the Anglo-Saxons - can the children find them in an atlas?	Location Knowledge - b	Investigate, derive
End of Block Assessment						

A rich web of knowledge is what provides the capacity for our pupils to learn further and develop a deepened understanding.

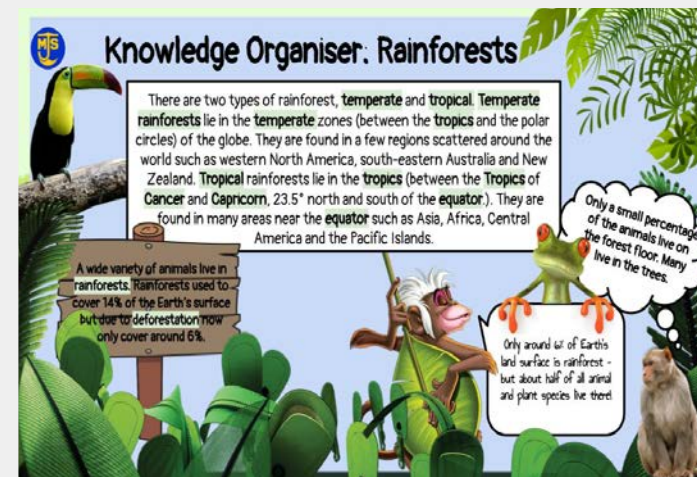
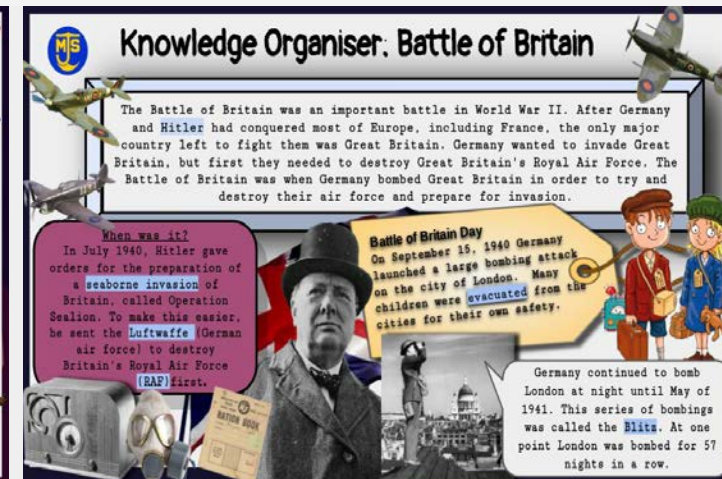
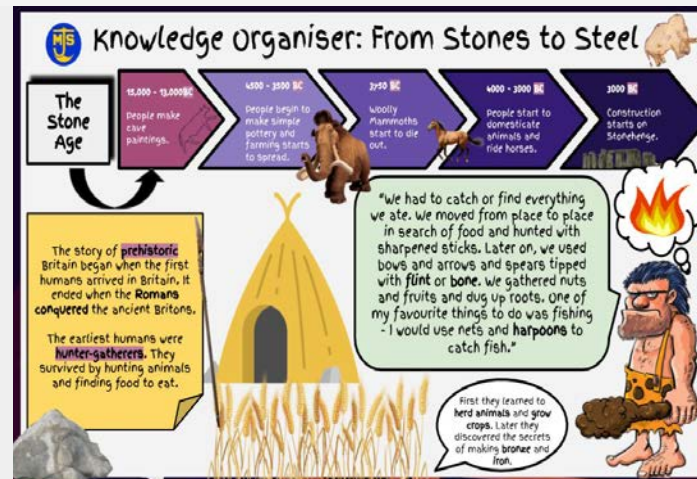
Our planning ensures that knowledge and skills are planned in sequences and not isolated chunks. Each of the key question blocks are broken down into carefully sequenced lessons, which link back to the mapped out knowledge, skills and vocabulary. Planning also details opportunities for retrieval practise for each lesson.



Knowledge Organisers

We want our children to gain specific knowledge in each curriculum subject that builds up over time. Knowledge organisers play a useful role in this.

Knowledge organisers are created for each topic and are sent home at the start of each term.





Curriculum Homework

Our curriculum homework sheets enhance learning and allows our children to reinforce what they have learnt in the classroom at home. It also gives our children the opportunities to develop perseverance and creativity with a range of tasks and projects.

There is a project sheet created for each topic and sent home at the start of each term.

Stones to Steel Homework Projects

This term, we would like to set you homework tasks based around our learning theme: **'Stones to Steel'**. These tasks are optional and can be completed throughout the term at your own pace. Each task completed will allow you to gain house points and a certificate at the end of term. Homework projects can be handed in at any time, however the last date to complete them is: **Friday 13th December**.

Homework Project		Details	Completed
B R O N Z E	Stone Age Quiz	Make up a quiz with facts about The Stone Age. Make sure you also have the answers!	<input type="checkbox"/> (2 House Points)
	Design a Cave Painting	We know that the first recordings of art were Cave Art. Design a piece of cave art using materials of your choice. i.e. paint, chalk, crayon.	<input type="checkbox"/> (2 House Points)
	Stone Age Counting	Stone Age people seemed to have their own method of counting. Can you create your own method of counting? Will you count in sets of ten or do it another way? What symbols might you use?	<input type="checkbox"/> (2 House Points)
S I L V E R	Stone Age Jewellery or Axe	Make a Stone Age necklace or axe. You can use any materials you want for this art project. i.e. salt dough, clay, paper mache.	<input type="checkbox"/> (3 House Points)
	Stone Age to Iron Age Poster	Research an aspect of prehistoric Britain; the Stone Age, Bronze Age or Iron Age and use what you find out to create a poster.	<input type="checkbox"/> (3 House Points)
	Stone Age Board Game	Create a board game based on the Stone Age. Remember to use your research to formulate your questions.	<input type="checkbox"/> (4 House Points)
G O L D	Write a Stone Age Story	Write a story based in the Stone Age. Design a front and back cover for your story. Write the blurb on the back.	<input type="checkbox"/> (5 House Points)
	Create a 3D model of Stonehenge	Design and make an ancient stone circle or a replica of Stonehenge. Be creative in the way you make your stone circle.	<input type="checkbox"/> (5 House Points)

If you have any questions or are stuck about any of the projects, please speak to Miss Croft or Miss Rackham for more details.

Curriculum Assessment

'The key reason for all assessment is to ensure that teaching and learning are working well and that children are benefiting from a deep and rich education.'

Sean Harford, National Director for Education at Ofsted.



Our low stakes assessment system has been developed to enhance pupil's progress, deepen knowledge, promote understanding and develop skills without unnecessary pressure on our children.

Curriculum Assessment

Topics start and finish with an assessment grid which allows children to demonstrate the knowledge they already have, what they want to learn and then what they have learnt during the topic.

Invaders and Settlers		
Is it ever right to take something which doesn't belong to you?		
Conflict Integration Belief		
K	W	L
What I know	What I want to know	What I have learnt

Invaders and Settlers			
Is it ever right to take something which doesn't belong to you?			
Conflict Integration Belief			
Key Question	Subject	Curriculum Objective	Assess
What happened when the Romans left Britain?	History	Can I understand why the Romans left Britain?	<input type="checkbox"/>
	History	Can I explain what happened after the Romans left?	<input type="checkbox"/>
	Geography	Can I identify where the Anglo-Saxons came from?	<input type="checkbox"/>
	Geography	Can I identify where the Anglo-Saxons settled?	<input type="checkbox"/>
(Integrate and Conflict)	History	Can I explain why the Anglo-Saxons came to Britain?	<input type="checkbox"/>
	Geography	Can I investigate place names which derive from the Anglo-Saxons?	<input type="checkbox"/>
	History	Can I understand what the Anglo-Saxons Kingdoms were?	<input type="checkbox"/>
	History	Can I explain what daily life was like for the Anglo-Saxons?	<input type="checkbox"/>
What was it like to live in Anglo-Saxon Britain?	History	Can I research what Anglo-Saxons ate?	<input type="checkbox"/>
	DT	Can I create a dish based on Anglo-Saxon recipes?	<input type="checkbox"/>
	History	Can I understand what Sutton Hoo is?	<input type="checkbox"/>
	DT	Can I design an Anglo-Saxon helmet?	<input type="checkbox"/>
(Conflict, Integrate and Belief)	DT	Can I create an Anglo-Saxon helmet?	<input type="checkbox"/>
	Computing	Can I create a presentation using Google slides?	<input type="checkbox"/>
	Art and Design	Can I experiment with showing line, tone and texture with different hard/soft pencils?	<input type="checkbox"/>
	Art and Design	Can I use shading to show light and shade?	<input type="checkbox"/>
Why did the Vikings come to Britain?	Art and Design	Can I show an awareness of space when drawing a Viking longboat?	<input type="checkbox"/>
	Art and Design	Can I select colours and materials to create effect?	<input type="checkbox"/>
	Art and Design	Can I create a Viking collage?	<input type="checkbox"/>
	Geography	Can I describe how the Vikings travelled and settled in Britain?	<input type="checkbox"/>
(Conflict, Integrate and Belief)	History	Can I describe a day in the life of a Viking?	<input type="checkbox"/>
	Music	Can I identify elements within a song?	<input type="checkbox"/>
	Music	Can I express my opinion about a song?	<input type="checkbox"/>
	Music	Can I find the best in a piece of music?	<input type="checkbox"/>
What have we learnt from the Vikings?	Music	Can I sing with good diction?	<input type="checkbox"/>
	Music	Can I use correct technique to play the drum?	<input type="checkbox"/>
(Conflict, Integrate and Belief)	Music	Can I perform with expression?	<input type="checkbox"/>

Layered Learning Grids are used by teachers to assess children's attainment against subject specific learning objectives within each topic.

Name: _____ Date: _____

Does cutting down trees thousands of miles away affect me?

Sustainability Weakness Diversity

What is thousands of miles away? ? ? ?

Resourceful Rainforest Quiz 1

1. Can you name 5 countries that are in Europe?

2. On the diagram below can you draw lines of latitude and longitude?

Lines of latitude Line of longitude

3. Which diagram shows the prime meridian?

After each key question block, children complete a quiz. This is used by teachers to assess the children's knowledge within that part of the topic. These are used to help teachers fill in the layered learning grids.

Every Child a Reader

We recognise the importance that English plays in our children's lives. English is the door to the curriculum, without it our children could miss further opportunities with their learning.

Reading and high quality texts are at the heart of what we do. Our children's academic progress is enhanced with a rich and demanding sequence of learning which is based around books to inspire and deepen their understanding.









































Year B: Spring Term Book Choices										
	Arthur and the Golden Rope	Beowulf	How to Train Your Dragon	The Saga of Erik the Viking	Viking Boy	The Vikings: Raiders, Traders and Adventurers	Riddle of the Ruins	A Viking Adventure	Odd and the Frost Giants	Viking Longship
	The 1,000 Year Old Boy	The Dragon's Hoard	Viking Voyagers	She Wolf	The Chessmen Thief	Norse Myths: Tales of Odin, Thor and Loki	Anglo-Saxon Boy	The Buried Crown	The Princess who Hid in a Tree	History Detectives: Anglo-Saxons
Invaders and Settlers										
	The Sword in the Stone	Smashing Saxons	Arthur High King of Britain	Freedom for Bran	The King Who Threw Away His Throne	How to be a Viking	The Last Viking			
	Cosmic	The Jamie Drake Equation	Hidden Figures	A Galaxy of her Own	Curiosity	Grand Tour of the Solar System				
Light/ Sound (UKS2)										
Light/ Space (UKS2)										





Book Choices

A book list has been created for each topic. These lists detail the texts that teachers use for both English Writing and Reading and Thinking (Guided Reading) lessons, as well as texts they may choose to use for storytime. High quality texts are chosen to link to each topic to deepen the children's knowledge and understanding within the topic as well as teaching the English curriculum.

Year A: Autumn Term Book Choices										
	Little Red Riding Hood (Core Book)	Pinocchio (Core Book)	The Crow's Tale	Woodland	Winter Sleep	The True Story of the Three Little Pigs	Rapunzel	The Adventures of Dish and Spoon	Grimm's Fairy Tales	The Little Wolves and the Big Bad Pig
										
Once Upon A Time	The Owl Who Was Afraid of the Dark	Into the Forest	Inside the Villains	Forgotten Fairy Tales	Tales of Adventurous Girls	Goldilocks and Just the One Bear	Little Red	Jack and the Baked Beanstalk	Little Red Reading Hood	The Stinky Cheese Man
										
	Once Upon a World	Goldilocks	The Magic Paintbrush	Once Upon a Fairytale	The Hare and the Tortoise	Aesop's Fables	Wolf Won't Bite	Rain Before Rainbows	Pumpkin Soup	Jolly Postman
										
Living Things and Their Habitats	Little Book of Trees	Ol' Frog!	Tad	Tree: Seasons Come, Seasons Go	The Big Book of Bugs	Out and About	Nature	The Weaver	The Fox in the Dark	Secrets of Winter
										

Aspiration is key

We know that if our children are to succeed, particularly our Pupil Premium children, then we need to create a culture that allows children to succeed - we need to be aspirational for them.

The following slides unpick how we do that...





The Arts

The 'Arts' allow our children to find new ways of expressing themselves, helping them understand the world in different ways. We feel that by involving our pupils with opportunities across art, design, dance, drama and music, we hope that our pupils' enjoyment of school life will be enhanced and that they develop personal skills and a cultural appreciation of the Arts that will last a lifetime.





Historical, Geographical and Social Understanding

Our curriculum ensures that our children are aware of the geographical, historical and social aspects of the local community and, in comparison, the wider world in which they live.

We have designed a carefully planned curriculum which fires children's curiosity and imagination. It connects Britain's past with the present and the future; helps children make sense of our place in the world; and is central to their development as informed, active and responsible citizens.

They learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of belonging. They see how societies are organised and shaped by people's values and actions, and how communities can live and work together.

Understanding English, Communication and Language



Reading and Language is at the heart of our curriculum, allowing our children to develop their imagination, see the world through the eyes of others, widen their horizons and read and write for pleasure. Our curriculum focuses on enhancing vocabulary and language which will lay the foundations for active involvement in cultural life, society, work and lifelong learning.



Scientific and Technological Understanding

We understand that our children live in an age of fast-moving science and technology. Our Science and Computing curriculums allow our children to explore and understand the natural and made worlds in which we live. Our curriculum offers a wealth of experiences and ideas that encourage our children's natural curiosity and creativity, inspiring awe and wonder.



Mathematical Understanding

Our maths curriculum helps children make sense of the numbers, patterns and shapes they see in the world around them. We encourage problem solving which allows our children to explore unexpected discoveries or new connections. As their confidence grows, they look for patterns, use logical reasoning, suggest solutions and try out different approaches to problems.



Physical Development, Health and Wellbeing

At the Together Federation we champion the positive impact sport and physical activities have on our children's physical development, health and wellbeing. Through sport and other physical activities, our children learn to increase body control, coordination and dexterity. They learn about their responsibilities both as individuals and members of groups and teams. They learn to cooperate and to compete fairly, understanding their own and others' roles.



Religion, philosophy and Ethics

Religion, philosophy and ethics helps our children build empathy, understanding and respect in a world often characterized by diversity, conflict and change. Our curriculum provides a unique opportunity to learn about, and from, faiths, cultures and people in an open, respectful and objective way.



Educational Visits

We believe, school trips and educational visits are a powerful, positive teaching tool that help enhance the social, personal and emotional development of all our learners. Educational and residential visits are an integral part of our curriculum, allowing our children to broaden their horizons and experience new and exciting opportunities, making long lasting memories!



Understanding the world of work and higher education

RILL will support our children's aspirations. Providing children with leadership opportunities and an understanding of higher education and the jobs currently on offer will offer them a vision of their potential.





Outdoor Exploratory

Playing outside is fun, exciting and important for children's learning and development. We have invested significant lottery grants into creating large scale structures which create a sense of adventure for all abilities. The outdoor Gym and classroom are a well-used resource

Thank you for taking the time
to read all about our
curriculum.