

## Millhouse Primary School Curriculum

Our curriculum follows a systematic and progressive approach to the teaching of essential skills from nursery and throughout the Primary age range. These skills are taught through exciting topics that are designed to spark a child's interest and curiosity and give a purpose for learning. *Development Matters* and the *2014 National Curriculum* have provided us with the bare bones for each curriculum subject, around which we have built a tightly planned, creative, topic-based curriculum.



### How our bespoke curriculum developed:

We began by looking at NC requirements for science, history and geography, and when certain subject areas have to be taught across the year groups. We used these as a starting point for cross-curricular topics, using a mind-map approach to link other subjects where we can. We planned our topics with our hardest members of the audience in mind, looking at each topic with a child's eyes, and thinking about how to make learning meaningful, interesting and fun, whilst covering NC objectives.

|          | NURSERY | RECEPTION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|----------|---------|-----------|--------|--------|--------|--------|--------|--------|
| AUTUMN 1 |         |           |        |        |        |        |        |        |
| AUTUMN 2 |         |           |        |        |        |        |        |        |
| SPRING 1 |         |           |        |        |        |        |        |        |
| SPRING 2 |         |           |        |        |        |        |        |        |
| SUMMER 1 |         |           |        |        |        |        |        |        |
| SUMMER 2 |         |           |        |        |        |        |        |        |

Some subjects still need to have skills-based lessons that run separately and progressively across the year groups e.g. ICT, PSHE and music. Likewise, key skills in reading, writing and maths are taught through clearly focused, skills-based lessons and these skills may then be applied through the topic and across the curriculum. This sits very comfortably with a 'mastery' curriculum and also within Bloom's taxonomy.



Are boys better than girls?

Is the rainforest worth saving?

Would a dinosaur make a good pet?

How can stone turn into iron?

### Entry Point and Question

Each cross-curricular topic starts with an exciting entry point and intriguing question. The entry point and question serve as the ignition point, and spark curiosity, questioning and a thirst to learn more. These starting points and the questions they raise, give the opportunity to develop breadth and depth of learning across all subjects. We encourage our children to ask lots of questions and take part in practical, hands on activities where they can find the answers.



### Enrichment

Enrichment experiences are planned to enhance the curriculum. These may be visits to places such as museums, the seaside or local places of interest, or may involve inviting visitors in such as the dinosaur man or theatre groups. Enrichment experiences could also be experiences that we have planned in-house, such as a live web cam to the



rainforest to immerse you in the sights and sounds of the rainforest as you work. These experiences are essential as they have a huge impact on learning and understanding. They are particularly important for those children within our school who may not have these opportunities elsewhere.

### Purpose for learning/End Product

Each topic has been designed so that it has an end product, which gives a purpose for the children to explain what they have learnt and impart their knowledge to someone else. This could be an event in school which they have planned such as a Roman battle or Tudor banquet, or may involve inviting parents in to share in their children's learning through sharing assemblies and displays of work.



## Assessment and Reporting

We have developed a bespoke assessment system for science and the foundation subjects through which we track individual progress and depth of learning in each subject area. Throughout each topic, the separate strands for individual subjects are assessed. For example, in geography we assess children's attainment in locational and place knowledge, human and physical geography, and in using fieldwork to investigate. These key areas for learning in each subject can then be tracked both within year groups and across the primary age range, to ensure an individual and cohort progress and breadth and depth of learning.



To support teacher assessment, we are currently developing the use of Knowledge organisers and tests in science and the foundation subjects, beginning with the History and Geography curriculums.

| Topic   | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| When did the Vikings first invade Britain and how did they do this? |          |          |          |          |          |          |          |          |          |           |
| Why did the Vikings invade Britain?                                 |          |          |          |          |          |          |          |          |          |           |
| Where did the Vikings live?   |          |          |          |          |          |          |          |          |          |           |
| What were Viking boats like?  |          |          |          |          |          |          |          |          |          |           |
| What was the Viking writing system and how did they use it?         |          |          |          |          |          |          |          |          |          |           |
| What beliefs did Vikings have?                                      |          |          |          |          |          |          |          |          |          |           |
| Why did people use longships?                                       |          |          |          |          |          |          |          |          |          |           |
| When was Denmark?   |          |          |          |          |          |          |          |          |          |           |
| What English towns suffered during the Great Fire?                  |          |          |          |          |          |          |          |          |          |           |
| Where did the Vikings live?   |          |          |          |          |          |          |          |          |          |           |
| When did the Vikings first invade Britain and how did they do this? |          |          |          |          |          |          |          |          |          |           |
| Why did the Vikings invade Britain?                                 |          |          |          |          |          |          |          |          |          |           |
| Where did the Vikings live?   |          |          |          |          |          |          |          |          |          |           |
| What were Viking boats like?  |          |          |          |          |          |          |          |          |          |           |
| What was the Viking writing system and how did they use it?         |          |          |          |          |          |          |          |          |          |           |
| What beliefs did Vikings have?                                      |          |          |          |          |          |          |          |          |          |           |

In the autumn and spring terms, parents are invited to a parent's evening meeting to discuss attainment and progress in the core subjects and to discuss strengths and any areas for particular support in other areas of the curriculum. In the summer term parents have a written report for all areas of the curriculum. This includes a report of effort and attitude to learning in all subjects.