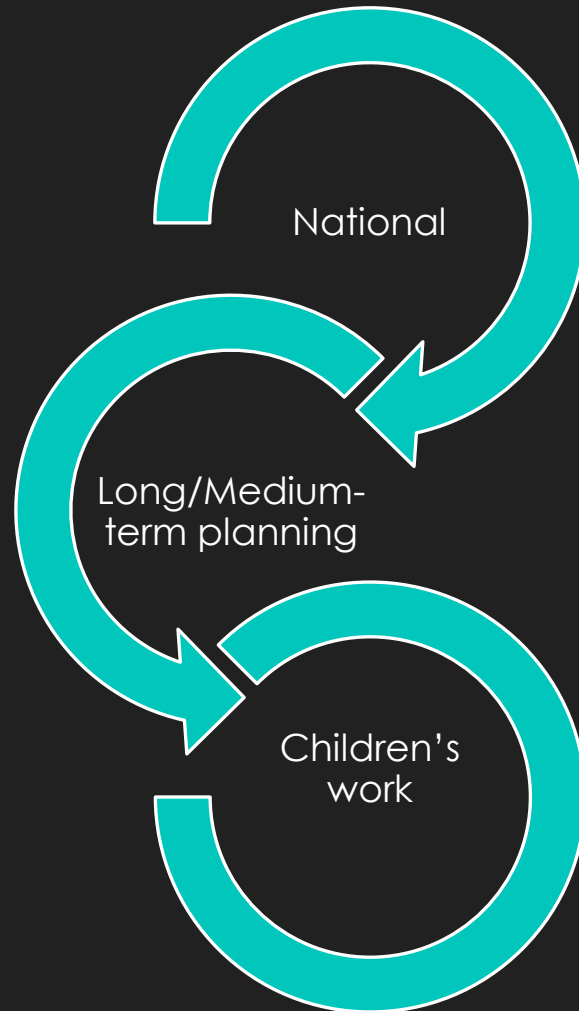




# Skylark Curriculum update

# Aims and outline



# Why have we made this change?

- Inspectors will also evaluate how leaders 'construct a curriculum that is ambitious and designed to give all learners...the knowledge and cultural capital they need to succeed in life [while ensuring] teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts' (Ofsted, May 2019, pg. 9 and 10).
- It also links to the latest Ofsted priorities of Plumpton, 'improve the quality of...teaching...and ensure teaching [overall] deepens and extends pupils' knowledge... so that pupils make consistently strong progress in the development of...knowledge and skills'.
- Pupils, nationally, had not been allowed opportunities to sufficiently and fully explore and hone the knowledge and skills required for further study in the 'Foundation' subjects (History, Geography and the Arts) due to an improperly configured curriculum programme.

# Where we are so far

- T1/2 – Discover History focus
  - Treasure (2020); Conflict (2021).
  - Planned, taught and assessed according to our new curriculum model twice.
- Rest of the year = Explore (T3/4) and Create (T5/6)
  - Home and Landscape
  - This year = Water (Explore) & Portrait (Create)

# Our 3-year cycle

Year A- 2020-21	Year B- 2021-22	Year C- 2022-23
Discover		
Treasure	Conflict	Ancestry
Explore		
Home	Water	Danger
Create		
Landscape	Portrait	Still Life

# How skills are taught across the cycle

Discover- KS2		
Treasure -2020-21	Conflict - 2021-22	Ancestry (TBC)- 2022-23
History	History	History
Working Historically		
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>		
<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt</p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (Tudors and Aztecs comparison)</p>	<p>Pupils should be taught about the Roman empire and its impact on Britain.</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Pupils should be taught about an aspect of local history.</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world.</p> <p>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: Early Islamic civilization, including a study of Baghdad c. AD 900.</p>

Derived from the curriculum

Spread skills throughout 3-year cycle

Some skills are taught always, such as chronology, source analysis (etc.)



# Explore – Geography and DT

Explore- KS1		
Home-2020-21	Water- 2021-22	Danger - 2022-23
Geography	Geography	Geography
<p>Use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ol> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Rainforest).</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and <a href="#">locational and directional language</a> to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>

# Create – Arts (Music, Dance, Drama)

Create – KS2		
Landscape-2020-21	Portrait - 2021-22	Still Life - 2022-23
Art & Design	Art & Design	Art & Design
Working Artistically		
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>		

# Science – complementary topics

## Science Y4/5/6

Year A	Year B	Year C
<b>Working scientifically</b> During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"><li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision</li><li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</li><li>using test results to make predictions to set up further comparative and fair tests</li><li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</li><li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li></ul>		
<b>Living Things and their Habitats</b>  Sc4/2.1a recognise that living things can be grouped in a variety of ways Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Sc6/2.1a describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals	<b>Sound</b>  Sc4/4.1a identify how sounds are made, associating some of them with something vibrating Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear  Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.	<b>Living Things and their Habitats</b>  Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.  <b>Animals including humans</b>  Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans  Sc4/2.2b identify the different types of teeth in humans and their simple functions



# Science continued

## Science Y1 and Y2

Year A	Year B
<b>Working scientifically</b> During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"><li>• asking simple questions and recognising that they can be answered in different ways</li><li>• observing closely, using simple equipment</li><li>• performing simple tests</li><li>• identifying and classifying</li><li>• using their observations and ideas to suggest answers to questions</li><li>• gathering and recording data to help in answering questions.</li></ul>	
<b>Everyday materials</b>  Sc1/3.1a distinguish between an object and the material from which it is made Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Sc1/3.1c describe the simple physical properties of a variety of everyday materials Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties	<b>Plants</b>  Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees  <b>Animals including humans</b>

# EYFS links

- The new curriculum takes on more of the principles of the EYFS curriculum:
  - It's more project-based
  - Its subjects aren't strictly partitioned and divided – there are more links between them
  - This allows for easier planning of content in our Year R/1 mixed-age Robins Class

# Medium-term planning

## Guerrilla Curriculum - Medium Term Planning: History Y6

### Session 1 (week 1)

– W/C 6<sup>th</sup> September  
1066 (Weeks 1 – 5)

#### L/O: The Bayeux Tapestry

**Chronology** – Place events, people and changes into correct periods of time. Sequence up to ten events.

**Historical Enquiry** – Recognising primary and secondary sources. Use the evidence collected to build up a picture of life in the time studied.

**Historical Knowledge** - Use evidence to support and illustrate an explanation on the causes and effects of a past event.

### Lesson 1

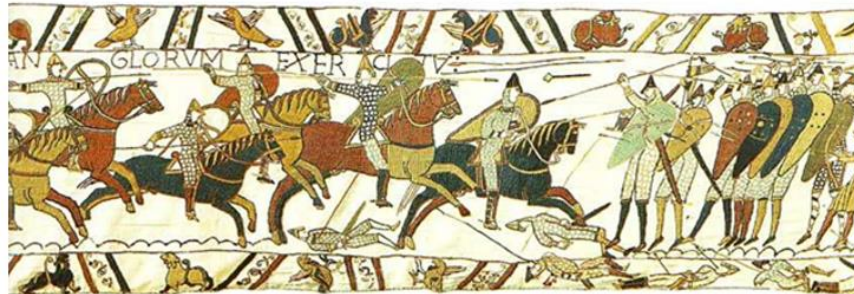
Give children a scene from the Bayeux Tapestry. Can children deduce what is happening in the scene. Look for clues. (The section with Pevensy)



Initially show the first and make link to ships and Rabbits. Then, reveal the second. As historians, base your analysis on the \*images\* - what do you \*see\*?

Who? What? Why? When? Analysis (Cold analysis with no teaching). File: Bayeux Tapestry Pic 2 & Pic 4 in sharepoint. **Analyse both the above and below pictures.**

September 3



### Lesson 2

Place 1066 on a historical long-term timeline (after Vikings).

Children analyse historical resources (cold task). Drawing prior knowledge



# Children's work

"You've got a starting point in every subject" - Theodora

"What you do in History helps you in Art" - Etta

- Exposé from Year 6 pupils – discussing:
  - Differences in curriculum
  - Its joined-up approach
  - How it can be more enjoyable
  - Discuss Battle of Hastings project

"I feel like I'm working towards something" - Corwin

11.10.21

L.O: analyse a source



Who?

I think this soldier / general is black. This may mean that he was from another country maybe South Africa. I think he was forced to go to war or else he would be put in prison. He looks like a general so maybe he started as a soldier and ranked all the way to a general.

Why?  
What?


I think this photo was taken of him because he might have done something heroic in the war. He could've sacrificed his life for someone (maybe someone special), he could've invented or made a good tactic. He could've been a trailblazer. We don't know at the moment.

# Assessment

○ How we assess and record children's progress

History Assessment	
Threshold Concept:	Pre-threshold
<b>Analyse</b> a range of primary and secondary sources to find out about an aspect of the past	
	Post-threshold

We also regularly poll our School Council to see if pupils are enjoying their projects!

 Art: % of children assessed as post-threshold for each year group

Year 1	79%
Year 2	82%
Year 3	93%
Year 4	93%
Year 5	78%
Year 6	85%

# Newest updates

- Assessing children – via pre/post-threshold – for Computing

Computing Assessment	
Threshold Concept:	Pre-threshold
To be secure using technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Post-threshold

# Any questions and thanks

