



Ark Priory Primary Curriculum Framework:
New Edition



2018/2019



Ark Priory Primary Academy -Curriculum Framework

Introduction

Ark Priory Primary Academy's mission: *'To begin the journey to provide every pupil with the opportunity to go on to a university or pursue the career of their choice.'* This is the fundamental principle that underpins the design, implementation and ongoing review of the Priory curriculum. It is at the very core of our 'why' and defines us as a school.

Curriculum Aims and Rational

The Ark Priory Curriculum aims to:

- Give all our pupils a rich knowledge of the world in which they live; experiences to make sense of it; and the confidence to make judgement on what they see
- Inspire young minds to keep learning, sharing a deep and meaningful foundation of knowledge that stimulates curiosity and inquisitiveness
- Create future citizens who have the courage to engage with major global challenges such as the environment, community cohesion, and ethical decision-making
- *Equip pupils with the skills that will give them the confidence and resilience to shape their own path through life*

Rationale

A high-quality education, built around a rich curriculum, is a matter of social justice. Our young people have a right to experience the best, and to be given the opportunity to make their own contribution to the continual reshaping of our civilization and their world. It is up to us to be champions of young people's hopes, talent and ideas.

There has been a dual focus on *what* children should be learning and *how* best it should be taught. Curriculum design architecture (the 'what') is tantamount to curriculum delivery architecture (the 'how'). In making decisions about what should be taught, we have ensured that the curriculum provides access to a common body of essential content, taken from the National Curriculum. It also draws upon the elements of exceptional practice from the UK and beyond, to embody 'the very best of what has been thought and said'. It is a coherent curriculum, with links and threads running through it, so that teachers how it fits together.

However, the content is rendered useless if the delivery architecture is weak. Therefore, we invest heavily in supporting our teachers with curriculum delivery, to develop pedagogy of repertoire, evidence and principal, as:

Good teaching makes a difference. Excellent teaching transforms lives.

Intent

The intent of our curriculum goes far beyond the outcomes seen at the end of Year 6. We have thoughtfully constructed a curriculum framework which focuses not solely on academia but on shaping our pupils into confident, passionate, life-long learners. We want our pupils to continue their journey with a secure foundation of knowledge, skills, ideas and most importantly-a relentless curiosity about the world around

them. Thus, when designing this curriculum, we endeavoured to ensure it was broad, complimented by a wide range of experiences and provided pupils with far more than just academic achievement.

We believe that *'Learning is defined as an alteration in long term memory... If nothing has been altered in long term memory, nothing has been learned.'* We believe in the 'Ark Priory' child, that at the end of Year 6, children who attend our school will leave with the skills set out in this document and be able to be valuable and effective citizens of the world.

In our pursuit of providing Priory pupils with a balanced and rich education, we have crafted a curriculum based on four key constructs:

1) *Knowledge*

What we know allows us to read – it is our prior knowledge that enables us to comprehend new material. Knowledge is highly 'transferable' between contexts. Knowledge learned across the curriculum facilitates comprehension. The idea that a rich base of factual knowledge helps pupils to make connections and exponentially leads to further learning is at the heart of the design of each unit through the years. The framework for each year group details explicitly the knowledge that will be learnt and how this knowledge develops cumulatively throughout the unit. Our key questions that go across each year group per half term allow this knowledge to be built upon year upon year, providing the children with a concrete knowledge base and vocabulary to be free to explore, excel and endeavour within the curriculum and beyond.

2) *Skills*

Once pupils have a broad knowledge base, they need to explore, practice and master skills to allow them to apply this knowledge in a meaningful way. The Priory curriculum highlights these key skills and demonstrates how these are applicable in real life contexts. It is of crucial importance to us that our pupils are clear on how content relates to real life. This is integral to pupils' developing positive learning attitudes from the earliest stages of their education.

3) *Experiences*

Pupil's experiences are of paramount importance in the delivery of the Priory curriculum. It is these experiences that provide meaningful context to learning. In other words, it makes the learning 'sticky' and gives something for pupils to pin their developing understanding to. The curriculum details experiences that enrich and complement each unit and offer teachers suggested educational visits that will ultimately enhance pupil understanding. These experiences also serve a different purpose- it allows our pupils, who come from differing backgrounds, equal opportunity to experience people and places that they may not have access to otherwise. Through these experiences, they will also develop key life skills that we too often take for granted- how to use transport systems, how to interact with others and how to conduct themselves in public- essential development of them as both student but more importantly as active citizens in our society.

The curriculum covers all areas of the statutory National Curriculum and offers equal importance to all subjects- a move away from the more traditional focus on Reading, Writing and Maths. Rather, these 'core' subjects are interspersed in all subject areas to allow pupils to flourish across a range of areas and develop multiple interests and talents.

Our intent is that all Ark Priory children leave our school with these key skills embedded. Our driver 'Big Questions' are the same for each year group and change every half term. These questions are the same so year on year, children can build up their knowledge and language surrounding a 'Big Question' thus leaving Ark Priory in Year 6 with a comprehension and deep understanding of certain topics alongside a secure base of skills that have been developed and grown over their time in Primary School. The driver 'Big Questions' have either a history, geography or art focus and cover the key skills needed to be taught in

accordance with the National Curriculum and Programmes of Study. Our 'Big Questions' are questions that are not time specific (eg. Only for 2018/2019) and will still be relevant in the future.

Cultural Capital

Ofsted define cultural capital as:

'...the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping them to engender an appreciation of human creativity and achievement'.

Our curriculum strives to enable children '**...to stand on the shoulders of those that have gone before and create new and exciting forms of culture**' through providing enrichment opportunities, such as visits to art galleries, theatres and museums, within a rich and cultured curriculum.

As Martin Robinson states '*the most expensive seats in the theatre are not the ones which the best view. For some people it is more important to be seen going to the theatre than the actual going itself*'. We apply this analogy to our curriculum; it is not enough for children to be seen reading Shakespeare, they need to feel the humour, the passion and the beauty of the literature. They need much more than to be told that Shakespeare was great writer; they need experience it.

Knowing itself is not enough

We do not want our children to be sat in 'boxes' at the theatre. We believe that our children should go to the theatre to experience it. To be able to appreciate something, you need to participate in it, before going on to make judgements and decisions.

To support children to succeed in life, the curriculum aims to give our pupils wisdom; knowledge of the world in which they live; experiences to make sense of it; and the confidence to make judgement of what they see.

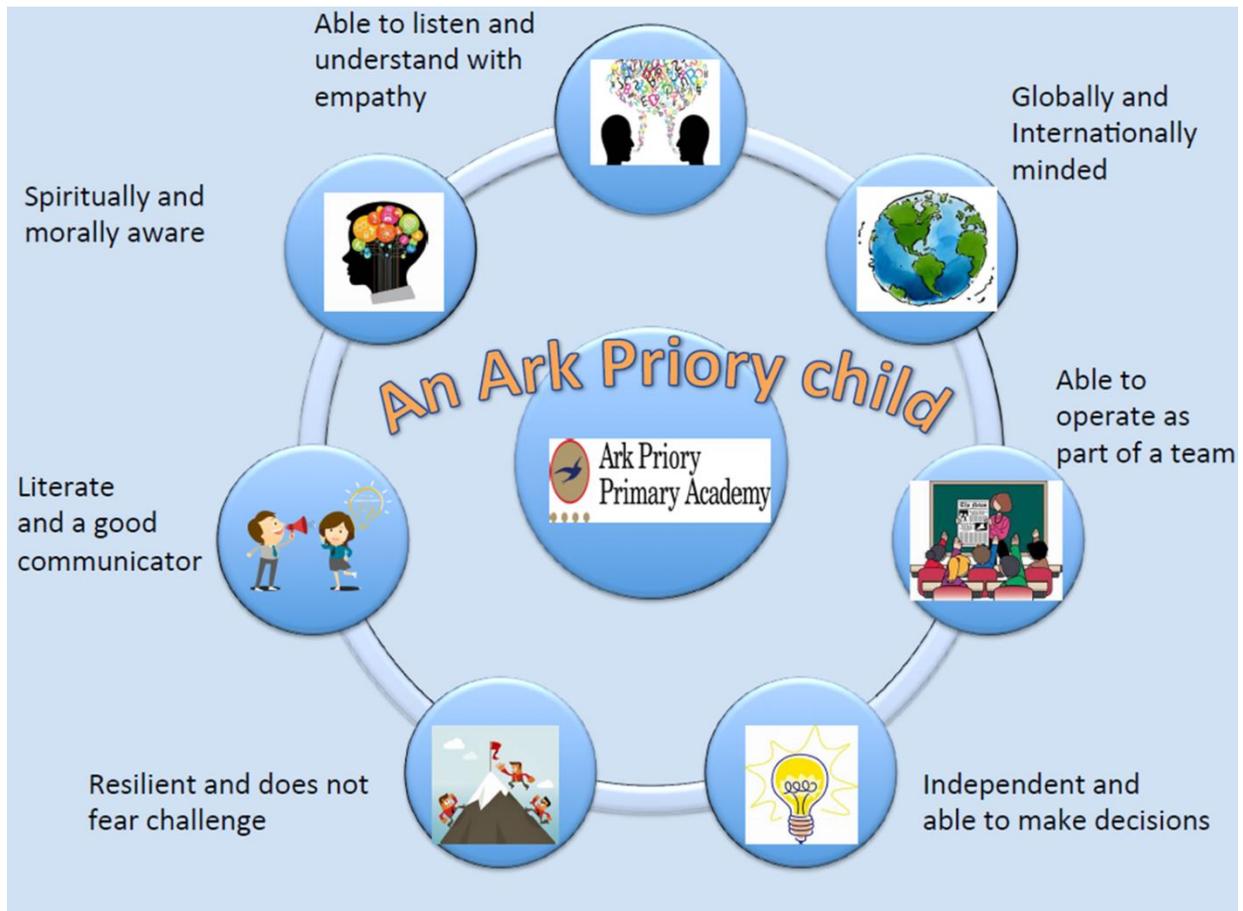
Values and Building Moral Character

For our children to succeed they need to be equipped with **Universal competencies** which prepare them for further studies and the world beyond. They are taught explicitly and then practised across a wide range of subjects. They include:

- Debate, discussion and co-operative techniques
- Performance and Public Speaking
- Critical thinking
- Financial Literacy
- Digital Literacy

We have a set of school values which are explicitly taught to our pupils throughout their time in our school. They are 'Explore, endeavour and excel' with the 'courage to fly'. The values permeate our school at all levels, they are understood and modelled by all staff and pupils. There is clarity around the expected behaviours linked to each value.

By the end of their time at Ark Priory, we expect all children to possess the characteristics highlighted in our an 'Ark Priory child' diagram (see below).



The 'Big' Questions: Our drivers 2018/2019

Autumn 1 Geography focus	Why do people move?
Autumn 2 History focus	How have historical individuals/civilizations/events influenced the world today?
Spring 1 Geography focus	How have natural phenomena shaped the planet?
Spring 2 DT focus	Can we reinvent the wheel?
Summer 1 History focus	How have human rights changed throughout history?
Summer 2 Art/DT focus	What influences great artists?

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Why do people move?					
	Our local area	England	Great Britain	Japan	Europe	America
Autumn 2	How have historical individuals/civilizations influenced the world today?					
	The Great Fire of London and Samuel Pepys	Ancient Egypt	Roman Empire	The Bronze Age	Queen Elizabeth and the Golden Age	Ancient Greece - a study of Greek life and achievements and their influence on the western world
Spring 1	How have natural phenomena shaped the planet?					
	Weather	Oceans and Rivers	Earthquakes	Volcanoes	Rainforests	Tsunamis and Hurricanes
Spring 2	Can we reinvent the wheel?					
	Transport	Toys	Shoes	Clothes	Furniture	Food
Summer 1	How have human rights changed throughout history?					
	Rights and responsibilities	Children's Rights and responsibilities	Development of the UN	Civil Rights Movement	Apartheid	Women's Rights
Summer 2	What influences great artists?					
	Kandinsky	Keith Haring	Ansel Adams	Yayoi Kasuma	Oswaldo Guayasamin	Banksy

Example of skills taught

Subject specific skills taught for the Geography focused Big Question ‘Why do people move?’

Question	Why do people move?					
Year group	Y1 Our local area	Y2 England	Y3 Great Britain	Y4 Japan	Y5 Europe	Y6 America
Skills	<p>KS1:</p> <ul style="list-style-type: none"> ● Name and locate the world’s seven continents and five oceans ● Understand geographical similarities and differences through studying the human and physical geography of a small area in a non-European country ● Identify seasonal and daily weather patterns ● Use basic geographical vocab ● Use world maps, atlases and globes to identify countries and oceans ● Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features <p>KS2:</p> <ul style="list-style-type: none"> ● Locate the world’s countries ● Identify human and physical characteristics of a county ● Understand geographical similarities and differences through the study of human and physical geography ● Describe and understand key aspects of physical and human geography ● Use maps and atlases to locate countries 					
Key questions	<ul style="list-style-type: none"> ● How am I connected to the world? ● What is this country like? ● What attractions does it have? ● Why would people leave this country? ● How do people use the environment? ● How does life in this country differ to your own? 					
Shared vocab	Migrate, move, borders, location, trade, economy, labour, refugees, immigration, physical features, human features, weather, climate, trade, vegetation, season, ocean, landmarks, environment, biomes, vegetation belts, natural resources, tourism, attract					

Subject specific skills taught for History focused question ‘How have important historical figures/civilizations contributed to our world today?’

Question	How have important historical figures/civilizations contributed to our world today?					
Year group	Year 1 The Great Fire of London and Samuel Pepys	Year 2 Ancient Egypt	Year 3 Roman Empire	Year 4 The Bronze Age	Year 5 Queen Elizabeth and the Golden Age	Year 6 Ancient Greece – a study of Greek life and achievements and their influence on the western world
Skills	<ul style="list-style-type: none"> • Know and understand significant aspects of the history of the wider world • Understand historical concepts such as continuity and change <p>KS1:</p> <ul style="list-style-type: none"> • Use a wide vocabulary of historical terms • Changes within living memory • The lives of significant individuals in the past who have contributed to national and international achievements • Know where people and events they study fit in within a chronological framework <p>KS2:</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of world history • The Roman Empire and its impact on Britain • A non- European study • Ancient Greece • The achievements of the earliest civilisation 					
Key questions	<ul style="list-style-type: none"> • What did your individual/civilisation achieve? • How would the world differ with the impact of your individual/civilisation? • Who might have influenced your individual/ civilisation? • What was the biggest achievement of your individual/civilisation? • What would you have done differently? • What do you think people thought about your individual/civilisation? 					
Shared vocab	Chronological, impact, achievements, change, national, international, artefact, culture, civilisation, empire, influence, nation, continuity, evidence, contrasting arguments, archaeology, facts, bias, political, religion, social, global, events, consequence					

English links

We have created links between English and our curriculum in order to move towards a more cross-curricular approach. Pupils can use their knowledge from their curriculum lessons to support their work in English and understanding the text they are studying. We have also focused the English units so that teachers teach a range of text types throughout the school year. Our text choices have are high level quality text to expand the pupil’s vocabulary and imagination. We have made sure that they are also engaging for our boy readers, such as ‘*Peter Pan*’ in Year 3 and ‘*Sadako and the 1000 cranes*’ in Year 4 in order to increase writing outcomes for boys.

Autumn 2	How have historical individuals/civilizations influenced the world today?					
	The Great Fire of London and Samuel Pepys	Ancient Egypt	Roman Empire	The Bronze Age	Queen Elizabeth and the Golden Age	Queen Victoria and the British Empire
Literacy	Non-chronological report	Fantasy	Myths	Mystery	Thriller	Flashback
	The Great Fire of London- Emma Adams	Flat Stanley and the Great Egyptian Grave Robbery Jeff Brown	Escape from Pompeii- Christina Balit Orchard Book of Roman Myths	The Boy with the Bronze Axe Kathleen Fiddler (BBC documentary about Skara Brae – setting)	My friend Walter- Michael Murpurgo	Street Child by Berlie Doherty

Planning

Our staff team have been working hard at creating medium term plans, such as the examples below, from our driver ‘Big Questions’ and the focus area they have been given such as ‘Europe’ (Year 5) and ‘Our area’ (Year 1) whilst combing the key skills for Geography that need to be taught in accordance with the National Curriculum. They have used the driver ‘Big Questions’ as a focus to make links for a more cross-curricular approach within the other subjects.

Our ‘Big Questions’ curriculum is still a work in progress and has had the input from all our staff. We have developed ‘*Knowledge Organisers*’ for each topic and now are focusing on building in short quizzes for assessment.

Example of Medium Term planning for Year 5 Autumn 2



Ark Priory
Primary Academy

Why do people move?

Key questions:

What makes Europe unique?
Which languages are spoken in Europe?
How did Europe change post WW1?
Why people moved around Europe?

As Geographers can we:

Identify Europe's countries and borders
Identify key landmarks in Europe
Study the settlements and human geography of France and how it compares to Great Britain?
Locate France on the map?
Describe and understand key aspects of French culture?

As Historians can we:

Understand the cause of WW1
Uncover how many European countries were involved in WW1
Create a timeline of significant events that lead to WW1
What impact did WW1 have on the people of Britain?

Hooks for learning

'Take a flight' around Europe- have pictures of all the different landmarks in different countries children would see.
Have a day trying food from Europe.

Using ICT can we:

Write a tourism travel brochure?
Use the internet to research facts about a European country you would like to travel to?

As Mathematicians can we:

Rounding to give approximate population data
Estimate answers to calculations
Add/subtract large whole numbers with regrouping?
Identify common misconceptions in column addition/subtraction?
Solve multi-step addition and subtraction problems
Solve problems using information presented in tables and line graphs
Complete, read and interpret information presented in tables and line graphs
Construct line graphs using information presented in tables
Identify multiples and factors
Multiply and divide by 10, 100 and 1000
Use doubling and halving strategies

As Scientists can we?

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system?
Describe the movement of the Moon relative to the Earth?
Describe the Sun, Earth and Moon as approximately spherical bodies?
Explain day and night and the apparent movement of the sun across the sky?

As Writers can we:

Write a story from another culture (4 week long burst)?
Write a poem about vast and changing landscapes?
Write a narrative in first person (a character in WW1)
Write a tourism brochure attracting people to Europe?
Research and create a fact file about France or Great Britain

As artists can we:

Study the art of Pablo Picasso
Study the art of Winifred Margaret Knights
Understand how WW1 influenced the above artists

Example of Medium Term planning for Year 1 Autumn 2



Ark Priory
Primary Academy

Why do people move?

Key questions:

Why would people move to Acton?
How am I connected to the world?
What is this town like?
What attractions does it have?
Why would people leave Acton?
What is the environment like in Acton?
How does life in this country differ to others?

As Geographers can we:

Create a map of the classroom/ school/ local area
Look at where in Acton I have visited? Where have I been on holiday?
Name large cities and towns in England

As Historians can we:

Create personal timelines showing the 1st 5 years of my life?
Create a family tree of me, my siblings, my parents and grandparents?
Research one significant event in English history
Research how the school has changed?

Hooks for learning:

5 minute heroes (Parent Speakers)
Trip to Acton Park
Educational Talks/Visits
Baking and selling Gingerbread Men
Pantomime Performance (Staff-led)

Using ICT can we: Information Technology

Take a photo using an iPad.
Record a video using an iPad.
Select the correct app needed.
Type in a passcode to access a laptop/iPad.

As Mathematicians can we:

- To count forwards and backwards from zero to 20
- To group ten objects and count on from ten
- To recognise a 'ten' and 'ones' in teen numbers
- To compare and order numbers to 20
- To create patterns with numbers within 20
- Counting on to add small amounts
- Counting back to subtract small amounts
- Using number bonds/known facts to add
- Using number bonds/known facts to subtract
- Using the 'Make ten' strategy to add
- Using the 'Make ten' strategy to subtract
- Applying strategies and experimenting with modelling

As Scientists can we: (Plants/Human Body)

Label the different parts of a plant.
Investigate different seeds and what they need to grow.
Look at what parts of the plant we eat and make a fruit salad?
Go on a plant hunt. Can we look around the school for different plants, naming and labelling simple European plants?
Label the parts of the body. - linked to 'Head to Toe' by Eric Carl.

As Writers can we:

Write traditional tales. (3 week long burst unit)
Write a traditional tales based on The Three Little Pigs and Gingerbread Man.
Start to write simple sentence about pictures of the stories.
Sequence and summarise pictures from the stories.
Role-play the traditional tales with props.
Write a simple recipe.
Identify 5-parts of a story.

As artists can we:

Learn simple facts about Andy Warhol and Pop Art.
Use pop art to create architecture
Sketch a self-portrait
Use colour mixing to create landscape painting of Acton Park?