

# Curriculum Policy

## Fingringhoe CE (VA) Primary School



Care Courage Compassion.

### Our Curriculum Intent

At Fingringhoe primary school we believe that our children deserve an inspiring curriculum which enables them to develop personally and academically through meaningful learning experiences. The schools values of Care, Courage and Compassion, help us to support and manage the needs of the school community and underpin our curriculum.

We believe that skills should be developed alongside knowledge and that deeper learning happens by going beyond the curriculum, linking key concepts to subject themes. This provides opportunity to create connections by lifting pupils above the content, to a position where they can see things from a different perspective.

Our curriculum immerses children in exciting projects which start with a subject theme and is combined with a philosophical, concept based enquiry question. Through these projects the children are challenged to work creatively whilst deepening their knowledge and understanding through engaging and memorable experiences.

### Concepts

Cross curriculum links make links only between and within subjects, and whilst useful this can limit pupils to only make connections in this way. It can mean we ignore the 'bigger picture' and potentially more interesting links. By using concepts matched to termly themes, these 'outside the box' connections can be made.

A list of concepts is seen in appendix 1. These concepts can and do link to our Gospel themes and are not an exhaustive list.

All special events and specific focus days (E.g. Remembrance, World Book Day, charitable events) are also linked purposefully to these concepts, rather than taught as an 'add on'.

It is the use of concepts that allows teachers to skilfully produce enquiry questions for pupils to explore as part of the projects. See appendix 2 for further information.

The KS2 classes will have a curriculum map running over a four year rolling programme based on these themes. In KS1 this will be a three year rolling programme. Alternations may be made to the map on an annual basis in light of significant and topical local/world events.

Autumn Term is **Discover** with a History focus and throughout school, pupils engage in projects designed to answer **Big Questions** about the way we lived and why this affects us today.

Discover:

- Plan and research
- Analyse and evaluate
- Show empathy
- Show commitment to justice

- Explore issues , events and problems form different perspectives
- Support conclusions using reasoned arguments and evidence
- Communicate their learning in relevant ways
- In the Spring Term, the theme is Explore and is Geography based.

The Spring term is **Explore** and is a Geography based project. The focus here is to challenge children to find out how they can make the world a better place by looking at a '**Big Issue**' from sustainability, conservation, to refugee crisis. The pupils are provided with opportunities to look at the world from a different perspective and challenge them to make a difference.

Explore:

- Identify questions to answer and solve
- Recognise that they can impact their environment and community
- Show a commitment to change
- Recognise their roles as global citizens
- Communicate their learning in relevant ways
- Show empathy

The summer Term is time for the arts to have a focus in our **Create** theme. Although subjects such as art, design, drama, dance and music are covered during the other terms, it is in summer that pupils get the opportunity to develop their skills and benefit from producing an outcome with an intended **Big Impact**.

Create:

- Show flexibility
- Organise time and resources
- Communicate their learning in relevant and interesting ways
- Work towards a goal
- Adapt ideas as circumstances change
- Show empathy

### **Foundation Stage**

Learning in Foundation Stage challenges children to become independent motivated learners who are full of curiosity about the world around them. Within a fun, happy and safe environment, pupils are encouraged to participate in hands on learning in a child centred curriculum.

### **English**

Pupils' English work is linked wherever possible to the termly project. Children explore and create a range of fiction and nonfiction writing incorporating the rigorous teaching of explicit and contextual grammar, punctuation and spelling.

Pupils also complete daily, high quality reading activities also linked, when possible, to the project themes. Pupils are provided with opportunities to engage deeply with a text or genre, strengthening comprehension skills as well as developing fluency and vocabulary.

### **Maths**

We want our pupils to develop a passion and enjoyment for mathematics whilst delivering a high quality mastery curriculum. Structured imagery and concrete apparatus are used systematically

throughout school to develop a strong conceptual understanding of all mathematical concepts. The pupils can then apply these skills and knowledge to problem solving, enabling them to become confident mathematical thinkers.

### **Science**

Our aim is to encourage and enable pupils to develop inquiring minds and curiosity about science and the natural world, acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts.

### **Physical Education**

At Fingringhoe we are passionate about all pupils receiving a wide range of high-quality activity, both within the curriculum and outside of the school day. We provide traditional sports such as football, alongside alternative activities like born to move, to encourage all pupils to participate in and enjoy sports.

Through participating in a range of health related and competitive sports, pupils have the opportunity to develop their self-confidence and skills within a diverse range of situations.

### **Religious Education**

The teaching of Religious Education. Spirituality and Citizenship is central to our schools work. Through teaching which is faithful to the Christian Church, we teach our pupils to embrace gospel values in order to lead rich and rewarding lives.

Fingringhoe currently follows the Essex Explore syllabus alongside the 'Understanding Christianity' programme, which enables us to deepen pupils understanding of the Christian faith and explore other world religions.

### **Outdoor Learning & Forest School**

Learning need not take place solely within educational buildings. Outdoor time often provides the most memorable learning experiences and helps children to make sense of the world around them by putting their learning into a meaningful context.

Recent studies have highlighted some benefits of outdoor learning for young children:

- Higher levels of conversational language.
- Greater independence.
- Improved health and sleeping patterns.
- Greater physical competence and agility.
- Improved time focus on activities and more concentration.
- A greater understanding of nature and the environment.
- Improved social skills, involvement and initiative

We believe that every child should experience the world beyond the classroom as an essential part of learning and personal development. We are extremely fortunate to have access to the village green, recreation ground and our own forest school.

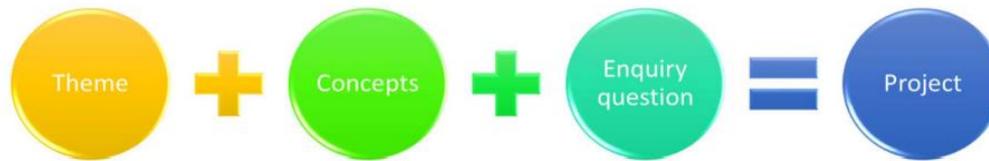
Appendix 1

**Key Concepts**

Adversity	Consequences	Freedom	Passion	Spirituality
Belief	Creativity	Friendship	Peace	Stewardship
Beauty	Democracy	Happiness	Poverty	Strength
Belonging	Discrimination	Identity	Power	Sustainability
Care	Diversity	Individuality	Prejudice	Tradition
Change	Dreams	Influence	Pride	Transformation
Choice	Duty	Integration	Protest	Trust
Class	Equality	Judgement	Reform	Truth
Cohesion	Failure	Justice	Resilience	Value
Common good	Fairness	Love	Responsibility	Virtue
Community	Faith	Loyalty	Rights	Weakness
Compassion	Fear	Media	Sacrifice	Wealth
Conflict	Forgiveness	Morality	Segregation	Wellbeing
Consent	Free will	Oppression	Service	Wisdom

## Appendix 2

### Project Example



Planning begins with an overarching theme (old topic approach) which is then linked to three key concepts. It is these concepts that then help link other subjects and areas of study. The concepts also help produce the focal enquiry question. See example:

History focus **theme**: Victorian Britain

**Concepts** could be: class, fairness, oppression.

Possible **enquiry question**: Are we all born equal?

The concepts then take you to the curriculum areas:

PSHE – human rights

RE – kindness and compassion

Music – origins of The Blues/Jazz

Literacy – Book study e.g. Street Child

Art – Lowry

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