



Grosvenor Road Primary School



When discussing how to create a curriculum that creates links between topics within a subject, our teachers and senior leaders explored curriculum design which would enable pupils to build up deep understanding of the subject disciplines within curriculum subjects.

The Big Ideas is a systemic approach: ensuring that the curriculum model enables teachers to plan for, and for pupils to gain, sufficiently deep and meaningful LINKS across and between topics to create rich schema.

Initially, a learner has one or two pieces of information

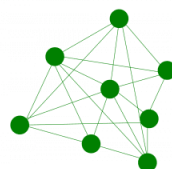
Learner struggles to connect the content with existing knowledge: they can't reference it to anything else



Novice

As the learner gathers further knowledge, they begin to make links/connections between their prior learning and this new knowledge - the more items and the greater the number of connections between items, the easier it becomes to recall the entire schema

There are more connections and some reliance on existing knowledge can be made



Developing

Eventually, the learner arrives at a point where it becomes automatic and effortless to recall most of the items within a schema and the whole network is thoroughly embedded with other, connected schemas.

Multiple connections. Learner fluently refers to and recalls existing knowledge



Expert

An example:

In the topic 'The Anglo Saxons' our children learn that their ancestors were always searching for good sources of food. As a consequence, they were constantly on the move. So, humans would have slept in basic temporary shelters, in caves or in the open air – they learn about the homes the Anglo Saxons lived in.


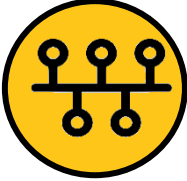




The Big Idea of 'Family, Homes and Settlements' enables pupils to develop a rich understanding of history across topics and year groups.







The 'big idea' enables teachers to plan for links across year groups and topics so that children will develop an understanding of homes whilst also studying: Anglo-Saxons, Ancient Civilisations (e.g. Romans), the Iron Age through to the Industrial Revolution and the more recent past.

We have designed a curriculum that builds links between topics within a subject, thus enabling our children to build up deep understanding of the disciplines within the curriculum subjects.





History

<u>Big Idea</u>	<u>Key Learning</u>
 <p>Artefacts and Sources</p>	<p>Primary and Secondary sources of information Tools/Ornaments/Household items/coins/diaries/historical accounts/newspaper reports</p>
 <p>Chronology</p>	<p>British, local and world history Key stories/events/ dates and durations/Key figures/changes caused by key moments</p>
 <p>Society and Government</p>	<p>How people have organised themselves into societies and found ways to govern Education/crime and punishment/health and medicine/clothing/rule/democracy</p>
 <p>Conflict</p>	<p>Conflict has affected how people have lived Key events/reasons for conflict/weapons/defences/resistance/resolutions/lasting effects</p>
 <p>Family, Home and Settlements</p>	<p>People have grouped themselves into settlements throughout history/ importance of family within the home Homes/sanitation/heating/nature of the settlement (village, city, town) defences/features of settlement/ family life/differences between rich and poor</p>
 <p>Culture</p>	<p>The culture enjoyed and developed by people over time has changed Games and sports/art and artists/ literature/architecture/theatre/music/great thinkers</p>

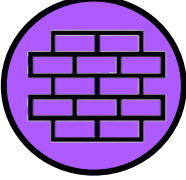
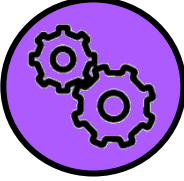
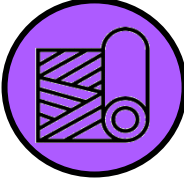

Geography

<u>Big Idea</u>	<u>Key Learning</u>
 <p>Location</p>	<p>Understanding the relative concepts of geographical locations across the world Our locality/towns and cities/countries/continents/rivers/seas and oceans/ the equator/ poles</p>
 <p>Geographical Techniques</p>	<p>Skills which geographers use to develop an understanding of different locations Map reading/map drawing/use of compass/observations/data collection (e.g. rainfall)/ asking questions</p>
 <p>Physical Geography</p>	<p>Natural (not man-made) characteristics of a location. They vary between locations and pupils will learn to identify these. Volcanoes/Climate/hills/rivers/soil types/mountains Also included in this section is natural forces which change a location's physical features Wind and water erosion/movement of tectonic plates/ the water cycle/landslides/carbon cycle</p>
 <p>Human Geography</p>	<p>These are features of a location which have been created by humans. Buildings/travel infrastructure (roads/railways) reservoirs and dams/parks/monuments. Also included in this section are how humans impact on the geography around them for a variety of reasons (cultural and economic). Why humans change the geography around them and the impact of this on the earth. Deforestation/pollution/energy regeneration/farming/conservation</p>




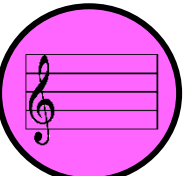
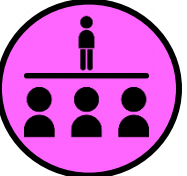
Science

<u>Big Idea</u>	<u>Key Learning</u>
 <p>Biology</p>	<p>Biology studies living things and their vital processes. Biology includes the study of:</p> <p>Structure and functions of living organisms, cells and organisation, the skeletal and muscular systems, nutrition and digestion, health, material cycles, genetics and evolution</p>
 <p>Chemistry</p>	<p>Chemistry looks at the properties of substances, the changes they undergo, and the natural laws that describe these changes. Topics include</p> <p>Materials/energy/The Earth and solar system.</p>
 <p>Physics</p>	<p>Physics looks at the science of matter, motion, and energy. Topics include:</p> <p>Energy/Motions and forces/waves (sound and light). Magnetism and electricity.</p>
 <p>Working Scientifically</p>	<p>Types of scientific enquiry include:</p> <p>Observing over time, pattern seeking, identifying, classifying and grouping, comparative and fair testing (controlled investigations), researching and using secondary sources.</p>




Design & Technology

<u>Big Idea</u>	<u>Key Learning</u>
 Structures	Pupils will learn how to make purposeful products which are strong and sturdy. Children will design, develop, make, strengthen and reinforce structures
 Mechanisms	Pupils will explore how mechanisms work, and use mechanical systems such as levers, wheels, cams, gears and pulleys in products children design themselves.
 Textiles	Pupils will learn how to shape and join textiles to make attractive products. Pupils will explore how to choose and use materials according to function and aesthetic qualities.
 Food	Learning how to prepare a range of healthy nutritious meals is a vital life skill. Pupils will learn how to make a range of cookery projects

Music

<u>Big Idea</u>	<u>Key Learning</u>
 <p>Listen and Appraise</p>	<p>Listening to music can be a passive or active experience. We can let the music wash over us, or engage in its different elements. Pupils will develop a deeper understanding of the music listened to, including knowledge of the historical and social contexts of music. They should listen to and appraise their own music, refining their compositions and performances after suitable reflection</p>
 <p>Use Voices</p>	<p>Pupils will learn to hold a melodic line and match pitch using the major, minor and pentatonic scales. They will learn to sing with expression, composing their own vocal melodies, rhythms and lyrics. By the end of KS2, pupils should be able to hold a vocal harmony line within an ensemble.</p>
 <p>Playing Instruments</p>	<p>Every child will have the opportunity to learn to play a tuned instrument before the age of 11. Playing instruments will allow children to develop an appreciation of the building blocks that make up music. Children will develop their knowledge of ways that sounds are produced, and developing the correct techniques for playing.</p>
 <p>Explore, Compose and Improvise</p>	<p>Pupils should explore a range of styles, genres and traditions of music. When composing and improvising, they will generate ideas for their own compositions by drawing a range of musical structures and genres. They will make use of the interrelated dimensions of music, showing an awareness of mood and intended effect</p>
 <p>Perform</p>	<p>Pupils will be given opportunities to build their confidence when performing in a range of solo and ensemble contexts. They will develop their fluency and accuracy in both vocal and instrumental performances, and perform with good expression.</p>





Religious Education

<u>Big Idea</u>	<u>Key Learning*</u>
 <p>Believing</p>	<p>Know about and understand a range of religious and non-religious worldviews so that they can:</p> <ul style="list-style-type: none"> • describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals • identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews • appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
 <p>Expressing</p>	<p>Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:</p> <ul style="list-style-type: none"> • explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities • express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues • appreciate and appraise varied dimensions of religion.
 <p>Living</p>	<p>3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:</p> <ul style="list-style-type: none"> • investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively • enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all • articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

* MSSTT Agreed Syllabus key Learning

MFL

Modern Foreign Language – French (KS2 only)

<u>Big Idea</u>	<u>Key Learning</u>
 People	Pupils will learn how people greet each other and how to describe themselves/ their family/how they are feeling /how old they are / what they are wearing
 Places	Pupils will learn vocabulary related to locations / their home / how to reach a destination such as school
 Things	Pupils will learn vocabulary related to numbers / passage of time / food / school / animals / sports & leisure etc and how to use adjectives to describe items
 Actions	Pupils will learn how to describe their pastimes and hobbies / daily routines / holidays / family events