

Millbrook Primary School Curriculum

The Blueprint Curriculum

A part of
The Shevington Federation



The Federation Factor

The Shevington Federation
working in Collaboration



Our Culture



Be ready to learn. **R**



Be respectful. **R**



Be safe. **S**



Be your best. **B**

Curriculum Intent

Our curriculum focuses upon the **wellbeing** of children, creating citizens with a strong **social pride** who can build inclusive relationships. A primary focus is to raise **aspirations** and celebrate **diversity**.

We recognise our own school through the **excellent experiences** that our curriculum provides. It encourages and develops all types of talent. We deliver a curriculum which is **exciting, relevant and purposeful** and makes links to the world around us through **first hand experiences**.

It moves children to:

‘Rise Above and Go Beyond’

Good Will Hunting

Matt Damon and Robin Williams

Supporting our philosophy on first-hand learning experiences.



SO IF I ASKED YOU ABOUT ART, YOU'D PROBABLY GIVE ME THE SKINNY ON EVERY ART BOOK EVER WRITTEN.

MICHELANGELO, YOU KNOW A LOT ABOUT HIM.

LIFE'S WORK, POLITICAL ASPIRATIONS, HIM AND THE POPE, THE WHOLE WORKS, RIGHT?

BUT I'LL BET YOU CAN'T TELL ME WHAT IT SMELLS LIKE IN THE SISTINE CHAPEL.
YOU'VE NEVER ACTUALLY STOOD THERE AND LOOKED UP AT THAT BEAUTIFUL CEILING;
SEEN THAT.

What this looks like in action...

'Rise Above and Go Beyond'



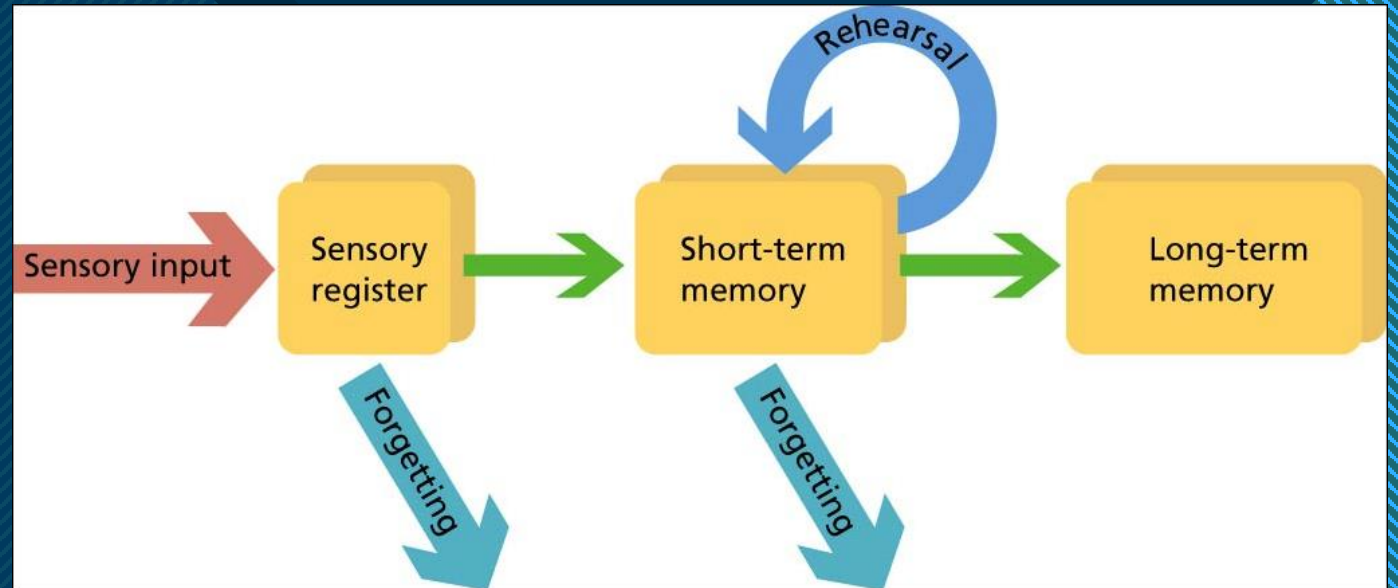
Twitter Feeds

@MillbrookWigan
@RMilbrookReception

Cognitive Science

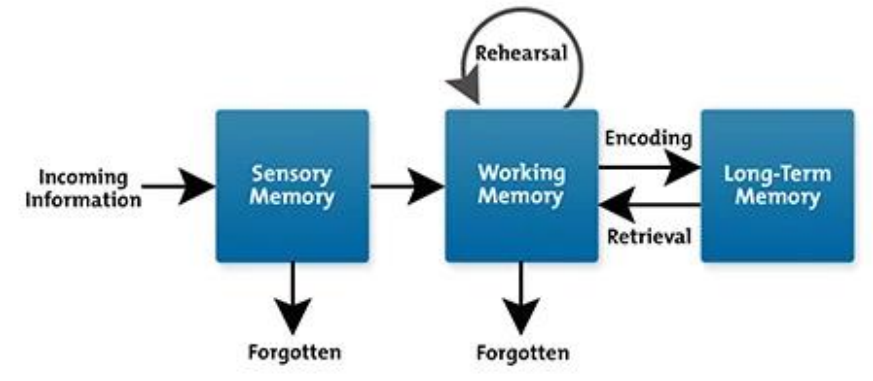
How do we know it's
a good and ambitious
curriculum?

It is based on research.



Long Term Plan

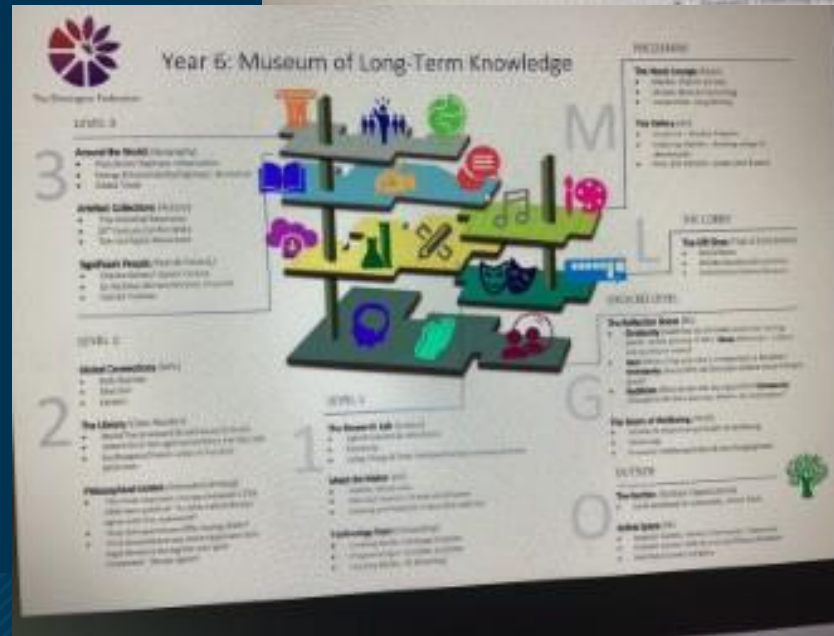
- The Big Question. Each term is dedicated to answering an over-arching question. This is answered and evidenced in the form of an essay at the end of each term. These essays are shared with the whole school so pupils and subject leaders get to see the final results and can monitor progress.
- The skills and knowledge needed to answer the big question are taught through the non-core subjects. Each trip, visitor and class reader are being carefully planned to help pupils attain all they need to provide a suitable answer.
- Each subject has been sequenced through the knowledge and skills to build upon what has been previously taught. Every subject taught provides pupils ample opportunity to develop their schemas and cement their learning in their long-term memory.



Long Term Plan- Museum of Knowledge

Learning links to what has been taught before to build that knowledge – the past is important.

Learning is made up of lots of different areas and we then make connections.



Key Concepts

Staff considered our pupils and decided what was needed to support all children across school – considering reasons behind this, and what we could do to improve their outcomes.

These were developed through various team meetings.

The question answered was:

What do we want our children to know? Our children need to be literate and numerate to ensure they can access the next level of academic achievement - minimum

Alongside this, we want our children to develop their wider understanding of the world, their resilience and self worth, to be able to face difficulties independently and recognise the importance of inclusion and creativity and be able to challenge and accept different points of view.

These Key Concepts are the ones chosen to deepen knowledge and develop the skills we believe our children need to become the best versions of themselves

Key Concepts

<p>Perspectives Consider how different people may understand the same info and why. Defend your ideas through debate by listening to arguments.</p>	<p>Enterprise Consider financial elements of money Look at trade and the impact of financial decisions. Link to career implications Enterprise elements Leadership opportunities</p>	<p>Share a story Immerse yourself in language by telling, listening to stories in the wider sense – the story of a place /person/time ect <small>(not just reading a book)</small></p>
<p>Investigate The raising of questions Question everything We cannot question if we have no knowledge Process of raising a question</p>	<p>Making Connections Identify which actions led to which events either directly or indirectly and how this is similar to others across time or elsewhere. Looking at cause and effect.</p>	<p>Resilience Not giving up To show how failure can lead to success. Mistakes are a step to making improvements</p>
<p>Creative Expression Be able to express your ideas thoughts and feelings through a variety of artistic disciplines. Creative thinkers are problem solvers</p>	<p>Explore Expand awareness of our global world to include the developing knowledge of the 7 protected characteristics</p>	<p>Justify Consider and select your evidence to justify your conclusions.</p>

Knowledge and Skills

Each subject is broken down into knowledge and skills. These are taught progressively through each year group.

This is done so that children can make links within their learning in order to develop their schema

Each subject leader is responsible for managing and evidencing them across the school. They were written by Subject Leaders and they monitor the impact through book reviews, planning shares and lesson drop ins.

Knowledge and Skills example



Year 6 Geography Overview

Strand of Geography	Focus	Term	Term	Term
Human	Give reasons for the location of different settlements and how land is used			
	Make links between the location of settlements and distribution of natural resources (industries; coal, soil, stone and wool)			
Physical	Investigate volcanoes and earthquakes			
	Compare and contrast a UK and North or Central American river environment			
Weather	Describe the climate of an area studied in relation to its position on Earth			
World	Recall the seven continents and five oceans of the world			
	Identify and locate some major European cities			
	Recall countries of South America and introduce Central and North America			
	Recall the language of latitude and longitude and make links with time zones and climates			
United Kingdom	Recall the main geographical regions of the UK			
	Compare and contrast some counties and cities of the UK			
Comparing and Contrasting	Compare and contrast, giving reasons for, the physical and human geography of a region of the UK and a region of Central and North America			
Skills – Maps, Atlases and Globes	Recall the location the Equator, tropics of Cancer and Capricorn, and Arctic/Antarctic circles on maps, in atlases and on globes (and on maps at different scales)			
	Use scale bars to calculate distance between places			
	To use contour lines to compare slopes			
Skills – Compass Points and Grid References	Use the eight points of a compass to locate features on a map			
	Build knowledge of OS map symbols and use to locate features on a map			
	Use 6 figure grid references and introduce 6 figure grid references			
Skills – Fieldwork (including maps)	Use digital technologies to present data about an area studied			
Skills – Photos	Discuss and debate changes over time using aerial photos			

Medium Term Plan

An overview of the learning for the term.
There are 3 of these for each year which are reviewed and reflected upon.

A

Year 3 Medium Term Plan – Autumn Term

Big Question: Why were the Ancient Egyptians just a successful civilization?
Key Objectives: English, History, Science, Art

Level 3: **English: Ambient Objects**
What are Ambient Objects?
What are the characteristics of Ambient Objects?
What are the characteristics of Ambient Objects?
What are the characteristics of Ambient Objects?

Level 2: **Science: How and Why?**
How and why?
How and why?
How and why?

Level 1: **Science: How and Why?**
How and why?
How and why?
How and why?

Year 4 Medium Term Plan – Spring Term

Big Question: How did the ancient Egyptians survive?
Key Objectives: English, History, Science, Art

Level 3: **English: Ambient Objects**
What are Ambient Objects?
What are the characteristics of Ambient Objects?
What are the characteristics of Ambient Objects?

Level 2: **Science: How and Why?**
How and why?
How and why?
How and why?

Level 1: **Science: How and Why?**
How and why?
How and why?
How and why?

MUSIC
Through our wider opportunities in music, our pupils will:
• Play and perform music from staff notation
• Develop ability in basic skills of playing selected instruments
• Read notation for a performance
• Understand how music can be represented through signs and symbols using musical notation
• Perform with an increasing awareness of the audience
• Sing with sensitivity, expression and control particularly of pitch and pulse

ART
Exploring all 3D – painting, drawing, clay
• Explore the work of contemporary and more traditional artists who work within the 3D genre and who respond to thought and their artistic work and ask about the meaning of their work in their present form.
• Use the techniques to make 3D objects, model and reflect.
• Show their observation and think about their work for the colour, shape, texture, form and composition to make their own 3D objects.
• Use their imagination to create 3D objects, model and reflect.
• Show their observation and think about their work for the colour, shape, texture, form and composition to make their own 3D objects.
• Use their imagination to create 3D objects, model and reflect.
• Show their observation and think about their work for the colour, shape, texture, form and composition to make their own 3D objects.
• Use their imagination to create 3D objects, model and reflect.

RE
How do I like express their beliefs and values?
It is a part of an important part of religious life?

PSHE
Character
• Understand what human rights are and why they are important.
• Understand how human rights have been developed.
• Understand the range of groups that exist in the world community.
• Understand how community groups are formed and how they work.
• Understand that charity supports a community to work effectively.
• Understand the role of local authorities.

PE
Dance
Competitive games
Gymnastics

MATHS
Throughout the spring term, we will be covering the following areas:
Multiplication and division
Length and perimeter
Fractions
Statistics

Philosophical Questions

This is the thread that holds the Medium Term plan together.

It supports the narrowing of the topic to make it manageable within a 12-14 week term.

It shows children that learning is transferable

The question will be answered in the last 2 weeks of the term using all the learning from the whole term in the essay.

Knowledge Organisers







These are created for each unit of work.

They are sent home with pupils to help further develop knowledge and understanding.

The pupils are taught to self-quiz and are tested on their ability to remember key information.




Knowledge organisers help teachers to narrow their focus to what they actually want pupils to know by the end of each unit and can assess appropriately

Knowledge Organisers narrow down the learning securing an end point giving the minimum learning for all children

	Colour Primary colours are red, blue and yellow. Secondary colours are created by mixing these – orange, green and purple.
	Line A mark used to show the shape, texture and pattern of an object.
	Pattern A series of shapes or lines that appear more than once in a repeat or random way.
	Shape An area or form that has a definite outline. Most things we see have a definite shape to them.
	Texture How a surface looks or feels. These can be shown by using different lines/tones.
	Tone Tone is used to shade areas of light and dark to make an object look more 3 dimensional.

Timeline of events	
1898	Born in Castleford, Yorkshire on 30 July, the seventh of eight children.
1910	Henry Moore wins a scholarship to attend Castleford Secondary School.
1917	Serves in World War 1
1921	Attends Leeds School of Art
1922	Produces his first 'Mother and Child' sculpture
1928	First solo exhibition in London
1939	World War II breaks out
1941	Becomes an official war artist after showing his 'Shelter Paintings'.
1978	His eightieth birthday is celebrated with displays at London and Bradford galleries.
1986	Henry Moore dies



Sculptures by Moore	
	Reclining figure
	Locking piece
	Mother and child

Subject Continuums

These are documents that reflect what learning looks like in this subject for the children here at Millbrook.

These have been created by subject leaders as a minimum expectation guide to the teaching of their subject. They show how pupils progress from prior knowledge to end of unit assessment and help provide appropriate questions.

Each continuum is subject specific and contains the necessary vocabulary and expectations for all year groups. This provides a systematic approach to teaching to ensure the development of long-term memory.



Example of a Continuum

Subject: HISTORY				
ESSENTIAL THEMES TO BE EXPLORED THROUGHOUT THE YEAR				
Monarchs & Leadership	Trade, Economy & Transport	Worship & Myths	Houses, Daily Life & Social Class	Chronological Order & The Passing of Time
Law	BC & AD	Politics & Conflict	Climate & Geographical Positioning.	Communication

Stage 1: Prior Knowledge and key vocabulary:	Examples
<p>Recall previous areas of history studied (in year group before) by returning to their quiz</p> <p>Children complete a prior learning quiz for the unit of work</p> <p>Introduce key vocabulary – either as glossary or added to each session slide where it is relevant</p>	<p>descriptive vocabulary, e.g. before, after long time ago, a very long time ago, ancient, old, new, decade, century, millennium, modern;</p> <ul style="list-style-type: none"> • technical vocabulary, e.g. AD, BC, the end of the 19th century for 1845; and, • conceptual vocabulary, e.g. change, continuity, sequence, duration, period, chronology.
Stage 2: Develop chronological understanding:	
<p>Sequencing activities in order to place period of study into a context that children understand</p>	<p>Recall some previous learning and prior knowledge by sequencing some key events in history, including the new period studied (and including those on their own lifetime and their family's).</p>
<p>Create, add to or annotate timelines</p>	<p>YOUNGER PUPILS - Start with personal and family timelines, then introduce dated timelines.</p>

A decorative graphic on the left side of the slide. It features a stack of three papers: a light blue one on top, a grey one in the middle, and a cream-colored one at the bottom. Below the papers is a large, dark blue brushstroke that extends across the left and bottom portions of the slide.

Keys to evidencing progress

- This document was put together by subject leaders to present the expectations of evidence in non-core subjects.
- This helps teachers plan their units accordingly and ensure books evidence pupil progress.
- They follow the continuums closely and are used during all book reviews.

The key features to evidence progress in the Foundation subjects

- 1 Title page**
- 2 Linking back activity**
Contents page
- 3 Glossary/Vocabulary List/Knowledge Organiser/Toolkit**
- 4 Reference to Trip or Experience/Labelled photos**
- 5 Timeline/Research/Diagrams/Flowchart**
- 6 Lesson Content - Pupils to comment on photos/ evidence/beyond this WCF**
- 7 Lesson Content - Pupils to comment on photos/ evidence/beyond this WCF**
- 8 Lesson Content - Pupils to comment on photos/ evidence/beyond this WCF**
- 9 Lesson Content - Pupils to comment on photos/ evidence/beyond this WCF**
- 10 Lesson Content - Pupils to comment on photos/ evidence/beyond this WCF**
- 11 Lesson Content - Pupils to comment on photos/ evidence/beyond this WCF**
- 12 Quiz/Assessment/ - Answers. Re-teach to close gaps/ question 11**

Class Libraries

This next document shows which texts are being accessed in each year group. All novels are pitched at least six months to one year above the classes reading age. There is a continued focus upon children being exposed to diverse characters, authors and stories.

Non-Fiction, picture books, and poems are also selected to further support reading across the curriculum and provide relative links for children.

Example of a book spine

YEAR 2 2020-21 BOOKSHELF	Autumn Term Great Fire of London	Spring Term Crazy Creatures	Summer Term Knights, Dragons, Castles
Class Reader – linked to topic Area		 	
2 nd class reader (not always linked to theme)	 	 	
Non-fiction	 	  	 
Celebrating Diversity	 		 
Poetry			

The Essay

An essay is:

'a written piece that is designed to present an idea, propose an argument, express the emotion or initiate debate. It is a tool that is used to present writer's ideas in a non-fictional way'

Our essays are :

- To ensure all learning is relevant and our books are important documents.
- That learning is transferable.
- To be on show to all classes through our 'top copy share' walk.
- To be published as part of our class libraries.

Essay Samples

Is animal extinction solely a natural occurrence?

This essay will discuss whether animal extinction is solely a natural process or whether there are other contributory factors and our present learning will help to support our thoughts and ideas.

Scientists estimate that 98% of all animal species have gone extinct before the arrival of humans. Evidence from the fossil record suggests that there have been at least 5 mass extinctions in the Earth's entire history of existence. One of which was the disappearance of the dinosaurs 65 million years ago which scientists believe was because of an enormous meteorite that crashed into the Earth. The dinosaurs died because of the change in climate after the meteorite smashed into the Earth. So if past extinctions of animals were deemed a natural event including droughts, hurricanes, wildfires, flu, earthquakes and many more natural than what other factors lead to modern day extinctions?



Living things rely mostly on their habitat to be practical with everything that they need including food, water and many more items that they need to survive. They also have space to grow and get fresh air. Our planet is getting warmer quicker than at any time in the last 18 million years. Whilst some species are able to adapt to any habitat quickly, others can only survive in particular habitats for short periods of time.

Change in the environment can affect the lives of certain species whilst them not being able to adapt or compete successfully for resources needed for them to stay alive such as food, water and mates. This leaves them unable to reproduce which can lead to their species extinction.

Habitat destruction is currently considered to be the main cause of species extinction internationally. Whilst some of the issues surrounding habitats are due to natural causes but there are also many human causes including mining, land conversion and more causes than instead.

Are motte and bailey Castles as important today as they used to be?

My friend is Laura White and I know about castles. I know about castles even stone ones. Today I'm going to tell you about motte and bailey castles.

Where were castles built and why? Castles were built all over the country and used to protect the land. Some castles were built near towns on top of cliffs. This was so enemies could see around town giving them protection to look out for enemy boats.

What is a motte and bailey castle? A motte and bailey castle was built from wood. Most castles had a bailey where there was shops and a kitchen. It was kind of like a village. All castles have a mound which is a motte. Some castles have a sharp ditch and a palisade fence.



However if there were no cliffs castles could be built on man-made mounds called mottes. Castles were also built on the coast near the sea often on cliffs. This was

What have you learnt on our adventures?
 We have learnt that the Vikings were sea-faring warriors from Southern Scandinavia. When most people think about Vikings they think about men, blood-thirsty killers. But really, Vikings were simply explorers looking for a warmer climate, new land and better resources. Whatever you think about Vikings, there is no doubt that Vikings made great changes to our country. For example our craft skills, fighting skills and some place names. Some of these changes are still here today but why did they attack the UK in the first place?

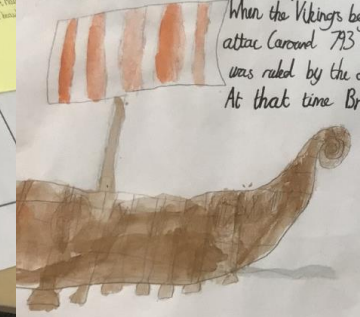


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Why did the Vikings choose to invade the UK and what legacy did they leave?

The name Viking means sea-faring warrior from Southern Scandinavia. Southern Scandinavia is the countries of Finland, Norway, Sweden and Denmark. When most people think about Vikings they think about men, blood-thirsty killers. But really, Vikings were simply explorers looking for a warmer climate, new land and better resources. Whatever you think about Vikings, there is no doubt that Vikings made great changes to our country. For example our craft skills, fighting skills and some place names. Some of these changes are still here today but why did they attack the UK in the first place?



vulnerable because the kingdoms were divided and were fighting each other. In fact, there were seven different kingdoms and seven different rulers. So what did the Vikings want from Britain? Firstly the land of Scandinavia was cold, icy and mountainous so it was difficult to farm. In comparison Britain was flatter, warmer and had a warmer climate. In addition to the Vikings wanted the treasure and precious artefacts from the monasteries inhabited by monks. The Vikings first attacked Lindisfarne in 793 AD on the northeast coast of England and the attack was well recorded. The Viking raids were so successful because of their advanced and amazing weapons and surprise attacks. Vikings were so good because they had overlapped wood, their ships were so slim so the ships could go through slim and wide rivers. The overlapped wood was flexible so when a wave came the wood did not damage and this is how the Vikings won the UK. The Vikings had long range and short range weapons. Bow and arrow, mace, spear and sword.

Assessment

‘Test them at the start and test them at the end’ - Tom Sherrington 2019

Statutory assessments:

Reception baseline,

Y1 Phonics,

Y2 SATS,

Y4 multiplication test and

Y6 SATS

GL Assessments in Maths, English and Science. Autumn and Summer term.

Star reader tests each half term in reading

End of unit quizzes in all other subjects

Written essays produced each term

Above and Beyond...

- Outdoor learning. Lessons taking place on or away from the school grounds.
- Enrichments visits. Minimum of two each term.
- Purposeful learning opportunities away from the classroom.
- Diversity visits. Annual visit to a place of worship.
- Enterprise. A chance for contextual learning, for pupils to develop their understanding of economy and the working world.

Individuals.

- Talks from people in the local and wider community.
- A chance to open our children's eyes to a world that they can experience.
- Pupils in school attend at least one club led by staff.
- Focus on PPG children at clubs.
- Pupils are rewarded for commitment to curricular opportunities.

Inspiration Days.

- Whole school approach to subject immersion. Contextual focus where all children engage in creative and inspiring sessions off timetables for one day a term.

Across the year



Away from home



Ethics of Excellence

We strive for excellence at our school

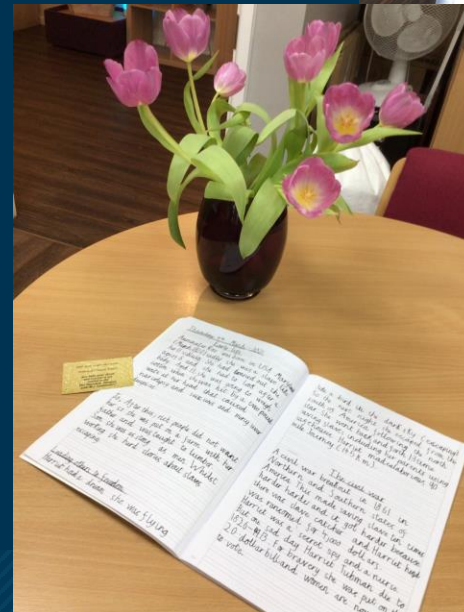
High Challenge – teach to the top and not cap learning for any pupil

Low threat so the children do not feel anxious – quizzes

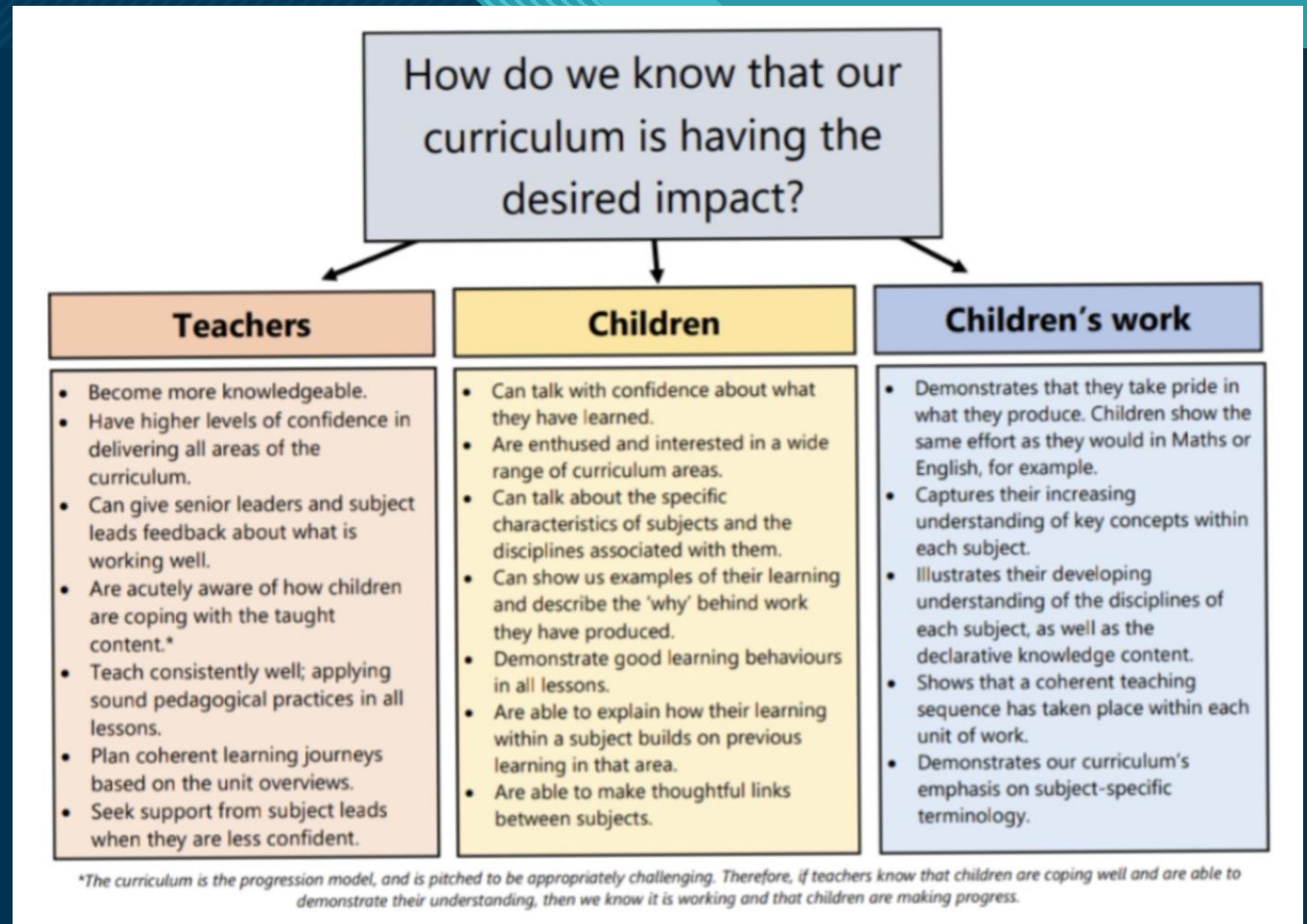
Books looks like revision guides

Authentic learning and audiences to engage pupils

Calming therapeutic learning spaces.



How do we know our curriculum is successful?



‘If we want to truly value education then our schools and libraries should be the most beautiful buildings in society not the investment company skyscrapers’

Ron Berger



A warm hello awaits
you in the
Welcome Area



Taking the outside in...



Cosy spaces to read



Our Key stage 2 reading room.





Thank You