

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.

Be respectful.

Be safe.

Be your best.

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’

What this looks like in action...

‘Rise Above and Go Beyond’



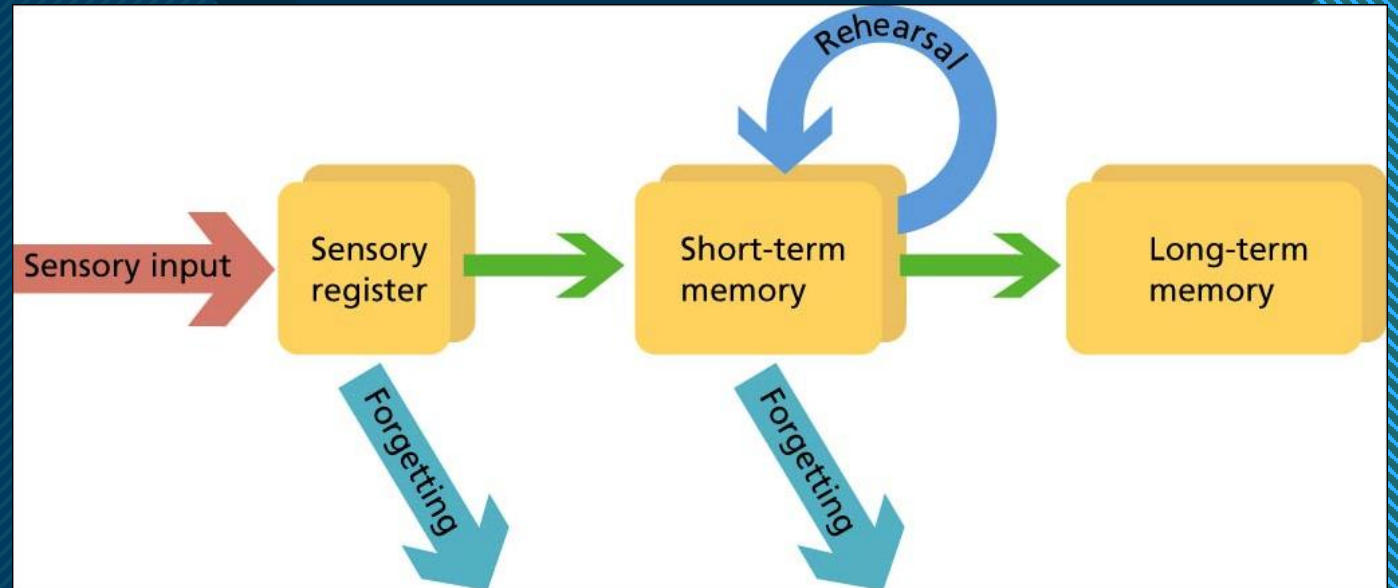
Twitter and Seesaw

@MillbrookWigan
@RMilbrookReception

Cognitive Science

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

It is based on research.



Good Will Hunting

Matt Damon and Robin Williams

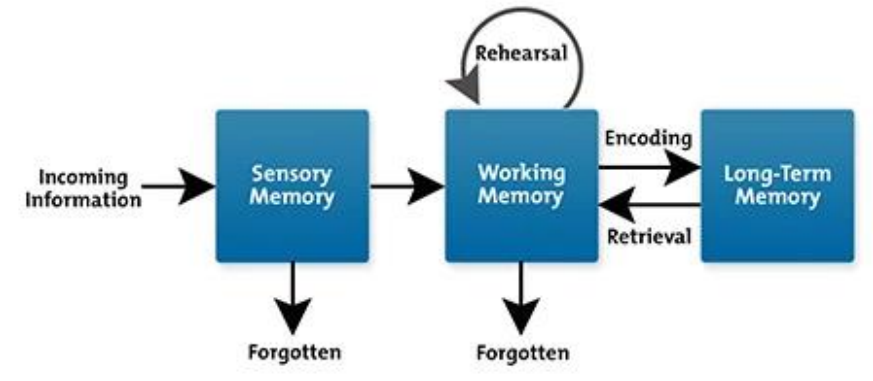
Supporting our Philosophy on first hand learning experiences.



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.

Long Term Plan

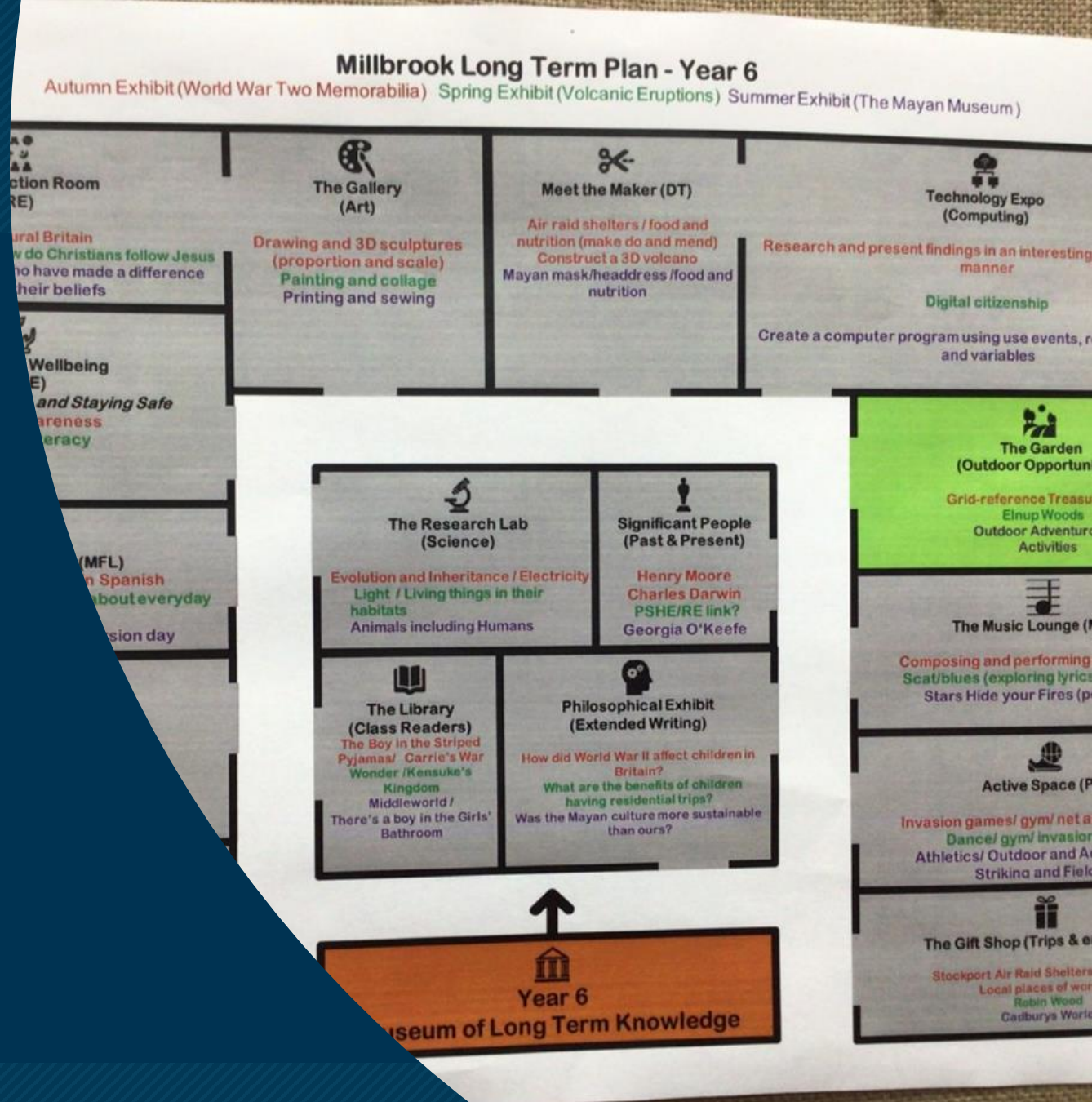
- The Big Question. Each term is dedicated to answering an over-arching question. This is answered and evidenced in the form of an essay at the end of each term. These essays are shared with the whole school so pupils and subject leaders get to see the final results and can monitor progress.
- The skills and knowledge needed to answer the big question are taught through the non-core subjects. Each trip, visitor and class reader are 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

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.

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It moves children to:

Rise Above and Go Beyond

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.

Examples::

YR- How am I unique?

Y2 – Do castles still have a part to play in our world?

Y6- Will world peace ever be possible?

Medium Term Plan

Year 6 – Autumn – World War Two – A children's war.

<p>ENGLISH (writing)</p> <p>Our initial work this term will be creating a short story with a flashback using the annotated film 'The Piano' as our stimulus (narrative recount). We will then explore the life of Charles Darwin by researching and creating a biography in his journey through 'The Boy in the Striped Pyjamas' (formal letter). During our work for Remembrance Day, we will explore metaphor and personification in poems by The War Poets (poetry). Our research on Darwin will enable us to write an information text for others using his evidence for evolution and 'The Peppered Moth' (explanation). Using 'Carrie's War' and 'Letter 4 from the Lighthouse' as stimuli, we will write diary entries based on the experience of evacuees (narrative). At the end of the term we will write persuasively in our short unit on 'A Christmas Carol' (recount).</p>	<p>MATHS</p> <p>Children will be following starting with Place Value, including decimals, and the four operations. We will move onto fractions, percentages and decimals. Geometry and measure.</p> <p>Problem solving will be done in context and often incorporated at the start of lessons so that children regularly apply their reasoning skills.</p> <p>Year 6 will use a range of mental maths strategies throughout the term.</p>	<p>HISTORY</p> <p>During this term, we will learn about World War Two and the effect it had on the lives of children in particular. We will ascertain the origins of the war and the countries and characteristics of people at the time, and debate if everyone had the same views and opinions. Research will be carried out on some of the key figures from the war including Churchill, Hitler and Anne Frank. Whilst researching we will reflect on how different evidence can lead to different conclusions. During November, we will also focus on Remembrance Sunday and its significance for us today.</p>						
<p>ENGLISH (reading)</p> <p>The first class reader this term will be 'The Boy in the Striped Pyjamas' by John Boyne. We will explore the writer's use of language through repetition and explore the experience of Bruno as a child during the war living in Europe.</p> <p>A study of the classic 'Carrie's War' by Nina Bowden as our second text will enable a comparison of life for a child in this country experiencing evacuation. We will also be reading extracts of 'Letters from the Lighthouse' by Emma Carroll to add to the insight for WWII.</p> <p>During Guided Reading we will focus on the class readers as well as a wider range of texts and poems. We will explore the skills of figurative language and how texts reflect the time and culture in which they were written ie. our work on Dickens and the war poets.</p>	<p>SCIENCE</p> <p>We will start the term by looking at Evolution and inheritance. We will identify how animals and plants are adapted to suit their environments in different ways and that adaptation may lead to evolution. We will explore how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. We will also investigate how living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Moving onto Electricity, we will explore how the number and voltage of cells used in the circuit can affect brightness and sound, compare and give reasons for variations in how components function as well as use recognised symbols when representing a simple circuit in a diagram.</p>	<p>GEOGRAPHY</p> <p>We will be looking primarily at UK and European location skills. We will explore the idea of country, regions, counties and cities. Using atlases, we will locate the countries involved in the war as well as the major European cities. We will identify UK cities that were targeted in the Blitz and investigate why these cities were chosen. Comparing cities within our local area we will compare and contrast changes in land use overtime using a variety of sources including historical and current aerial photographs to discover how these cities have changed since the war.</p>						
Perspectives	Explore	Share a Story	Investigate	Connections	Resilience	Creative Expression	Enterprise	Justify

Year 6 – Autumn – World War Two – A children's war.

<p>PSHE</p> <p>Every term we will discuss how to stay safe (including e-safety) and recognise and discuss a range of emotions and strategies to cope with different feelings.</p> <p>HEALTHY MIND: Know that many people experience mental ill health and investigate a range of ways to manage and improve mental health. Describe simple self-care techniques including rest, time spent with family and friends, exercise, hobbies and interests.</p> <p>FRIENDS & FAMILY: We will recognise the characteristics of healthy and unhealthy relationships/ friendships. We will also discuss different kinds of secrets and the implications of keeping and sharing secrets.</p>	<p>ART</p> <p>Inspiration: Henry Moore WW2 Artist DRAWING: Confidently use a range of marks to show tone, shape, line and texture, including perspective and depth, and an awareness of scale and proportion.</p> <p>3D CLAY: Plan, shape form and model a clay abstract sculpture.</p> <p>COLLAGE AND TEXTILES: Using a pattern we will create fabric poppies, sewn together using a wide range of stitches. (DT Link)</p>	<p>COMPUTING</p> <p>Every term we will continue to discuss the significance of security and the associated knowledge and skills needed to create, compute, communicate.</p> <p>DIGITAL LITERACY: Confidently select, and justify choices, from a range of software applications to create appropriate digital products.</p> <p>INFORMATION TECHNOLOGY: Understand computer networks and review the key internal parts of a computer.</p> <p>COMPUTER SCIENCE: write algorithms and programs confidently using events, repeats, selection and variables. Like a range of programming software – 2Code, Blockly (code.org), Scratch</p>						
<p>MUSIC</p> <p>Morse code will be the inspiration for our music this term as we develop rhythmic and melodic ideas. Sequences of dots and dashes will aid our composition and performance of individual and group pieces. We will listen to a range of music from World War, noting its musical features, and putting the music into the context of its time.</p>	<p>RE</p> <p>FAITH COMMUNITIES IN THE UK: Learn about the major faiths followed in the UK including Christianity, Hinduism and Muslim. We will begin to use some philosophical language and an increasingly wider religious and moral vocabulary to explore and suggest reasons for the similarities and differences in beliefs and teachings, both within and between religions. We will visit the places of worship of these faiths to enhance our understanding of the similarities and differences.</p>	<p>DESIGN</p> <p>DESIGN, MAKE AND EVALUATE The challenge is to design, make and evaluate a 3D Air raid shelter that is joined effectively and can incorporate a working electrical component.</p> <p>COOKING AND NUTRITION: We will learn how the war affected the food available, and how nutritious food can be made from a narrow range of ingredients by cooking our own war-time inspired food.</p>						
<p>PE</p> <p>Basketball and dodgeball will refine invasion game skills as we will defend, attack and evade effectively whilst always upholding the spirit of fair play. We will evaluate our own performance and others, celebrating achievements and suggesting improvements.</p> <p>Within tennis we will develop our range of shots and placement upon the court. Hand-eye coordination and reaction speed will also continue to improve.</p> <p>In gymnastics we will create a range of floor and balance sequences ensuring that our body placement and alignment is accurate.</p>	<p>SPANISH</p> <p>We will understand increasing longer sections of the Spanish language, both when listening to others speak and when reading a text. Whilst speaking, we will initiate and sustain conversations on familiar subjects, we will also speak to an audience, consistently using the correct pronunciation and intonation.</p> <p>When writing we will write sentences, and extended texts, using the correct word and sentence grammatical structures.</p>	<p>ENHANCEMENT & CELEBRATION</p> <p>HISTORY: Visit Stockport Air Raid Shelters to gain an insight into life in wartime Britain (TBC due to impact of Covid).</p> <p>PSHE AND PE: Complete Biweekly cycling programme.</p> <p>RE: Visit a church, mosque and temple in Bolton to listen to followers explain their faiths and to explore the similarities and differences, both in worship, and the place of worship (TBC due to impact of Covid).</p>						
Perspectives	Explore	Share a Story	Investigate	Connections	Resilience	Creative Expression	Enterprise	Justify

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 Example

<p>Colour</p>  <p>Primary colours are red, blue and yellow. Secondary colours are created by mixing these – orange, green and purple.</p>		<p>Timeline of events</p>		<p>Sculptures by Moore</p>	
<p>Line</p>  <p>A mark used to show the shape, texture and pattern of an object.</p>		1898	Born in Castleford, Yorkshire on 30 July, the seventh of eight children.	 <p>Reclining figure</p>	
<p>Pattern</p>  <p>A series of shapes or lines that appear more than once in a repeat or random way.</p>		1910	Henry Moore wins a scholarship to attend Castleford Secondary School.		
<p>Shape</p>  <p>An area or form that has a definite outline. Most things we see have a definite shape to them.</p>		1917	Serves in World War 1	 <p>Locking piece</p>	
<p>Texture</p>  <p>How a surface looks or feels. These can be shown by using different lines/tones.</p>		1921	Attends Leeds School of Art		
<p>Tone</p>  <p>Tone is used to shade areas of light and dark to make an object look more 3 dimensional.</p>		1922	Produces his first 'Mother and Child' sculpture	 <p>Mother and child</p>	
		1928	First solo exhibition in London		
		1939	World War II breaks out	<p>Shelter Paintings</p> 	
		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		

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

The Shevington Federation

Millbrook Primary School

Subject Continuum

<p>Subject: HISTORY</p> <p>ESSENTIAL THEMES TO BE EXPLORED THROUGHOUT THE YEAR</p>
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Objective	Examples
<p>Objective 1: Prior Knowledge and key vocabulary:</p> <ul style="list-style-type: none"> Recall previous areas of history studied (in year group before) by returning to their quiz Children complete a prior learning quiz for the unit of work Introduce key vocabulary – either as glossary or added to each session slide where it is relevant 	<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.
<p>Objective 2: Develop chronological understanding:</p> <ul style="list-style-type: none"> Sequencing activities in order to place period of study into a context that children understand Create, add to or annotate timelines 	<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>YOUNGER PUPILS - Start with personal or family timelines, then introduce dated timelines.</p>

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 Lisa 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 armies 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. 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 people 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?

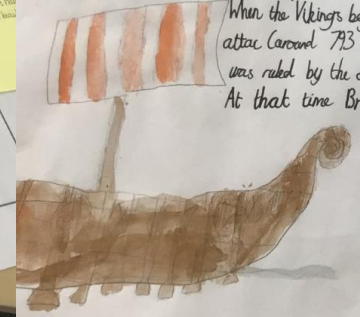


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Why did the Vikings choose to invade the UK and what legacy did they leave?

The name Viking means sea faring people 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?



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 hit the wood it did not damage and this is how the Vikings invaded 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.
- Pupil in school attend at least one club led by staff.
- 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.

New for this year...fingers crossed

Children becoming Bee Keepers with our local bee society and our own bee hives in Elnup Woods studying for bee keeping certificates.

Children opening an organic shop here at Millbrook planned, staffed and run by the children selling our own branded honey as a start and linking in with The Shevington Pantry.

A visit by Rudolph and Comet

Pantomime at The Old Courts

Inspiration Days – one per term enriching our Curriculum providing memorable experiences

School evening discos resumed

2022 Millbrook Art Exhibition

An Evening of Celebration of Learning using The Edge Hill Theatre

The choir performing at an arena venue

Ethics of Excellence

We strive for excellence at our school

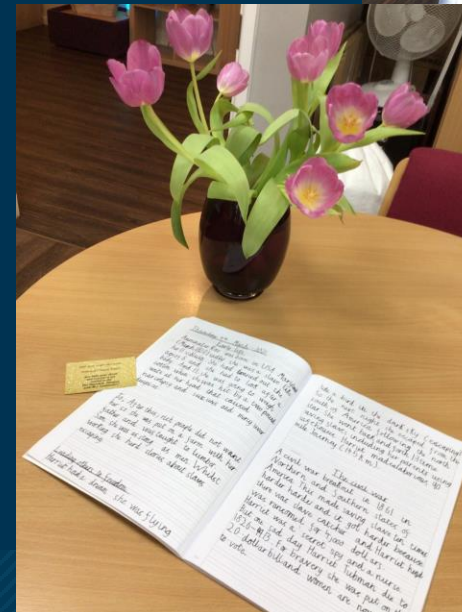
High Challenge – teach to the top and not cap learning for any pupil

Low threat so the children do not feel anxious – quizzes

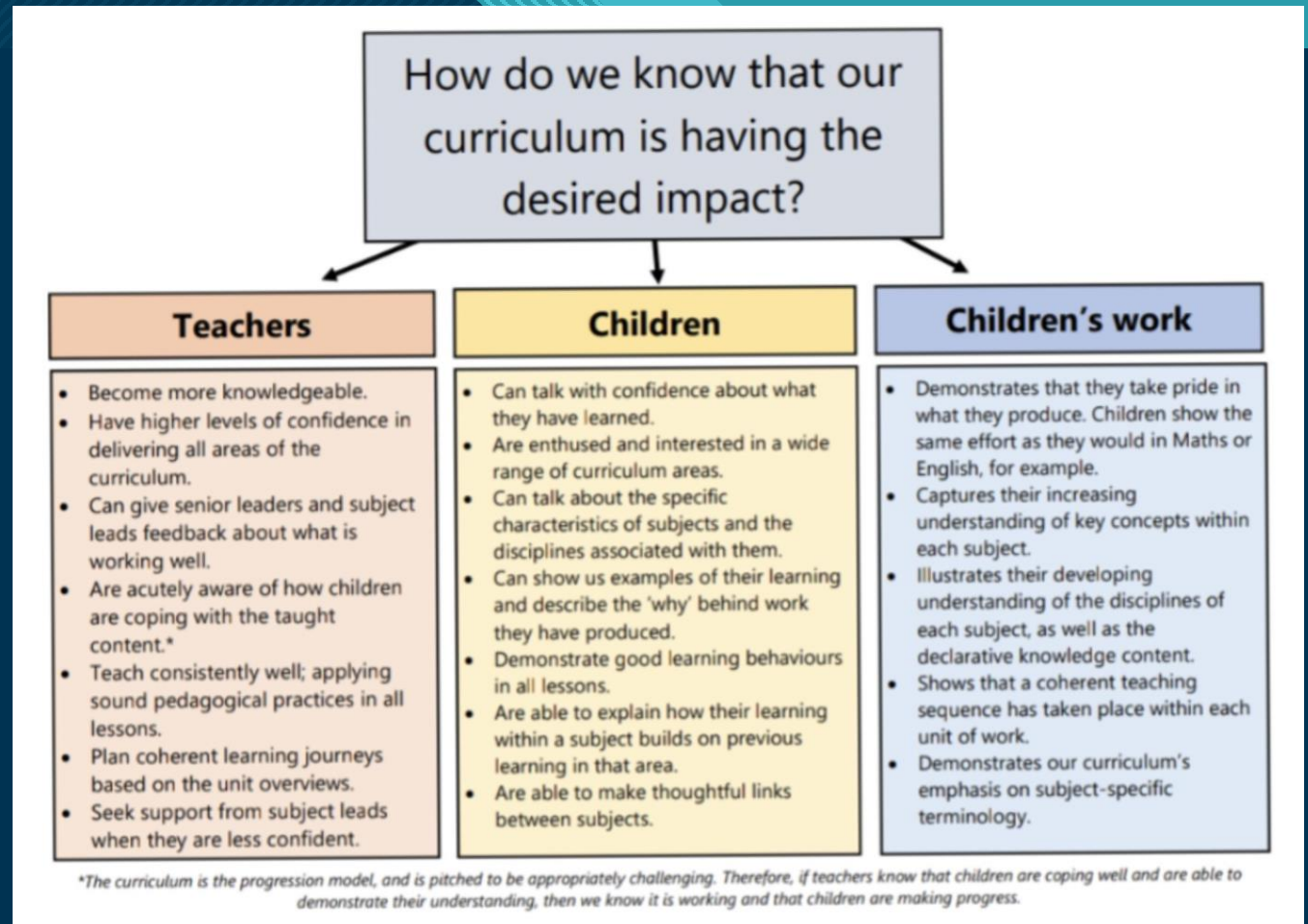
Books looks like revision guides

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 area





Thank You