



FARNWORTH CHURCH OF ENGLAND PRIMARY SCHOOL

CREATIVE CURRICULUM POLICY

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|-----------------------------|------------------------------------|
| Recommended by | M.Seed |
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| | | | | |



CREATIVE CURRICULUM POLICY

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1. RATIONALE

This policy is a working document and is currently being reviewed in light of the most recent Ofsted thinking around the proposed Inspection framework for curriculum and assessment.

We intend to implement the revised curriculum maps and associated policy in readiness for the 2018 – 2019 academic year. In the meantime, the current maps are being refined with a sharper focus on subject-specific skills development.

This policy is the result of a great deal of preparatory work involving staff, children and parents / carers; the latter through questionnaires. Much time has been spent reflecting on what skills and experiences our children need to equip them for life in the 21st century and what constitutes an appropriately challenging and exciting curriculum. As a result, we have adopted a thematic curriculum on a two year rolling programme where children study a topic over one half-term or a full term. All humanities subject areas have been considered, with Science, MFL and RE taught discretely unless it becomes appropriate to use within a given topic. The creative curriculum has completed its first bi-annual cycle and in response to staff feedback and the requirements of the new statutory National Curriculum (2014), the topics and content have been modified. The new bi-annual Long term plan can be seen in Appendix 1.

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This policy aims to set out the objectives of the curriculum, the overall long term themes and the methodology of medium term planning, assessing and progression.

2. OBJECTIVES

At Farnworth CE Primary School we believe that all children are entitled to a broad and balanced curriculum which is interesting, engaging, and provides a range of learning opportunities that help develop the children's life-long love of learning. We also believe in a set of core principles which should run throughout the curriculum.

Our curriculum will be successful when the children:

- are equipped with the skills they need in order to think for themselves
- understand the nature of learning and strive to become better learners
- have developed a deepened emotional intelligence
- are actively involved in their own learning journey
- are prepared for the twenty first century and their role as global citizens
- have the opportunity to be involved in creative indoor and outdoor learning experiences

We will achieve this by:

- designing a curriculum based on acquiring key skills for life, underpinned by cognitive development
- providing opportunities throughout the year for children to plan, present, and evaluate their work
- ensuring that the school values permeate the curriculum
- integrating the use of ICT in planning where practicable and applicable
- adopting the Forest School ethos through the development of the outdoor learning environment and outdoor learning experiences

3. THE CREATIVE CURRICULUM PROCESS

The programmes of study within the 2014 National Curriculum contain the minimum requirement of what needs to be taught in Key Stages 1 and 2. Throughout the two-year long term plan, there will be an array of themes and learning opportunities, which will ensure that is a balanced coverage of statutory objectives. Due to the 'child initiated' nature of the EYFS, topics will not be taught discretely, but will nevertheless be introduced through relevant books and stories during story time. Children may then choose to access learning relating to the topics through their own interests.

- **Planning**

There are three parts to our planning:

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- A. Long term themes for the year using yearly overview format: these are what themes will be taught and when (see Appendix I). We will also include a series of ‘Themed weeks’, whereby the whole school works on a common topical theme (e.g. Children in Need, Olympics etc.)

- B. Medium term planning: Using a mind map of activities, including children’s input about what they would like to learn within the topic, we then consider what learning opportunities would best fit the topic and key skills. The mind map is then translated into a topic web format (Appendix II), ensuring that the statutory requirements of the 2014 National Curriculum identified for each Key Stage are highlighted (see Appendix I). The mind map will be made available on the eSchools learning platform for parents to access.

- C. Weekly overviews / Short term plans are then created using a standard template (Appendix III). Lessons may have one or more subject focus. For example a single lesson’s objectives could include History, how artefacts reflect time and culture with Art, developing sketchbook work evaluating the work of Ancient Greek potters. Delivery of skills is at the discretion of the teacher in terms of which study areas are best linked, provided that the statutory areas identified are covered throughout the topic.

- **Teaching, Learning and Assessment**

During the teaching and learning process, planning should be annotated and assessed when statutory subject areas are being taught. For example, during a topic with a Geography focus, it is when the statutory Geographical knowledge is being taught that the most detailed assessment should take place. This way, all statutory coverage will be assessed during the teaching cycle

In order to implement the statutory requirements of the EYFS 2012 framework, the FS will continue to assess learning using the ‘Early Years Outcomes’ document.

4. ADDITIONAL EDUCATIONAL NEEDS AND INCLUSION

Our curriculum is designed to provide access and opportunity for all children. All teachers observe the National Curriculum inclusion principles of:

- Setting suitable learning challenges
- Responding to pupils’ diverse needs
- Overcoming barriers to learning and assessment for individuals and groups of pupils

Differentiation is a key aspect of the curriculum and all lessons are suitably challenging for able, gifted and talented children and suitably supported for children with special educational needs. This is identified in short term planning (Appendix III). By planning the curriculum across two year groups (ie/ Y1/2, 3/4 and 5/6) there is scope for able, gifted and talented pupils to work with pupils of similar ability which may occasionally mean working with older pupils. In addition, pupils are encouraged to develop as independent learners by organising their own work, carrying out tasks unaided, evaluating their work and becoming self-critical.

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5. MONITORING AND REVIEW

The Creative Curriculum TLR will carry out the following monitoring and review programme through:

- Looking at children’s books: Autumn
- A planning focus: Spring
- The effectiveness of the curriculum as a whole: Summer

The monitoring will involve collecting and collating a range of evidence, such as:

- children’s work
- pupil discussions
- teacher discussions
- learning walks
- lesson observations
- children / parent questionnaires.

The Creative Curriculum topics and policy will be formally reviewed again in Spring 2016.

The results of the above monitoring and review will be shared with governors on an annual basis by the Creative Curriculum TLR.

Parents/Carers are kept informed of developments, through curriculum letters, parents’ evenings, open events and reports.

6. RELATED POLICIES:

TEACHING AND LEARNING

ASSESSMENT POLICY

| | | | | | |
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Appendix 1

Long Term

planning format

| Creative Curriculum Overview - Year A | | | | |
|---------------------------------------|--|---|----------------------------------|---|
| | Autumn - Eager Explorers and Inspiring Inventors (History) | Spring - My Place in the world (Geography / History D&T / Enterprise) | Summer 1 - Colour my world (Art) | Summer 2 - That's Entertainment (Arts) |
| Foundation Stage | Introduction of topics through relevant stories and books / story time | | | |
| Year 1/2 | Earth and Space (Columbus and Armstrong) | Australasia/ Fruit and Vegetables | Yellow | Puppets |
| Year 3/4 | Egyptians | Africa / Chocolate | Blue | TV and Film making |
| Year 5/6 | Ancient Greece | Europe (Iraq study)/ Bread | Green | Pod Casting Y6 Performance |
| Enrichment | Share and celebrate assembly | Enterprise fair (fund raise for lego for next year?) | Art Galleries (Sell paintings?) | Show and share - Farnworth's got talent |

CREATIVE CURRICULUM POLICY APPENDICES

| Creative Curriculum Overview - Year B | | | | |
|---------------------------------------|--|--|--|---------------------------------------|
| | Autumn - History Detectives (History) | Spring 1 - Going on a Journey (D&T) | Spring 2 - Water Everywhere (Geog) | Summer -Time Travellers (History) |
| Foundation Stage | Introduction of topics through relevant stories and books / story time | | | |
| Year 1/2 | Great Fire of London | Trains | Under the Sea | Seaside holidays Modern Music |
| Year 3/4 | Romans (Local Hist / Legacy of) | Boats | Rivers and Oceans | World War 2 Wartime Music |
| Year 5/6 | Anglo Saxon - Vikings (Study) | Flight | Precious Water | Stone / Bronze / Iron Age Musicals |
| Enrichment | Share and celebrate assembly | Lego Workshop (fund raise to build own resources?) | Environmental fair / world water day (22 nd March) activities | Time Traveller day |

| Curriculum Map KS1 - Year A | | | |
|---|---|---|---|
| Autumn - Eager Explorers and Inspiring Inventors (History) | Spring - My Place in the world (Geography / History D&T / Enterprise) | Summer 1 - Colour my world (Art) | Summer 2 - That's Entertainment (Arts) |
| <p>Earth and Space (Columbus and Armstrong)</p> <p><u>History -</u> Look the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods for Christopher Columbus and Neil Armstrong.</p> | <p>Australasia/ Fruit and Vegetables</p> <p><u>History -</u> - Captain Cook?</p> <p><u>Geography -</u> - Name and locate the world's seven continents and five oceans. - Understand geographical similarities and differences through studying a small area of the UK and a contrasting non-European country. - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South Poles. - Use simple fieldwork and observational skills.</p> | <p>Yellow</p> <p><u>Art -</u> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Look at the work of a range of artists, craft makers and designers.</p> | <p>Puppets</p> |
| Share and celebrate assembly | Enterprise fair (fund raise for lego for next year?) | Art Galleries (Sell paintings?) | Show and share - Farnworth's got talent |

| Curriculum Map KS1 - Year B | | | |
|---|---|--|--|
| Autumn - History Detectives (History) | Spring 1 - Going on a Journey (D&T) | Spring 2 - Water Everywhere (Geog) | Summer - Time Travellers (History) |
| <p>Monarchs linked to events (ie/Charles / Great Fire of London)</p> <p>Geography -</p> <ul style="list-style-type: none"> - Use aerial photographs to recognise landmarks - Use simple compass directions - Use world maps, atlases and globes to identify the UK. <p>History -</p> <ul style="list-style-type: none"> - Changes within living memory - Events beyond living memory that are significant nationally or globally - The lives of significant individuals in the past who have contributed to national and international achievements. <p>Significant historical events, people and places.</p> | <p>Trains</p> <p>D&T -</p> <p>Design - Design purposeful, appealing and functional products. Generate, develop, model and communicate their ideas.</p> <p>Make - Select from and use a range of tools and equipment Select from and use a wide range of materials and components. Evaluate - Explore and evaluate a range of products and evaluate their own ideas. Build structures looking at stiffness and strength.</p> <ul style="list-style-type: none"> - Explore and use mechanisms. | <p>Under the Sea</p> <p>Geography -</p> <p>Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries. Understand geographical similarities and differences. Identify seasonal and daily weather patterns. Use vocabulary to refer to key physical features and key human features. Use world maps, atlases and globes. Use simple compass directions. Use simple fieldwork and observational skills.</p> | <p>Seaside Holidays</p> <p>Modern Music</p> <p>History - Significant historical events, people and places in their own locality.</p> <p>Music - Use voices expressively and creatively</p> |
| Share and celebrate assembly | Lego Workshop (fund raise to build own resources?) | Environmental fair / world water day (22 nd March) activities | Time Traveller day |

Curriculum Map Lower KS2 - Year A

| Autumn - Eager Explorers and Inspiring Inventors (History) | Spring - My Place in the world (Geography / History D&T / Enterprise) | Summer 1 - Colour my world (Art) | Summer 2 - That's Entertainment (Arts) |
|--|---|---|--|
| <p>Egyptians History-</p> <ul style="list-style-type: none"> - An overview of where and when the first civilisations appeared - An in-depth study of the achievements of the Egyptian civilisation | <p>Africa / Chocolate Geog -</p> <p><u>Locational knowledge</u> - using maps to focus on Europe, identify position, latitude, longitude, hemispheres etc.</p> <p><u>Place knowledge</u> - understand geographical similarities and differences</p> <p><u>Human and physical</u> - describe and understand physical geography (climate zones, rivers, mountains etc) and human geography (settlement, land use economy and resources)</p> <p><u>Geographical skills and fieldwork</u> - Using eight compass points, grid references, symbols and keys carry out fieldwork</p> <p>-Historical study of Benin, a non-European society which contrasts with British History</p> <p>D&T - cooking and nutrition, healthy diet, prepare and cook, food sources</p> | <p>Blue Art -</p> <p>development of techniques and control, experimentation and awareness of art through</p> <ul style="list-style-type: none"> -Creating sketchbooks - Improve mastery of techniques - Learning about great artists, architects and designers | <p>TV and Film making</p> |
| <p>Share and celebrate assembly</p> | <p>Enterprise fair (fund raise for lego for next year?)</p> | <p>Art Galleries (Sell paintings?)</p> | <p>Show and share - Farnworth's got talent</p> |

Curriculum Map Lower KS2 - Year B

| Autumn - History Detectives (History) | Spring 1 - Going on a Journey (D&T) | Spring 2 - Water Everywhere (Geog) | Summer - Time Travellers (History) |
|--|--|---|---|
| <p>Romans (Local Hist / Legacy) History - The Roman Empire and its impact on Britain - Julius Caesar's attempted invasion in 55-54 BC - The Roman Empire by AD 42 and the power of its army - Successful invasion by Claudius and conquest, including Hadrian's wall - British resistance (Boudica) - "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p> <p>A Local History study, covering the legacy of Roman culture (Art, architecture or literature on the later periods in British History, including present day</p> | <p>Boats D&T - <u>Design</u> (research and draw or sketch), <u>make</u> (using tools to cut, shape, join and finish), <u>evaluate</u> (existing products including key events and individuals, their own and other's designs</p> <p>Apply understanding of how to strengthen, stiffen and reinforce structures</p> | <p>Rivers and Oceans Geog - <u>Locational knowledge</u> - local counties and cities of the UK, human and physical characteristics, topographical features (hills, mountains, rivers) <u>Place knowledge</u> - similarities and differences throughout UK <u>Human and Physical</u> - rivers, mountains and the water cycle <u>Geographical skills</u> - maps, atlases and globes. Fieldwork to measure and record human and physical aspects</p> | <p>World Wars Wartime Music History - A study of an aspect or theme in British History that extends pupil's knowledge beyond 1066</p> <p>Music -</p> <ul style="list-style-type: none"> - Develop an understanding of the history of music - Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions - Improvise and compose music |
| <p>Share and celebrate assembly</p> | <p>Lego Workshop (fund raise to build own resources)</p> | <p>Environmental fair / world water day (22nd March) activities</p> | <p>Time Traveller day</p> |

Curriculum Map Upper KS2 - Year A

| | | | |
|---|--|---|--|
| <p>Autumn - Eager Explorers and Inspiring Inventors (History)</p> | <p>Spring - My Place in the world (Geography / History D&T / Enterprise)</p> | <p>Summer 1 - Colour my world (Art)</p> | <p>Summer 2 - That's Entertainment (Arts)</p> |
| <p>Ancient Greece History - A study of Greek life and achievements and their influence on the western world</p> | <p>Europe (Sub topic - Study of Iraq)/ Bread Geography- <u>Locational knowledge</u> - using maps to focus on Europe, identify position, latitude, longitude, hemispheres etc. <u>Place knowledge</u> - understand geographical similarities and differences <u>Human and physical</u> - describe and understand physical geography (climate zones, rivers, mountains etc) and human geography (settlement, land use economy and resources) <u>Geographical skills and fieldwork</u> - map and atlas use to locate areas and using eight compass points, grid references, symbols and keys D&T - cooking and nutrition, healthy diet, prepare and cook, seasonality and food sources</p> | <p>Green Art - <u>development of techniques and control, experimentation and awareness of art through</u> -Creating sketchbooks - Improve mastery of techniques - Learning about great artists, architects and designers</p> | <p>PodCasting / Y6Performance</p> |
| <p>Share and celebrate assembly</p> | <p>Enterprise fair (fund raise for lego for next year?)</p> | <p>Art Galleries (Sell paintings?)</p> | <p>Show and share - Farnworth's got talent</p> |

Curriculum Map Upper KS2 - Year B

| Autumn - History Detectives (History) | Spring 1 - Going on a Journey (D&T) | Spring 2 - Water Everywhere (Geog) | Summer - Time Travellers (History) |
|---|--|---|---|
| <p>Anglo Saxon - Vikings (Study)</p> <p>History - Britain's settlement by Anglo-Saxons/Scots</p> <ul style="list-style-type: none"> - Fall of the Romans - Scot's invasions from Ireland to Britain - Anglo-Saxons invasions, settlements and kingdoms - Anglo-Saxon art and culture <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> - Viking raids and invasion - Resistance by Alfred the Great - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066. <p><u>Study of British history since 1066 -</u> Changes in an aspect of social history such as crime and punishment from the Anglo-Saxons to the present.</p> | <p>Flight</p> <p>D&T -</p> <p><u>Design -</u> Use research and develop design criteria. Generate, develop, model and communicate their ideas.</p> <p><u>Make -</u> Select from and use a wider range of tools (cutting, joining, finishing) and materials (textiles and ingredients)</p> <p><u>Evaluate -</u> Investigate and analyse, evaluate products and understand how key events and individuals have helped shape the world.</p> <p><u>Technical knowledge -</u> Understand and use electrical systems such as bulbs, buzzers and motors.</p> | <p>Precious Water</p> <p>Geography -</p> <p><u>Place knowledge -</u> Understand geographical similarities and differences through the study of human and physical geography</p> <p><u>Human and physical -</u> Describe and understand climate zones, mountains, water cycle and rivers. Economic activity (trade links), distribution of natural resources (energy, water, food), types of settlement and land use.</p> <p><u>Skills and fieldwork -</u> Use maps, atlases, globes and digital/computer mapping to locate countries.</p> | <p>Stone / Bronze / Iron Age</p> <p>Musicals</p> <p>History - Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> - Late Neolithic hunter gatherers and early farmers, for example, Skara Brae. - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture. <p>Music -</p> <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts - Play musical instruments with increasing accuracy - Listen with attention to detail and recall sounds <p>Use and understand staff and other musical notations</p> |
| <p>Share and celebrate assembly</p> | <p>Lego Workshop (fund raise to build own resources)</p> | <p>Environmental fair / world water day (22nd March) activities</p> | <p>Time Traveller day</p> |

Appendix 2

Topic Web

Format

Year 1 and 2
Earth and Space
*Columbus and
Armstrong*



History * Topic Focus

Look the lives of significant individuals in the past who have contributed to national and international achievements.

Some should be used to compare aspects of life in different periods for Christopher Columbus and Neil Armstrong.

Cross Curricular Science

- I can understand how we can find out about what it is like in space.
- I can name the planets in our Solar System.
- I can explain the relationship between the Earth, Moon and Sun.
- I can find out about the Moon landings and discoveries.

Enrichment

Visit to Spaceport

Music

- I can listen to a range of space sound effects.
- I can use instruments to create my own space sounds.

PE

- I can move to space sounds
- I can create a dance to space sounds

Art

- I can compare and contrast the way different artists represent the moon.
- I can create my own picture of the moon.
- I can use different media to create my own alien.
- I can use different printing techniques to create my own planet.

DT

- I can investigate different forms of space travel.
- I can design my own rocket/ spaceship
- I can use a range skills and materials to make my own rocket/spaceship

Challenge

- I can explain how we know about the missions of Christopher Columbus and Neil Armstrong.
- I can compare and contrast the missions of Christopher Columbus and Neil Armstrong.

Appendix 3

Short Term

planning format

CREATIVE CURRICULUM POLICY APPENDICES

| Subject Focus/ WALT | Key Skills | Activities | G&T/SEN provision | Evaluation |
|--|---|--|---|------------|
| <p>SCIENCE</p> <p>To name and order the planets in the solar system.</p> | <p>I can name the planets in the solar system.</p> <p>I can begin to order the planets.</p> | <p>Show children a picture of the solar system, how many planets are there in our solar system? As a class count. http://vanessareillytelt.wordpress.com/2010/05/06/the-solar-system/</p> <p>Can we name any of the planets? Ask the children to pair talk with a mixed ability partner and feedback.</p> <p>There are actually 8 planets in our solar system and not 9. Briefly discuss how pluto is in our solar system but isn't thought of as a regular planet because part of millions of other rocky planets near to it. They can't all be thought of as planets!</p> <p>Tell children today we are going to be learning the order of the planets from the sun. Show them the mnemonic song "my very evil mother just swatted uncle's nose". http://www.youtube.com/watch?v=3b2twHNy9L8</p> <p>Recap the mnemonic afterwards- can we use the mnemonic to help us order the planets. Ask for some volunteers to hold some planet word cards http://www.twinkl.co.uk/resource/t-t-669-the-planets-display-posters</p> <p>Can we sing the planet song to help us place the planets in order from the sun?</p> | <p>** Balloons pre-blown up to roughly scaled sizes**</p> <p>Focus group - art activity- paper mache planets. Call each group over one by one to paper mache 1 planet and colour pre-prepared planet. Teach the skill of layering small pieces of paper with the flour adhesive to make a strong structure. What colours does the planet we are to colour appear to be?</p> <p>Independent groups:</p> <ul style="list-style-type: none"> - colour and label your planets for a display Support SEN with planet name cards and pictures of the planets <p>http://sproutonline-pmd.edgesuite.net/o15/Content/birthdays/crafts/printables/Solar%20System%20Party/Planets-Cutouts.jpg</p> <p>More able – use the computers to research a planet . Present some of the facts you have learned in the plenary.</p> | |