

# Shamblehurst Primary School



## Our Curriculum Intent:

To provide our children with inspirational learning opportunities that enable them to put a dent in their universe.

What are we trying to achieve?

How do we implement it?

What is the impact?



# What are we trying to achieve?

Our tag line: Together we can

## Our Vision:

In order to discover the brilliance in everyone we are committed to achieve:

- A happy and healthy community
- An engaged and accountable community
- A compassionate and kind community
- An inclusive community of lifelong learners
- A community of empathetic and curious critical thinkers
- A community that celebrates diversity
- A community of Global Citizens

## Our Values:

Respect

Pride

Curiosity

Courage



At Shamblehurst Primary we are developing a curriculum to be proud of. Through our curriculum, we aim to achieve our school tag line of 'Together We Can'. We aim to do this by enabling our children to understand their impact on the world through their actions and understand that by working together they can become educated citizens who achieve well in life beyond Shamblehurst.

Our curriculum gives children the opportunity to engage with critical audiences at a local, national and global level.

Alongside this curriculum, children are given opportunities to learn outside and show an awareness of their impact on the wider world. Children have opportunities to be mindful, to appreciate the great outdoors, whilst collaborating and problem solving alongside their peers.

We are a Bronze accredited school for Global neighbours and will be working towards our Silver and Gold awards over the next few years.



# How do we implement it?

**We use...**

<b>The National Curriculum/ EYFS</b>	<b>Global Neighbours</b>	<b>Debate and discussion facilitated by P4C and Let's Think</b>	<b>Concepts</b>
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## **Teaching and Learning**

Teachers have a good subject knowledge. They know what to teach and when to teach it to ensure that the learning sticks. We are working very hard in developing questioning and are proud to be a no hands up school. Different questions used are as follow: cold calling, no opt out (no hands up), say it again better, probing questions, whole class responses and think, pair, share.



# Enquiry Questions

Each term a new enquiry is explored with the children. The Enquiry question is generated by the teacher and enables a clear focus for learning. Examples of enquiry questions are:

- **Should zoos exist?** (Year 1)
- **Is everything always as it seems?** (Year 2)
- **Survive or thrive. Which is best?** (Year 3)
- **How differently do people see the world?** (Year 4)
- **Does the punishment 'EVER' fit the crime?** (Year 5)
- **Does everyone have a voice?** (Year 6)



# Subjects link to enquires where they naturally fit and support each other

Each term we have a lead subject. Once a year this is science, history and the arts. English is always a lead subject. Natural links are then made within these subjects:

<b>History</b>	<b>Geography</b>	<b>DT</b>	<b>Art</b> Significant artist always covered alongside skills	<b>Science</b>	<b>English – high quality texts</b>	<b>Computing</b>
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Subjects that sit alone...

<b>RE</b> Living Difference	<b>PE</b> Real PE	<b>Music</b>	<b>Maths</b> White Rose Gareth Metcalf	<b>PSHE</b> SCARF	<b>MFL</b> German	<b>Computing</b> skills
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# Concepts

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



# Global Neighbours

The Global Neighbours accreditation scheme will be verified by the Church of England Education Office and will consist of three levels - bronze, silver and gold.

To achieve accreditation, schools will demonstrate how they are fulfilling criteria relating to:

- school leadership
- teaching and learning
- collective worship and spiritual development
- pupil participation in active global citizenship
- community engagement







# P4C/Let's Think

## P4C

### (Philosophy for Children)

#### Learners learn better because:

- they choose the subject matter, their voices are heard and valued
- in justifying their positions and listening to others, their vocabulary expands
- they learn how to disagree respectfully, which increases their tolerance and resilience
- they think and reflect more deeply, so their understanding improves

#### Teachers teach better because:

- they learn how to facilitate meaningful discussion
- they develop new teaching strategies that can be used throughout their practice
- they see students' potential as independent thinkers
- by listening more, educators' relationships with their students flourish

## Let's Think

- Let's Think in English (LTE) is a teaching programme which helps primary and secondary pupils develop the higher-order skills needed for success in English.
- These include inference, deduction and analysis together with confidence and resilience when responding to unfamiliar texts.

LET'S THINK  
*in English*



Year 4	Year 5
What does it mean to be strong?	Are we becoming more confused?
Identity Influence Tradition	Justice Democracy Responsibility Consequence
Map skills: Roman towns & cities Human & physical geog of UK, Europe & Scotland Continental points (S) Romans (reop) Anglo Saxons Picts/Scots Vikings	Human & physical geog of Ancient Mayans Map work including key Compass points (S) Comparison of Mayans & Saxons Crime & punishment:
Ukulele Pitch/dynamics/tempo	Ukulele Pitch/dynamics/tempo
E-safety Coding	E-safety ICT skills
Mith Hindu traditions Ritual Paschal candle Christianity Creating masks using Anglo-Saxon patterns Magnhild Kennedy Serif printing using Arthur & the golden rope Jewellery making Anglo Saxon shield, spear/helmet	Stewardship Creation - Christianity Laws Jesus & the law breaker Christianity Sketching Sculpture - Papier mache & clay
Work with others / socials Consequences (M) British Values (S) Reflection on beliefs	Democracy (S) Different cultures (C) Criminal law (S) Consequences (M)
Wings day workshop	Stubbington CSI Local MP
Internet Day - 8th Feb	World Down

# How do we track the curriculum?

Each term the curriculum is recorded. This gives us a clear picture of what is happening in school and enables us to make sure the National Curriculum is covered.



# Trips and visits

Trips and visitors are used to enhance our curriculum offer.

YR – chicks, visit to country park

Y1 – zoo, art gallery, Beaulieu, exotic animals,

Y2 – Spirit of the Wild, Titanic museum, drama workshop

Y3 – Butser Farm, Fishbourne, D-Day

Y4 – Science Centre, Spirit of the Wild, Wildlife Trust

Y5 – CSI, Local MP, careers assemblies

Y6 – Time Travel Education, Houses of Parliament, Chris Lubbe, careers assemblies





# Residentials

Y4 – Fairthorne Manor

Y5 – Stubbington

Y6 – Calshot





# What is the impact?

Our children can speak confidently and eloquently about what they have been learning. The elements of our curriculum that make our children think are strong and they link together well. P4C is an integral part of our children's thinking. The use of concepts within the curriculum enables children link their learning to wider ideas.

Ultimately, our curriculum enables our children to know more, remember more and be able to do more.