Rationale for Westglade's Curriculum Design



Our curriculum has been developed with our children at the centre. In the summer of 2022, subject leaders and senior leaders reviewed teaching and learning for wider curriculum subjects. Many strengths were found:

- Many engaging activities were forming lessons.
- Children were having opportunities to explore all wider curriculum subjects.
- Schemes for some lessons were effective for coverage.
- There were lots of opportunities for cross-curricular learning.

However, there were some clear areas of development. Primarily, progression in knowledge and skills was not evident and coverage for some subjects was not as strong as others. As part of the audit we identified our children's most significant barriers to learning and leading a successful life. These barriers to learning were identified: the capacity to articulate thoughts, feelings and concepts; narrow aspirations; limited vocabulary and lack of wider experiences. Our curriculum design seeks to help children overcome these barriers.

Therefore, our curriculum was re-designed during the summer term of 2022. We used the Ofsted curriculum documents to support us as well as research by the EEF and others. Based on this research, we tried to make our curriculum design as simple as possible and decided to have the knowledge within subjects as the thread running through the curriculum. We felt this best supported our children and avoided unnecessary ambiguity.

Our curriculum intent was formed with input by all subject leaders to ensure there was ownership and representation of all subjects. This then became the driving force of our new curriculum.

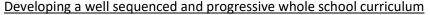
Curriculum Intent:

Our curriculum ensures learning is effective, exciting and above all, relevant to the needs of our children. We believe in bringing learning to life, both indoors and out, with an emphasis on engaging and purposeful learning.

We firmly believe that our children are entitled to a broad and balanced curriculum. Our curriculum explores the natural links between each subject whilst also ensure that each subject's identity is clear. Our aim is for our children to see themselves as 'Historians/ Geographers/ Coders...' who are equipped with the relevant knowledge and skills. For this reason, our curriculum is knowledge based and skills focused. Their knowledge, skills and understanding develop and build year on year, until they're ready for the next step of their learning journey into secondary education, college, university and from there into a fulfilling career. To achieve this, all pupils will secure firm foundations in English and Mathematics as this underpins a growing excellence in other subjects.

Our curriculum is supported by our whole-school ethos and values. These underpin our children's learning in all areas. We believe it is our responsibility to not only educate but also support our children in becoming well-rounded individuals. Our curriculum allows our children to grow, develop and blossom both academically and holistically.

We made the decision to remove our previous overarching 'Learning Challenge' label and teachers would now refer to each subject as its title eg. History, Art etc. We want our children to understand the subject they are learning and we feel that it is important that they refer to each subject correctly to support this. This is to help achieve our intent of children seeing themselves as 'Artists/ Designers etc..' At Westglade the wider curriculum includes: Art and Design, Computing, Design and Technology, Geography, History, Music, Physical Education, Religious Education and Spanish. Science has been designed to reflect the procedures of other subjects but it is planned separately. Underpinning our wider curriculum is English and Maths. We fully understand our children require a firm understanding of English and maths in order to access other subjects.





As a teaching team, we used the National Curriculum and identified 'focuses' for each subject. We choose to refer to these as focuses rather than topics as each focus may not require a full teaching sequence or it may be more appropriate to slowly build up through multiple revisits. These focuses were then sequenced and matched to year groups to ensure progression across the whole school.

Westglade Primary School Curriculum Map Westglade Primary School Curriculum Map Westglade Primary School Curriculum Map								
	The Curriculum Map shows the subject focuses for each year group based on the National Curriculum. Focuses have been selected based on progression in knowledge and skills as well as opportunities for cross-curricular links. For EYFS, Development Matters has been used to demonstrate the early skills covered for each curriculum area and examples provided where specific links are made the EYFS curriculum.							
	Nursery (N1&N2)	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Andy Goldsworthy Explore materials freely and	Andy Goldsworthy Explore, use and refine a variety of effects to express	Steven Brown	Joseph Amedokpo George Seurat	Geori O'Keefe	Katsushika <u>Hokusa</u>	Andy Warhol Frida Kahlo	Picasso Nadia Janjua
Art & Design	develop ideas. Draw with increasing complexity and detail e.g. face with a circle and detail. Explore colour and colour	variety or effects to express ideas and feelings. Create collaboratively, sharing ideas, resources and skills.						Henry Moore
	mixture. Show emotions in their drawings and paintings.	Begin to show accuracy and care when drawing.						
Computing	Explore how things work. Understanding how simple equipment works. Navigate everyday technology including role play e.g. kitchen equipment, cameras, interactive whiteboard, ipads	Confidently using a range of technology including ipads and interactive whiteboard for simple tasks.	Coding E-safety (Using technology safely and respectfully, keeping personal information private) Saving and organising work Logging on and off	Coding E-safety (identify where to go for help and support when they have concerns about content or contact on technology) Retrieving via. Google and images	Coding E-safety (Use technology safely, respectfully and responsibly – personal information) Collecting data Research, search and	Coding E-safety (recognise acceptable and unacceptable behaviour) Research, search and be discerning in evaluating content	Coding E-safety (identify a range of ways to report concerns about content and contact) Using a range of devices Collecting, representing and analysing data	Coding E-safety (recognise acceptable and unacceptable behaviour an use technology safely and respectfully—grooming and indecent images) Using a range of devices an
ŏ			Recognise common use of technologies	Research and search – organised and stored in a document	evaluate given content	Collecting and representing data		software Computer networks Collecting, representing, analysing, evaluating and presenting data

Class teachers then organise these focuses into topic areas under an enquiry question. The questions give our learning purpose. Questions are designed to be broad to allow for as many cross-curricular links as possible to be made. Each question will have a subject driver. This is the main subject that the enquiry question will investigate. However, the questions will draw on learning from across multiple subjects as well. That being said, teachers will continue to make it clear what subject children are learning within the question, for example 'We are being Geographers today and using our map skills...' or 'Today we are being historians and comparing different sources...'

Developing progression in knowledge and skills

Ensuring that there is progression in knowledge and skills is very important in helping our children to make purposeful development in their learning. To achieve this, subject leaders mapped out knowledge paths for their subject. These document the minimum level of substantive knowledge that children should get from each curriculum focuses in order to progress and access the subject. To complement this, we developed skills ladders which show the progression in disciplinary knowledge in subjects.

Numerx - Talk about past and present in their own lives - Eroes what today, yesterday and last week mean - Comment and sek questions about a familiar world - Talk about world investions and differences.	Reception . Know what yesterday and last week recan . Explore cause and effect . Talk about past and present in their own lives and the lives of family members.	YARL3 - 3gcx() and Dean were farnous ice dancers from Nottingham and won the Olympics in 1984 with the Bolero - Rose Perios – buses were segregated and she was the first black person to refuse to give such see and to a white man.	Art Skills Ladder									Westglade Primary School
Notice patterns and changes Create a family tree (immediate – parents and siblines)	Create a wider family tree (parents, siblings, grandparents) Black history – know about significant individuals (lessica finnis)	Top Valley used to be farm land and have a railway line. Changes in living memory (Top Valley)		Drawing	Painting	3D work/ sculpture	Collage	Printing	Photography	Textiles	Evaluation	Art History
 Draw on what has been read in class to talk about religious and cultural similarities and differences 	Basic ration—cross about signification individuals session acress, some this way as all different and unique. Talk about specified in time in society. Dave on what has been read in class to talk about neligious and cultural primarities and differences. Offer explanations as to surface things the specified in the second control of the second contro	 Significant historical events in Notingham Goosy Et Has been and in Notineed of years and is a fair held every year in October The largest of Rabin Hood is based in Sherwood Forest and says that Hood took from the rich and gave to the poor 	F2 Secure	Mark makes with a purpose. In sportlaneously expression	Uses a range of tools (beyond just brushes) and techniques, experimenting with colour, design, form, testure and function.	Pulls agast and reconstructs havis shapes – 64 when how woodwling. Uses dough and construction resources (Indoors and authoris) with a purpose in what.	Selects and sorts materials leto given criteria. Creates parmanent and temperary collages using sarkes resources.	Uses paint or ink to create patterns, whether random or organised	Collects photographs for a thereo. Takes photographs of solijects which interest them	Is aware of and experiments with colour, feeture and shape. Explores the properties of different materials through play	identify things they like in their surroundings which may then imples there to manipulate materials with a purpose. Talks about work they are groud of.	Through participation is set works becomes sware at different cipies of artists and may name same attack they have enjoyed.
Yass 2 The Great Fire of London spread because the houses were close together, many buildings were made from wood or plaster, it was dry and the wird pointed up. The Great Fire of London Issaed for a deay. The Great Fire of London Issaed for a deay.	1.1400000000000000000000000000000000000	11* "Recember 218.4 I Line on bloome house in America Day Wit caused on Elizary, Rece, and, house, 16.4 and cannot will cause and the Elizary Rece, and, house, 16.4 and cannot will act to WCD due to the heart of her sallers - reportation and land given by Security Recember 1. The part of her sallers - reportation and the will be comed and the sallers of her sallers of the sallers of the Description of the Security Recember 1. The sallers of the sallers of the the saller of the security Recember 1. The sallers of the sallers of the Description of the Security Recember 1. The Security Recember 1. The cannot develop a considered as well be a file on the sallers of the sallers	Year 1 Secure	Uses lines to represent objects seen, received or imagined. Explaines tone using different extension - chall, charceal, parter. Uses line and take to represent	Experiments with colour mixing and different tools.	Becoming rapie amone of the form, finel, treature and pattern on objects. Experiments with a purpose—string bank back on different extension to tay, plants Consumers and reconstructors have	Engages in more complex activities - cutting, swaling with a range of materials. Starts to choose between adhesives based on links.	Extreds repeating patterns – overlapping, using appropriate colours. Uses an increasingly extended range of materials (springer, layers, built) Creaters a moner of arises and	Is aware of famous/specialist photographers. Starting to explore scale, perspection, movement and colour in photography Afters insures through solution.	Sorts, collects and discusses differed materials. Pulsi apart classes and threads, stitches and cuts threads and fibres. Simula sevarious with stread.	Says what they like about their own work or a prees. Thinks about how a pinor of work makes them feel - theirs, a prees or known artist. Thinks about how a pinor of	Developing knowledge of a range of arist work - including craft makers and designers. Makes links to their work.
or opport The bittish fingine grew under Queen Victoria 1831-1901 In Queen Victoria's reigh, the police were created as were schools Many children worked as Gimmer, seeze, in factoris and other places Civilizabete Columbus reportfolly discovered America and the summaring slands Amundsen and Scott raced to the South Pole (link to geography)	The proper work Count (Count Count Co		Year 2 Secure	Lies like and take to represent eligible. Explores tone using different materials including different grades of pencil.	Uses colour to express resides and feelings. Represents things observed, sees or imagined using colour	Company and recreates torn and shape. Creates specific effects on materials.	Develops with of combagging and combaging	Creates a range of prints and can lefertify prints in Steir own environment.	Allers images through college, Jiguren, prolitiers and negative shapes.	Sample areasing with strong weed through stiff card using two colours. Winaver paper, creating a pottern.	Thinks about how a pince of work makes them feel - theirs, a peers or known artis! libratify what they reight change in their work east time.	Continues to find out more about different arbits, craft makes and designers. Describes the disadifferences and similarities between different practices and disciplers. Miskes links technic work.
Year.4 Ancient dividuations were all built around rives Share Density was the earliest director in China			Year 3 Secure	Uses lies, tane and shade to represent things seen, draws or imagined.	Introduction of primary and secondary colours with the addition of black and white; including roking	to able to recovere a 2D image in a 3D piece.	Experiments with creating wood, feeling and movement, let experts stories, poetry, wasic and other stimuli using collage.		In aware that resourcest can be photographed in small sides. Can make a photobook showing the effect of movement	Prints cato fabrics.	Directly associate work, sketches and drawings prior to creating final pieces of work.	Enough an increasing annual about a range of artists, architects and designers in history.
A dynasty is a line of hereditary rules; (asseed from fiether to son) Ancient Scorre in the existent collustation in what is now insq. The Indux Valley is built around the Indux River in Palistan The Roman Empire came after the Greeks The Romans introduced modds, sentation, underfloor heating, baths, the calender to Britain.			Year 4 Secure	Drawn familiar objects from a range of viewpoints. Experiments with line, tone and chade.	Begins to use different types of brushes for specific purpose and effect. Degins to use a range of techniques including dets, scratches and splanks.	texture, shape and form by recreating an image in 50 soon.	Uses the noticeal environment or town ocape as a stimulus.	Uses print to represent the natural environment.	Englares positive and regative.	Simple Mitching — axing long needles to make straight, stitches. Uses contrasting colours in stitching and wowling.	Evoluties the work of artists, identifying what they like and dalike.	Known on increasing amount about a range of artists, architects and designers in history.
The Romans tried to invade Britain three times and met resistance from the Celts (including Boudica) From an empire is several countries ruled by one ruler Of the Celts of			Year 5 Secure	to confident at using a range of materials to produce line, tone and shade.	form and composition.	Explanes how stimuli can be used as a starting point for 3D work.	Embelishes using a sariety of techniques including drawing, painting and printing.	Makes connections between own work and patterns in their local environment.	Superimpose using a combination of techniques and photographs.	Ones a range of plaining, pinning, stitching and seasing techniques.	To explain why they have chosen a specific media, style, technique and the ire part this has had on their final outcome.	
The unagers of pages cut treatments of most has east or the country to prevent the plague from spreading flink to global news and the Cox66-19 pandems.)			Year 6 Secure	Selects appropriate media and techniques to actions a specific outcome.	Explains the effect of light, colour, broker and trace on natural and rean made objects.	Looks at 3D work from a variety of genero and cultures to develop owe response and opinions. Uses the knowledge they have of took, such signal and materials to express their ideas and feelings.	Develops and applies anountings of different analysings of different and belong and printing - as a form of copression. Designs an artifact, using knowledge of feetbelopen, for a specific outside.	Recreates images, funes through retird privileg. Senigro privile for fabrics, walfpapers etc.	Uses colour, hone and effects to reside a specific meed. In owner of hosts principles of photography and may be aware of some of its limitations.	Designs shapes, tie-dyes and grieds for a specific outcome.	Critically evaluates the work they produce and use the evaluations to develop their final piece.	Knows an increasing amount about a range of #694%, architects and designers in history.

Ensuring coverage for all subjects



Our curriculum is designed to be as cross-curricular as possible. Class teachers plan from the whole school curriculum map and group focuses together to create Enquiry Learning questions. Each question will cover subjects that most naturally lend to the link. We do not force curriculum areas together. We try to make links in learning natural and avoid tenuous links. It is at the class teacher's discretion how they cover the curriculum providing all the objectives are sufficiently taught. Where possible, subjects are covered through the enquiry learning however due to the nature of some subjects, we have made the decision to have some lessons taught as part of their own individual sequence.

Subjects that form part of the enquiry learning	Subjects that are taught stand-alone.				
Art and Design	Computing (Coding)				
Design and Technology	Spanish				
History	Science (Dependent on strand)				
Geography	RE				
Computing (Information technology)	PE (Games)				
PE (Dance)	Music				
Science (Dependent on strand)					

Use of schemes

For some subjects, we have elected to use pre-prepared schemes. For Computing we use PurpleMash. PurpleMash was selected because it gives a comprehensive programme to deliver the computing curriculum – coding in particular. For Spanish, we use Language Angels. Language Angels provides correct pronunciation of vocabulary and therefore offers the best model for our children.