

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.

Developing a well sequenced and progressive whole school curriculum

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								
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
Art & Design	Andy Goldsworthy Explore materials freely and develop ideas. Draw with increasing complexity and detail e.g. face with a circle and detail. Explore colour and colour mixture. Show emotions in their drawings and paintings.	Andy Goldsworthy Explore, use and refine a variety of effects to express ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Begin to show accuracy and care when drawing.	Steven Brown E-safety (Using technology safely and respectfully, keeping personal information private) Saving and organising work Logging on and off Recognise common use of technologies	Joseph Amedekpo George Seurat 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 Research and search – organised and stored in a document	Georgi O’Keefe E-safety (Use technology safely, respectfully and responsibly – personal information) Collecting data Research, search and evaluate given content	Katsushika Hokusai E-safety (recognise acceptable and unacceptable behaviour) Research, search and be discerning in evaluating content Collecting and representing data	Andy Warhol Frida Kahlo E-safety (Identify a range of ways to report concerns about content and contact) Using a range of devices Collecting, representing and analysing data	Picasso Nadia Janjua Henry Moore E-safety (recognise acceptable and unacceptable behaviour and use technology safely and respectfully – grooming and indecent images) Using a range of devices and software Computer networks Collecting, representing, analysing, evaluating and presenting data
	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 Recognise common use of technologies	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 Research and search – organised and stored in a document	Coding E-safety (Use technology safely, respectfully and responsibly – personal information) Collecting data Research, search and evaluate given content	Coding E-safety (recognise acceptable and unacceptable behaviour) Research, search and be discerning in evaluating content Collecting and representing data	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 and use technology safely and respectfully – grooming and indecent images) Using a range of devices and 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.

History Knowledge Path				Art Skills Ladder									
Year	Focus	Skills	Knowledge	Year	Focus	Skills	Knowledge	Year	Focus	Skills	Knowledge	Year	Focus
Year 1	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 1	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 1	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 1	Know what past and present in their own lives
Year 2	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 2	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 2	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 2	Know what past and present in their own lives
Year 3	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 3	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 3	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 3	Know what past and present in their own lives
Year 4	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 4	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 4	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 4	Know what past and present in their own lives
Year 5	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 5	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 5	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 5	Know what past and present in their own lives
Year 6	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 6	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 6	Know what past and present in their own lives	Know what yesterday and last week mean	Know what today and last week mean	Year 6	Know what past and present in their own lives

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 Design and Technology History Geography Computing (Information technology) PE (Dance) Science (Dependent on strand)	Computing (Coding) Spanish Science (Dependent on strand) RE PE (Games) Music

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.