



**CLARE COMMUNITY**  
— PRIMARY SCHOOL —

## **Curriculum Policy**

## **Statement of Intent**

Our vision is to deliver a learning experience for each pupil which encompasses each of our core values: Citizenship, Learning to Learn, Aiming High, Respecting Ourselves and Others and, most importantly, Enjoying Learning.

Each child, irrespective of background or academic ability, has the right to access an engaging and stimulating curriculum, within a safe, secure and nurturing environment. At the heart of our curriculum is our belief in creativity, diversity and aspiration for all. We believe that children should not be limited by labels and have created this curriculum to inspire, enthuse and engage all of our pupils and their families, working in partnership with parents and carers. We also aim for them to acquire experiences within the local and wider environment irrespective of personal socio-economic circumstances.

We are conscious of the responsibility of schools in shaping well-rounded individuals who are confident learners willing to take risks and have the knowledge and skills necessary to be a 21<sup>st</sup> century citizen. We have incorporated opportunities to develop leadership and collaborative skills, and to utilise our setting fully, including the rich locality as a wider campus.

By the end of their primary education, we want our pupils to be aware of their responsibility in shaping the future as life-long learners, as well as having pride in what they have achieved with us.

## **Rationale**

This policy is a working document outlining the principles on which we have built our curriculum, and should be read in conjunction with the Teaching and Learning Policy.

## **Aims**

Our curriculum has been designed to offer a full and holistic learning experience for all pupils, which is linked to our school values of Community and Citizenship, Learning to Learn, Aiming High, Respecting Ourselves and Others and Enjoying Learning. Within each value there are key strands which the child will access.

## **Content**

Our Topics have been selected and arranged to provide full coverage of the 2014 National Curriculum following a logical order of themes and events at an appropriate level for the children in each year group [Appendix I]. Throughout the course of a term, all Pupils will take part in a performance such as a school play or assembly. There will be a Mantle of the Expert project which will involve drama and pupil-led activities.

Teachers will plan opportunities to take advantage of the local community and places of interest within Clare such as the Country Park and Ancient House Museum. Whole school themed days or weeks are built into the curriculum where children may be working with children of different age groups. This provision is outlined and exemplified in our Pupil Learning Experience [Appendix II]. Within Geography and History topics, we have an underlying core approach of overlaying knowledge and key concepts through overarching questions running throughout key stages [Appendix III].

### **Trips and Visits**

During each term, in each year group, there will be the opportunity for children to take part in a trip or visit connected with their topic. In addition to this there may be trips arranged as part of enrichments activities e.g. trips for the choir or sporting fixtures.

The school strives to give its pupils authentic experiences which will stimulate their interest and engage them fully in their learning. For example, we aim to give children experience of a play enacted in a professional theatre or in our setting by a professional theatre group.

### **Parent Involvement**

In the course of the term, there will be one whole-school day or afternoon where parents and carers will be invited into school or a venue to share their children's learning, or take part in an event such as an Art Exhibition. There will also be the opportunity to see their child perform in an assembly or play.

### **Leadership Opportunities**

Our school council is run by Year 6 pupils and supervised by the Headteacher. Two representatives are elected from each year group, each term. Their role is to welcome visitors to the class and attend and feedback from weekly meetings. Within year 6, a chair, vice-chair, secretary and treasurer are elected in addition to the two class representatives. They are deemed the senior school council and take a managerial as well as leadership role. They attend presentations, help to carry out Pupil Voice surveys, liaise with other bodies and have a small budget to spend on an area of improvement of their choice. Their work throughout the school year is to put into effect an action plan of their own devising.

In Year 6, children also have the opportunity to put themselves forward to lead one of the four school houses: Castle, Nethergate, Clarence and Pashler. The elections are held at the beginning of the school year for the whole school and the children make a speech and take part in a democratic electoral process. They then run sporting events and lead their teams in gaining house points throughout the year.

## **Enrichment Activities**

Part of our curriculum offer, when Covid-19 restrictions and risk assessments allow, is a full termly schedule of clubs which run at both lunchtimes and after school. We ensure that the clubs cater for all ages and interests, balancing sports and also arts-based subjects. The clubs that we have offered in the past and currently offer are

Football

Rugby

Cricket

Hockey

Multi-sports

Gymnastics

Bounce

Art

Drama

Choir

Farmers' market

Recorders

Phonics

Maths masters

Cookery

Newspaper

Chess

Board games

Mindful colouring

We also pay County Music Service to deliver weekly clarinet lessons for all Year 5 pupils. Some of these pupils will be encouraged to continue with this instrument as they move throughout the school.

## **Diversity**

We aim to ensure that children are fully aware of the range of cultures and backgrounds represented in Great Britain today. We do this by ensuring that our assemblies refer to

individuals and subjects from a range of cultures and countries; we practise and celebrate the values of respect and tolerance at all times, and we ensure that lesson materials reflect the rich diversity of life in Britain today.

Assemblies and PSHE lessons are planned around our five values and a different value is the focus for each half-term.

## SEND

Children with additional needs are expected to access our curriculum offer fully, but often with varying levels of adult support. We also utilise our Nurture room in the afternoons to offer a quieter room for some children who benefit from a more tactile and individualised learning experience. The role of the class teacher is to ensure that activities supporting our curriculum are personalised for SEND children, where necessary, to enable their learning to take place at the appropriate rate.

## Pupil Premium

Part of our pupil premium offer, funded by the additional allowance for Pupil Premium children, is to ensure that Pupil Premium children are able to access opportunities which in time will overcome gaps in learning and experience. We have used these monies to fund music lessons, school trips, places at our before and after school clubs, uniform, learning experiences for whole classes, additional staff to overcome gaps in attainment and individualised pastoral support.

## Appendix I: Topic Map for 2019-21

Topics 2019-20 Year A						
Year Group	1	2	3	4	5	6
Autumn	OFF TO SEE THE WORLD (Peru and Rainforests)		INDIA  CHOCOLATE (Mayans)		EARTH AND SPACE	VIVE LA FRANCE!
Spring	MAGNIFICENT THINGS (Inventors and Victorian Inventors)		ROMANS (Including British Resistance-Boudicca)		TREASURE	WORLD WAR II
Summer	THE BIG DIG (Ancient and modern Egypt)		FULL STEAM AHEAD (Local Study)		KINGS AND QUEENS	EXTREME EARTH AND OUR IMPACT ON THE ENVIRONMENT

Year Group	1	2	3	4
Autumn	MY ISLAND HOME  TOY STORY		POLE TO POLE	
Spring	KNIGHTS AND CASTLES (Including local study)		THROUGH THE AGES (Stone Age/Bronze Age/Iron Age)	
Summer	HOT HOT HOT (Fire of London and Africa)		GODS AND TEMPLES (Ancient Greeks)	

## Appendix II: Pupil Learning Experience 2019-20 and example of two termly topics

Clare Community School Values	COMMUNITY AND CITIZENSHIP		LEARNING TO LEARN		AIMING HIGH		RESPECTING OURSELVES AND OTHERS				ENJOYING LEARNING		
Strands of Journey that will feature termly	Use of Locality and local people	Parental Engagement	Themed Day/week	Cross-phase event	Mantle of the Expert	Performance	Authenticity	Diversity	Links to other settings	Significant Individuals/children	Immersion	Outdoor Learning	Trips and Visits
<i>Examples</i>	<i>A field-trip into Clare</i> <i>Use of a local society/business</i> <i>Local person</i>	<i>Whole-school Parent Event</i>	<i>STEM week</i> <i>World Book Day</i> <i>Sports Week</i>	<i>As part of Themed Day/Week</i>	<i>Roleplay-based project incorporate into Topic planning</i>	<i>Class Assembly</i> <i>End of term play</i>	<i>Visit from professional artist/Troupe</i> <i>Use of professional setting e.g. theatre</i>	<i>Influences from other cultures via RE, Art and History</i> <i>Educational Visit</i> <i>Link to another setting</i> <i>Visitor</i>	<i>Shared event with secondary e.g. workshop/shared teaching/performance</i> <i>Liaising with local charity/church e.g. Clasp</i> <i>Liaison with Nursery settings</i>	<i>Focus on Leaders and diversity</i>	<i>Turning class into an inspiring and enabling environment</i>	<i>KS1- regular use of school grounds and surrounding area</i> <i>KS2- project which incorporates our entire setting or Country Park</i>	<i>Offering an opportunity and experiences which would normally not be accessible for all children</i>
<b>2019-20</b>													
<b>Year 1</b>	Clare Country Park woods	Careers Afternoon	Pens Down Day	Pavillion Day-Inter-house teams raising money (linked to Christmas Fayre)	Conservation Group running a campaign to save the <a href="#">orangutans</a>	End of term play	Professional artist in residence/orchestra	Learning about a threatened tribe in Peru	Contact with secondary school/sixth form for potential workshops	Amazonian Child Peruvian Child	Rainforest	Clare Country Park as part of topic-forest/Nuttery (twice a term)	Rainforest animals visiting Stansted Airport
<b>Term 1</b>			WOW week-World of Work (after half-term)			End of term play					Year 2 of Royal Shakespeare Company Associate school		
<b>OFF TO SEE THE WORLD (Peru and Rainforests)</b>													
<b>Year 3</b>	Comparing River Stour-contacting					Class Assembly		Hinduism-visiting an Hindu temple	Take One Picture Event	Gandhi	Colour and Pattern-Drapes	Bridge-building day	Hindu Temple
<b>Term 1</b>						Travel Agents presenting a holiday to India	Class Assembly						
<b>Year 4</b>													

## Appendix III: Concepts for Breadth and Depth in History and Geography

### HISTORICAL CONCEPTS FOR BREADTH AND DEPTH

***These words and questions should be referenced in every topic throughout the year; they should form the basis of teaching and learning, and inspire discussion, enquiry and tasks and challenges.***

#### Key Conceptual Language

**CONFLICT      POWER      PROGRESS      INNOVATION      CIVILISATION**

**EVIDENCE      IMPACT      CONNECTIONS      TIME      CHANGE**

**SIGNIFICANT**

Enquiry Questions	
<b>KS1</b>	<b>KS2</b>
Why was this event important?	What has been the impact of significant events on history?
Why are some people famous?	Why is it history and not herstory?
What was life like in the past?	Have certain individuals shaped history?
How was life then different from now?	Is conflict necessary to ensure progress?
Who was in charge?	Who holds power and why is that important?
How has this object changed our lives?	Does innovation create opportunities for change or progress?
What is the past?	What connects time?
What is evidence?	What is happening in the world at different times?
How have you changed? (EYFS) What is this?	Is history fact or opinion?

### GEOGRAPHICAL CONCEPTS FOR BREADTH AND DEPTH

***These words and questions should be referenced in every topic throughout the year; they should form the basis of teaching and learning, and inspire discussion, enquiry and tasks and challenges.***

#### Key Conceptual Language

**PLACE                  LOCATION                  LANDSCAPE                  IDENTITY**  
**ENVIRONMENT                  EQUATOR                  CLIMATE                  DIVERSITY**  
**CONTRASTS                  SUSTAINABILITY**

Enquiry Questions	
<b>KS1</b>	<b>KS2</b>
Where is it?	How does location affect identity?
How does that affect the weather or climate?	What is a landscape?
How would you get there?	What is diversity?
How is it different or the same?	What is the impact of climate?
How has it changed?	How does population growth affect our footprint on the environment?
Why is it special?	Is sustainability possible?
Where have you been? (EYFS) What was it like?	