



Inspire Education Trust

Together we achieve, individually we grow

Thematic Curriculum Policy

Policy Date: 01/09/2021

Review Date: 01/09/2023

Document History

Version	Status		Date	Author	Summary Changes
V1			Sep 21	R Darling	Initial draft

Thematic Curriculum

The Thematic Curriculum at Inspire Education Trust provides children with coherent and holistic contexts for learning interdisciplinary knowledge and skills. Contexts are motivating and engaging, with clear links to everyday life and the locality of our academies.

The Inspire Thematic Curriculum has been organised through a 'theme based' approach which incorporates the knowledge and skills set out in the 2014 National Curriculum for History, Geography, Art and Design, Design and Technology and Music.

History

Geography

Art & Design

Design &
Technology

Music

Termly themes are taught in Key Stage 1 and Key Stage 2, following a two-year cycle. Each theme has a key curriculum driver - Humanities, STEM or the Arts. Local studies are a focus of one theme in each year group. Class teachers are responsible for the delivery of the Thematic Curriculum. The use of ICT is encouraged in all themes, both in the teaching of the theme and in the opportunities for children's independent learning.

Knowledge and skills taught in discrete Maths and English lessons are applied within each termly theme.

Themes begin with a 'Launch' event, include an 'Enrich' event at an appropriate point within the Theme journey and end with a 'Celebrate' event to showcase the learning that has taken place throughout the Theme.

Launch

Enrich

Celebrate

Enrichment Experiences / Links with Parents and the Community

Teaching staff are encouraged to broaden the experiences for the children within themes through **educational visits, visitors into school** and **shared experiences of the wider school community**, for example, involvement with parents and cross-

school links etc. Visits make good use of local places of interest, and include places such as Coventry Transport Museum, the Lunt Roman Fort and Coventry Air Museum and Coventry Cathedral.

Children's achievements are celebrated regularly through school newsletters, displays in classrooms and shared areas, and in assemblies where children are encouraged to share their knowledge and skills with the rest of the school.

In addition to this, we involve parents and the wider community in the following ways:

- Curriculum letters to parents are sent at the start of each term, outlining key information about the theme;
- Children and families are invited to take part in the Inspire Awards Scheme, where, through sets of challenges, children learn about and enjoy the world around them outside school, whilst making lasting memories. Many of these experiences link to learning within the Thematic Curriculum.
- Themes are tailored to national, local and school events and people e.g. Sir Frank Whittle, the Coventry Transport industry, the Coventry Blitz;
- Members of the community/parents are invited to share experiences related to our themes;
- Regular 'Come and Share' afternoons where children have the opportunity to share their learning that from their current theme.

Two Enrichment Days for Theme are held each academic year across Years 1-6, covering additional aspects of the National Curriculum linked to Theme Drivers. Individual academies select the focuses for their Enrichment Days.

History



The aims of the History curriculum at Inspire are:

- To inspire children's curiosity to know more about the past;
- To develop children's knowledge and understanding of Britain's past and that of the wider world;
- To develop children's skills in thinking critically, evaluating evidence and developing perspective and judgement;
- To develop children's understanding of historical concepts including similarity and difference, significance, cause and effect and historical enquiry.

History knowledge and skills are taught within many of the themes in each phase, including in Themes such as *School Days*, *Tomb Raiders* and *Greek Legacy*. Progression in skills is supported through a History Strand Tracker which identifies age-related expectations for key history skills:

- Chronology
- Enquiry & Interpretation
- Comparison

History Strand Tracker

Aims of the History curriculum at Inspire Education Trust:

- To inspire children's curiosity to know more about the past
- To develop children's knowledge and understanding of the history past and that of the wider world
- To develop children's skills in thinking critically, evaluating evidence and developing judgement
- To develop children's understanding of historical concepts including continuity and change, significance, cause and effect and historical enquiry

Progression Strand Tracker:

Core Skill	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 6+
Chronology	Identify the sequence of events in a story or a simple timeline	Identify the sequence of events in a story or a simple timeline	Identify the sequence of events in a story or a simple timeline	Identify the sequence of events in a story or a simple timeline	Identify the sequence of events in a story or a simple timeline	Identify the sequence of events in a story or a simple timeline	Identify the sequence of events in a story or a simple timeline	Identify the sequence of events in a story or a simple timeline

Our History curriculum is brought to life further through role play activities, for example an afternoon in role as a WWII evacuee, interviewing people from the past, for example, a visit from 'Captain Scott', as well as visits and visitors, for example a visit to St John's Museum.

Geography

The aims of the Geography curriculum at Inspire Education Trust are:

- To inspire a curiosity about, and interest in, our world and its people;
- To develop knowledge of diverse places in the UK and around the world and their geographical characteristics;
- To understand key human and physical geographical features of the world and how these relate to each other;
- To develop geographical skills including map work and field work and the communication of geographical information.

Geographical knowledge and skills are taught within many of the themes in each phase, including in Themes such as *Ahoy There*, *The World's Kitchen* and *Disaster*. Progression in skills is supported through a Geography Strand Tracker which identifies age-related expectations for key geographical knowledge and skills:

- Locational Knowledge – UK
- Locational Knowledge - World
- Map Work
- Field Work
- Geographical Enquiry

Geography Strand Tracker

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- To understand key human and physical geographical features of the world and how these relate to each other
- To develop geographical skills including map work and field work and the communication of geographical information

Progression Strand Tracker:

Core Skill	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 6+
Locational Knowledge	Identify the location of places in the UK and around the world	Identify the location of places in the UK and around the world	Identify the location of places in the UK and around the world	Identify the location of places in the UK and around the world	Identify the location of places in the UK and around the world	Identify the location of places in the UK and around the world	Identify the location of places in the UK and around the world	Identify the location of places in the UK and around the world

As well as developing children’s knowledge of their locality, our Geography curriculum celebrates countries and communities around our world through focused study of contrasting places in the UK, for example Bakewell and London, and around the world, for example India, Alaska and California.

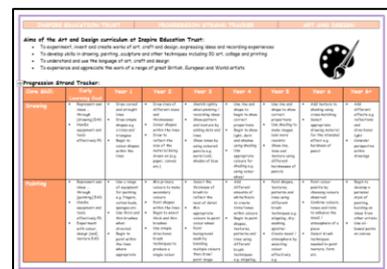
Art & Design

The aims of the Art & Design curriculum at Inspire Education Trust are:

- To experiment, invent and create works of art, craft and design, expressing ideas and recording experiences;
- To develop skills in drawing, painting, sculpture and other techniques including 3D art, collage and printing;
- To understand and use the language of art, craft and design;
- To experience and appreciate the work of a range of great British, European and World artists.

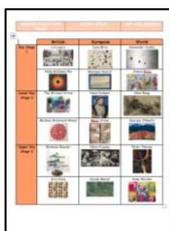
Art and Design skills are taught within every theme, with all themes containing one Art project and Arts-driver themes containing two. Projects cover six key disciplines of Art and progression in skills in these disciplines is supported through an Art Strand Tracker which identifies age-related expectations for each discipline:

- Drawing
- Painting
- Sculpture
- 3D Art
- Collage
- Printing



Aims of the Art and Design curriculum at Inspire Education Trust:						
<ul style="list-style-type: none"> To experiment, invent and create works of art, craft and design, expressing ideas and recording experiences To develop skills in drawing, painting, sculpture and other techniques including 3D art, collage and printing To understand and use the language of art, craft and design To experience and appreciate the work of a range of great British, European and World artists 						
Progression Strand Tracker:						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Use simple drawing techniques to represent objects and scenes.	Use simple drawing techniques to represent objects and scenes, including shading and line work.	Use simple drawing techniques to represent objects and scenes, including shading and line work.	Use simple drawing techniques to represent objects and scenes, including shading and line work.	Use simple drawing techniques to represent objects and scenes, including shading and line work.	Use simple drawing techniques to represent objects and scenes, including shading and line work.
Painting	Use simple painting techniques to represent objects and scenes.	Use simple painting techniques to represent objects and scenes, including shading and line work.	Use simple painting techniques to represent objects and scenes, including shading and line work.	Use simple painting techniques to represent objects and scenes, including shading and line work.	Use simple painting techniques to represent objects and scenes, including shading and line work.	Use simple painting techniques to represent objects and scenes, including shading and line work.
Printing	Use simple printing techniques to represent objects and scenes.	Use simple printing techniques to represent objects and scenes, including shading and line work.	Use simple printing techniques to represent objects and scenes, including shading and line work.	Use simple printing techniques to represent objects and scenes, including shading and line work.	Use simple printing techniques to represent objects and scenes, including shading and line work.	Use simple printing techniques to represent objects and scenes, including shading and line work.

Projects include creating a mobile and a Cityscape/Townscape painting in Key Stage 1, Tudor Rose inspired printing and an American landscape in Lower Key Stage 2, and a Pop Art portrait and a sculpture using recycled plastics in Upper Key Stage 2.



Our Inspire Artist Spine identifies British, European and World artists who have been chosen for focused study within Themes, allowing children to experience and appreciate the work of a diverse range of artists, from the past and the present. Selected artists include contemporary artists such as Andy Goldsworthy and Michelle Reader, as well as classic artists including Claude Monet and Hans Holbein.

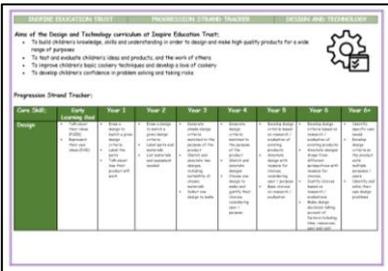
Design & Technology

The aims of the Design & Technology curriculum at Inspire Education Trust are:

- To build children's knowledge, skills and understanding in order to design and make high quality products for a wide range of purposes;
- To test and evaluate children's ideas and products, and the work of others;
- To improve children's basic cookery techniques and develop a love of cookery;
- To develop children's confidence in problem solving and taking risks.

Design & Technology skills are taught within every theme, with all themes containing one D&T project and STEM-driver themes containing two. All projects include the four key stages of the design and make process: Evaluate → Design → Make → Evaluate. D&T projects cover four key disciplines, and progression in skills in these is supported through a D&T Strand Tracker which identifies age-related expectations for each discipline:

- Structures
- Mechanisms
- Textiles
- Cooking & Nutrition



The image shows a screenshot of a 'Progression Strand Tracker' table. At the top, it lists the 'Aims of the Design and Technology curriculum at Inspire Education Trust' with four bullet points. Below this is a table with columns for 'Key Stage' (1, 2, 3, 4) and rows for 'Design' and 'Make'. The table contains detailed lists of skills and expectations for each stage and discipline. A small gear icon is visible in the top right corner of the table area.

It also details age-related expectations for each stage of the design and make process.

Design and make projects include a kite and a puppet in Key Stage 1, a pizza and a moving vehicle in Lower Key Stage 2, and a cushion and a raft in Upper Key Stage 2.

Music

The aims of the Music curriculum at Inspire Education Trust are:

- To engage and inspire children to develop a love of music and their talents as musicians;
- To perform, listen to and appreciate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians;

- To sing, improvise and compose music on their own and with others, and have the opportunity to learn a musical instrument;
- To understand and explore how music is created, produced and communicated, including through the inter-related elements of music.

Music learning focuses are taught within every theme, with all themes containing one Music focus and Arts-driver themes containing two. Learning experiences cover five key disciplines of Music and progression in skills in these disciplines is supported through a Music Strand Tracker which identifies age-related expectations for each discipline:

- Singing
- Improvising & Composing
- Playing & Performing
- Listening
- Appreciation

The table is titled 'Aims of the Music curriculum at Inspire Education Trust' and includes a music note icon. It lists three main aims: to engage and inspire children to develop skills of music and build habits as musicians; to explore, listen to and appreciate music across a range of historical periods, genres, styles and traditions; and to understand and explore how music is created, produced and communicated. The table below details the progression for Singing and Expressing & Composing.

Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 5+	
Singing	Use their voices to sing songs and chants, including simple songs and chants, using a variety of vocal sounds and techniques.	Use their voices to sing songs and chants, including simple songs and chants, using a variety of vocal sounds and techniques.	Use their voices to sing songs and chants, including simple songs and chants, using a variety of vocal sounds and techniques.	Use their voices to sing songs and chants, including simple songs and chants, using a variety of vocal sounds and techniques.	Use their voices to sing songs and chants, including simple songs and chants, using a variety of vocal sounds and techniques.	Use their voices to sing songs and chants, including simple songs and chants, using a variety of vocal sounds and techniques.	Use their voices to sing songs and chants, including simple songs and chants, using a variety of vocal sounds and techniques.	Use their voices to sing songs and chants, including simple songs and chants, using a variety of vocal sounds and techniques.
Expressing & Composing	Use their voices to create simple songs and chants, using a variety of vocal sounds and techniques.	Use their voices to create simple songs and chants, using a variety of vocal sounds and techniques.	Use their voices to create simple songs and chants, using a variety of vocal sounds and techniques.	Use their voices to create simple songs and chants, using a variety of vocal sounds and techniques.	Use their voices to create simple songs and chants, using a variety of vocal sounds and techniques.	Use their voices to create simple songs and chants, using a variety of vocal sounds and techniques.	Use their voices to create simple songs and chants, using a variety of vocal sounds and techniques.	Use their voices to create simple songs and chants, using a variety of vocal sounds and techniques.

Music learning focuses include Bhangra and playground songs/rhymes in Key Stage 1, music from America and Ska music in Lower Key Stage 2, and music from the 1960s and composing a song in Upper Key Stage 2.

Additional learning experiences are provided beyond the Thematic Curriculum where children can further develop their knowledge and skills in Music. These include a regular singing assembly, instrument lessons and clubs such as choir and recorders. Children have opportunities to take part in local cross-school events including *Morning of Music*, as well as larger-scale events such as *Young Voices* too.

Thematic Curriculum Planning

Long Term Plans: These take the form of a Curriculum Overview which gives the overview of what themes will be taught and when across the two-year cycle. This also shows coverage of the three curriculum drivers, plus the local focuses each year.

Inspire Education Trust Thematic Curriculum: Two-Year Rolling Programme			
Cycle A - 2021/2022			
	Autumn	Spring	Summer
Key Stage 1	School Days (H) Changes in school over the last 100 years.	Flight (H & L) The development of flight, including the First World War.	Indian Spice (A) India's cultural diversity.
Lower Key Stage 2	Tomb Raiders (H) A study of Ancient Egypt.	The World's Kitchens (H) Food cultures from around the world.	Twin Towns (A & L) UK's Twin Towns, their history.
Upper Key Stage 2	The Nile (H & L) Climate change over time.	Out of this World (S) The space exploration over time.	Britain at Play (A) Children's entertainment over time.
Enrichment Day	<ul style="list-style-type: none"> 1. Egyptian 2. Egyptian 3. Egyptian 4. Egyptian 		

Curriculum Drivers:
H - Humanities S - **o**pp-A - The Arts L - Local Study

Inspire Education Trust Thematic Curriculum: Two-Year Rolling Programme			
Cycle B - 2022/2023			
	Autumn	Spring	Summer
Key Stage 1	In the Top Box (S) The history of the box.	The Big Smoke (A & L) Coal, industry, London and the Great Fire.	Abey Thelot (H) The story of the Great Fire.
Lower Key Stage 2	On the Move (S & L) The history of the railway.	Here come the Romans (A) The Roman invasion.	Many Lands, Many Peoples (H) The story of the British Isles.
Upper Key Stage 2	Dinosaur (S) The story of the dinosaur.	Greek Legacy (A) The story of the Greek legacy.	Wild Waters (H & L) The story of the British Isles.
Enrichment Day	<ul style="list-style-type: none"> 1. Egyptian 2. Egyptian 3. Egyptian 4. Egyptian 		

Curriculum Drivers:
H - Humanities S - **o**pp-A - The Arts L - Local Study

Medium Term Plans: These take the form of Curriculum Planners. These provide information about:

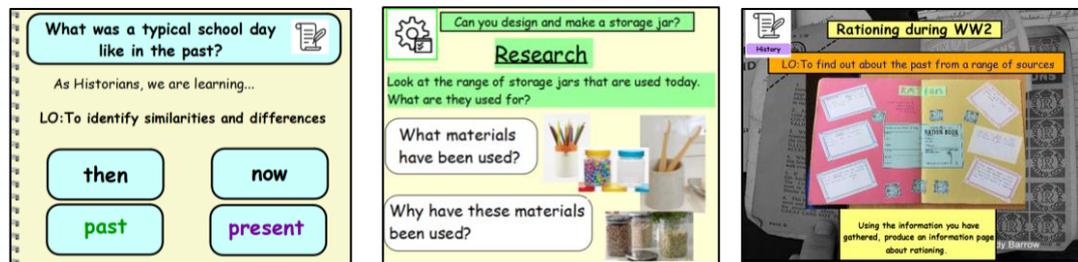
- Memorable experiences, Core knowledge and Personal skills within the theme
- National Curriculum coverage for History, Geography, Art & Design, Design & Technology and Music
- Suggestions for Launch, Enrich and Celebrate events
- The learning focuses within the theme.

Learning focuses are based around enquiry questions. Curriculum planners detail core knowledge covered in each learning focus along with skills-based learning objectives. An overview of the content of sessions is also included.

Personalisation of curriculum planners takes place as appropriate at individual academy level, in order to maximise local links and current school development focuses.

INSPIRE EDUCATION TRUST	Humanities, School Days	CYCLE A 2021-23	KEY STAGE 1
CURRICULUM PLAN: SCHOOL DAYS			
MEMORABLE EXPERIENCES During this theme, children will:			
<ul style="list-style-type: none"> Make memories of their school community to talk about school life in the past Take part in an historical school room experience Visit the school kitchen to see what happens behind the scenes 			
CORE KNOWLEDGE By the end of this theme, children will know:			
<ul style="list-style-type: none"> What school was like in the past The differences between school in the past and school today The key photos and human features of the school and its environment 			
PERSONAL SKILLS During this theme, children have opportunities to the following skills:			
<ul style="list-style-type: none"> Communication e.g. through 'My day at school' recount, entertaining visitors, teaching others how to play new games. Problem solving e.g. designing a school lunch, analysing data Prise e.g. through fields in their school 			
National Curriculum References			
History	Children should be taught to:	Geography	
<ul style="list-style-type: none"> Changes with living memory 	<ul style="list-style-type: none"> Use simple compass directions (N/E/S/W) and locational and directional language to describe the location of features and notes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Draw a simple map and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Use basic geographical vocabulary to refer to key physical and human features 		
Art & Design	Children should be taught to:	Design & Technology	
<ul style="list-style-type: none"> Use a range of materials creatively Use drawing (and painting), to develop and share their ideas (and) experiences Develop... art and design techniques in using colour, line and shape About the work of local artists 	<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a wide range of materials and components, including, innovatively Evaluate their products against design criteria 		
Music	Children should be taught to:	Computing and Numeracy	
<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes 		

Short Term Plans – These take the form of individual Flip-chart plans. These support the learning journey through each learning focus, with enquiry questions and learning objectives included to support the development of both knowledge and skills.



When planning our theme lessons, we consider:

- How the theme will be launched (a 'wow' factor, that could be a visit, visitor or a trip);
- Opportunities for trips and visits from external agencies;
- What the learning outcomes will be and how the overall learning will be celebrated at the end of the theme e.g. class museum, festival, celebration day etc.;
- Key Assessment Opportunities linked to memorable experiences, core knowledge and personal skills.

As with curriculum planners, personalisation of flipchart planning takes place as appropriate at individual academy level, in order to best match the learning needs of individual cohorts of children.

Differentiation

Differentiation is completed by class teachers based on their knowledge of the children within their classes, and those children's needs. A range of strategies are used when fit-for-purpose to support children's access to learning and provide additional challenge, including task, grouping and use of resources. The progression Strand Trackers are used by teachers and leaders to ensure appropriate differentiation of the core skills focus within Theme learning focuses. Teachers are able to track back to lower year groups to support children who are not yet working at age-related expectations, as well as to track forwards to challenge more able learners in a particular skill.

INSPIRE EDUCATION TRUST		PROGRESSION STRAND TRACKER						HISTORY
Core Skill:	Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 6+
Enquiry & Interpretation		<ul style="list-style-type: none"> View, draw, handle and describe a range of pictures or artefacts. Generate questions about a single given source. 	<ul style="list-style-type: none"> Observe, handle and describe a range of pictures and artefacts. Generate questions and find answers from different sources of information. 	<ul style="list-style-type: none"> Select and use suitable sources of information for historical enquiry. Use more than one source of evidence to support historical enquiry. 	<ul style="list-style-type: none"> Evaluate the reliability of sources of information. Understand that no single source of evidence gives a full answer. 	<ul style="list-style-type: none"> Suggest causes and consequences of the main events in the period studied. Analyse differing accounts of the same historical events. 	<ul style="list-style-type: none"> Interpret and analyse a range of evidence to deduce information about the past. Justify the use of selected sources of information based on their reliability. 	<ul style="list-style-type: none"> Use sources of information to form testable hypotheses about the past. Carry out an independent historical enquiry to test a hypothesis.

Within all Theme lessons, teachers plan for appropriate access to wider curriculum areas for children identified as SEND, ensuring children benefit from the broad and balanced curriculum at a suitable challenge level for all.

Assessment in the Thematic Curriculum

Throughout themes, retrieval practice strategies are used by teachers to activate prior learning and revise and consolidate core knowledge. Strategies used include low-stakes quizzes, true or false activities and group discussions.

At the end of each theme, children are assessed by teachers in relation to memorable experiences and core knowledge. Through holding a Learning Review with their classes, teachers make notes on key knowledge and skills learnt, along with next steps in learning, so to inform personalisation of future Theme short-term planning. This might be for particular or groups of children.

Additional ongoing assessment includes:

- Theme books – including children’s reflections and comments;
- Questioning and discussion;
- Children’s work – exercise books, paper, posters, oral presentations, performances, photographs, videos etc.;
- Peer- and Self-assessment.

Monitoring:

Planning: Long- and medium-term planning is provided for staff by the Trust Curriculum Team. Short-term planning, in particular differentiation and academy-based personalisation, is monitored on an on-going cycle throughout the year Senior Leadership Teams, alongside the Trust Curriculum team as appropriate.

Theme Books: These are monitored on a regular basis by members of the Academy and Trust Leadership Teams, working alongside the Trust Curriculum Team as appropriate. Expectations for Standards in theme books are outlined to staff. Theme

Books are also be monitored by individual subject leaders, again alongside the Trust Curriculum Team where necessary.

Pupil Voice: As part of regular pupil voice activities, children are invited to share their work and their views on the curriculum with the Head Teacher or members of the School Leadership team.

Learning Walks and Lesson Observations: These take place as part of the cycle of school self-evaluation and monitoring.

Equal Opportunities

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn the Thematic Curriculum in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All lessons are differentiated appropriately to meet the needs of all learners. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEND).

Roles and Responsibilities

The Trust's Curriculum Team, the Head of Education, Primary, and Local Governing Body have overall responsibility for the Thematic Curriculum. They are responsible for overseeing the delivery of the Thematic Curriculum and are supported by members of each academy's Senior Leadership Team through:

- Regular formal and informal discussions with staff;
- Monitoring planning to ensure curriculum coverage and accurate pitch;
- Carrying out evidence scrutinies alongside planning;
- Observing learning and teaching to ensure quality teaching of knowledge and skills;
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue;
- Making changes where necessary;
- Speaking with the children about their learning.

All teaching staff are responsible for the personalising of planning and delivery of the Thematic curriculum on a weekly basis and for making cross-curricular links where

appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Review

This policy will be reviewed in line with the Trust Improvement Plan.

Reviewed: R Darling 01.09.21
Next Review Date: September 2023
Approved by Directors: 13 December 2021

Signed:



Lois Whitehouse
CEO



Mark Gore
Chair of Standards