



Inspire Education Trust

Together we achieve, individually we grow

Thematic Curriculum Policy

Policy Date: 01/09/2023

Review Date: 01/09/2025

Document History

| Version | Status | | Date | Author | Summary Changes |
|---------|--------|--|--------|-----------|---|
| V1 | | | Sep 21 | R Darling | Initial draft |
| V2 | | | Sep 23 | M Thomas | Change in terminology from 'differentiation' to 'adaptive teaching strategies'. Further clarity added within Assessment Section. |
| | | | | | |

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

| Core Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------|--|--|--|--|--|--|
| Chronology | Knows the names of the months and the days of the week. Understands the concept of a timeline. | Knows the names of the months and the days of the week. Understands the concept of a timeline. | Knows the names of the months and the days of the week. Understands the concept of a timeline. | Knows the names of the months and the days of the week. Understands the concept of a timeline. | Knows the names of the months and the days of the week. Understands the concept of a timeline. | Knows the names of the months and the days of the week. Understands the concept of a timeline. |
| Enquiry & Interpretation | Can identify simple historical sources and describe what they show. | Can identify simple historical sources and describe what they show. | Can identify simple historical sources and describe what they show. | Can identify simple historical sources and describe what they show. | Can identify simple historical sources and describe what they show. | Can identify simple historical sources and describe what they show. |
| Comparison | Can identify simple historical sources and describe what they show. | Can identify simple historical sources and describe what they show. | Can identify simple historical sources and describe what they show. | Can identify simple historical sources and describe what they show. | Can identify simple historical sources and describe what they show. | Can identify simple historical sources and describe what they show. |

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

Aims of the Geography curriculum at Inspire Education Trust:

- To engage in enquiry, debate and research in our world and to progress
- To develop knowledge of diverse places in the UK and around the world and their geographical characteristics
- To understand the 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 construction of geographical information

Progression Strand Tracker:

| Core Skill | Early | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 6+ |
|-----------------------------|---|---|---|---|---|---|---|---|
| Locational Knowledge | Identify the location of the school and the local area. | Identify the location of the school and the local area. | Identify the location of the school and the local area. | Identify the location of the school and the local area. | Identify the location of the school and the local area. | Identify the location of the school and the local area. | Identify the location of the school and the local area. | Identify the location of the school and the local area. |
| UK | Identify the location of the school and the local area. | Identify the location of the school and the local area. | Identify the location of the school and the local area. | Identify the location of the school and the local area. | Identify the location of the school and the local area. | Identify the location of the school and the local area. | Identify the location of the school and the local area. | Identify the location of the school and the local area. |

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

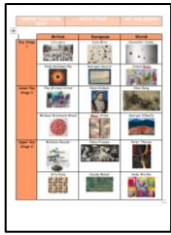
Aims of the Art and Design curriculum at Inspire Education Trust:

- 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:

| Core Skill | Early | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 6+ |
|------------------|--|--|--|--|--|--|--|--|
| Drawing | Use simple drawing techniques to represent objects and scenes. | Use simple drawing techniques to represent objects and scenes. | Use simple drawing techniques to represent objects and scenes. | Use simple drawing techniques to represent objects and scenes. | Use simple drawing techniques to represent objects and scenes. | Use simple drawing techniques to represent objects and scenes. | Use simple drawing techniques to represent objects and scenes. | Use simple drawing techniques to represent objects and scenes. |
| Painting | Use simple painting techniques to represent objects and scenes. | Use simple painting techniques to represent objects and scenes. | Use simple painting techniques to represent objects and scenes. | Use simple painting techniques to represent objects and scenes. | Use simple painting techniques to represent objects and scenes. | Use simple painting techniques to represent objects and scenes. | Use simple painting techniques to represent objects and scenes. | Use simple painting techniques to represent objects and scenes. |
| Sculpture | Use simple sculpture techniques to represent objects and scenes. | Use simple sculpture techniques to represent objects and scenes. | Use simple sculpture techniques to represent objects and scenes. | Use simple sculpture techniques to represent objects and scenes. | Use simple sculpture techniques to represent objects and scenes. | Use simple sculpture techniques to represent objects and scenes. | Use simple sculpture techniques to represent objects and scenes. | Use simple sculpture techniques to represent objects and scenes. |
| 3D Art | Use simple 3D art techniques to represent objects and scenes. | Use simple 3D art techniques to represent objects and scenes. | Use simple 3D art techniques to represent objects and scenes. | Use simple 3D art techniques to represent objects and scenes. | Use simple 3D art techniques to represent objects and scenes. | Use simple 3D art techniques to represent objects and scenes. | Use simple 3D art techniques to represent objects and scenes. | Use simple 3D art techniques to represent objects and scenes. |
| Collage | Use simple collage techniques to represent objects and scenes. | Use simple collage techniques to represent objects and scenes. | Use simple collage techniques to represent objects and scenes. | Use simple collage techniques to represent objects and scenes. | Use simple collage techniques to represent objects and scenes. | Use simple collage techniques to represent objects and scenes. | Use simple collage techniques to represent objects and scenes. | Use simple collage techniques to represent objects and scenes. |
| Printing | Use simple printing techniques to represent objects and scenes. | Use simple printing techniques to represent objects and scenes. | Use simple printing techniques to represent objects and scenes. | Use simple printing techniques to represent objects and scenes. | Use simple printing techniques to represent objects and scenes. | Use simple printing techniques to represent objects and scenes. | Use simple printing techniques to represent objects and scenes. | Use simple printing techniques to represent objects and scenes. |

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.

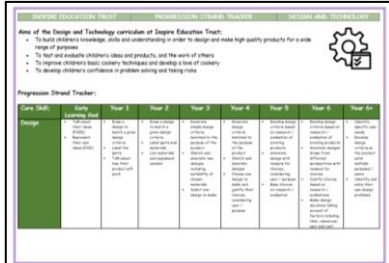
Design & Technology

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



| Key Stage | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------|---|---|---|---|---|---|
| Design | Identify a problem to solve. | Identify a problem to solve and generate ideas. | Generate ideas and select a solution. | Develop a solution and create a plan. | Develop a solution and create a plan. | Develop a solution and create a plan. |
| Make | Use simple tools and materials to make a product. | Use simple tools and materials to make a product. | Use simple tools and materials to make a product. | Use simple tools and materials to make a product. | Use simple tools and materials to make a product. | Use simple tools and materials to make a product. |
| Evaluate | Test and evaluate their own and others' products. | Test and evaluate their own and others' products. | Test and evaluate their own and others' products. | Test and evaluate their own and others' products. | Test and evaluate their own and others' products. | Test and evaluate their own and others' products. |

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

Aims of the Music curriculum at Empire Education Trust:

- To engage and inspire all 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

Progression Strand Tracker

| Core Skill | Early | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 6+ |
|------------------------------------|---|---|---|---|---|---|---|---|
| Singing | Use their voices to sing simple songs and rhymes. | Use their voices to sing simple songs and rhymes, including those with a steady rhythm. | Use their voices to sing simple songs and rhymes, including those with a steady rhythm. | Use their voices to sing simple songs and rhymes, including those with a steady rhythm. | Use their voices to sing simple songs and rhymes, including those with a steady rhythm. | Use their voices to sing simple songs and rhymes, including those with a steady rhythm. | Use their voices to sing simple songs and rhymes, including those with a steady rhythm. | Use their voices to sing simple songs and rhymes, including those with a steady rhythm. |
| Improvising & Composing | Use their voices to create simple sounds and rhythms. | Use their voices to create simple sounds and rhythms, including those with a steady rhythm. | Use their voices to create simple sounds and rhythms, including those with a steady rhythm. | Use their voices to create simple sounds and rhythms, including those with a steady rhythm. | Use their voices to create simple sounds and rhythms, including those with a steady rhythm. | Use their voices to create simple sounds and rhythms, including those with a steady rhythm. | Use their voices to create simple sounds and rhythms, including those with a steady rhythm. | Use their voices to create simple sounds and rhythms, including those with a steady rhythm. |

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 Di-Plane, Wright. | Indian Spice (A) India's contribution to the world. |
| Lower Key Stage 2 | Yank Builders (H) A study of Anzac and Eggle. | The World's Kitchens (S) Food cultures from around the world. | Yank Times (A & L) Life in Yank times in our locality. |
| Upper Key Stage 2 | The Bites (H & L) Cooking in school over time. | Out of this World (S) The space exploration over time. | Britain at Play (A) Children's entertainment over time. |
| Enrichment Day | The school should have opportunities to: <ul style="list-style-type: none"> • Celebrate • Challenge • Create | | |
| Curriculum Drivers: H - Humanities S - Science 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 in the history of the world. | Abey There! (H) The history of the railway. |
| Lower Key Stage 2 | On the Move (S & L) Transport in the past and present. | Here come the Romans! (A) The Roman in the past. | Many Lands, Many People (H) The history of the world. |
| Upper Key Stage 2 | Dinosaur (S) The history of the dinosaur. | Greek Legacy (A) The history of the Greek world. | Wild Waters (H & L) The history of the world. |
| Enrichment Day | The school should have opportunities to: <ul style="list-style-type: none"> • Celebrate • Challenge • Create | | |
| Curriculum Drivers: H - Humanities S - Science 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"> • Meet members 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 physical 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, interviewing visitors, teaching others how to play new games. • Problem solving e.g. designing a school lunch, analysing data • Problem solving e.g. through play in their school | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National Curriculum References | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| History | Children should be taught to: | Geography | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Children should be taught to: • Changes with-in living memory | <ul style="list-style-type: none"> • Use simple compass directions (N/S/E/W) and locational and directional language to describe the location of features and routes 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 artist | <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: innovators • Evaluate their... products against design criteria | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Music | Children should be taught to: | Computing and Digital Media | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>RECOMMENDED LAUNCH</th> <th>RECOMMENDED ENRICH</th> <th>RECOMMENDED CELEBRATE</th> </tr> </thead> <tbody> <tr> <td> Memories of School Invite members of the community to share recollections of their school life. Make a 'school memories' scrapbook. </td> <td> School in the Past Experience Visit to St John's House Museum, Market or similar. Take part in workshops including: • Victorian schoolroom • Victorian laundry • Make caps to top hats </td> <td> Classroom Memories Possible: Come and share afternoon Show parent/carers a lesson in action from school in the past </td> </tr> </tbody> </table> | | | | RECOMMENDED LAUNCH | RECOMMENDED ENRICH | RECOMMENDED CELEBRATE | Memories of School Invite members of the community to share recollections of their school life. Make a 'school memories' scrapbook. | School in the Past Experience Visit to St John's House Museum, Market or similar. Take part in workshops including: • Victorian schoolroom • Victorian laundry • Make caps to top hats | Classroom Memories Possible: Come and share afternoon Show parent/carers a lesson in action from school in the past | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RECOMMENDED LAUNCH | RECOMMENDED ENRICH | RECOMMENDED CELEBRATE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Memories of School Invite members of the community to share recollections of their school life. Make a 'school memories' scrapbook. | School in the Past Experience Visit to St John's House Museum, Market or similar. Take part in workshops including: • Victorian schoolroom • Victorian laundry • Make caps to top hats | Classroom Memories Possible: Come and share afternoon Show parent/carers a lesson in action from school in the past | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Learning Focus 1 - RECOMMENDED LAUNCH - Memories of School</th> <th>Suggested Time: 1/2 day</th> </tr> </thead> <tbody> <tr> <td>Focus Subject(s): History</td> <td></td> </tr> <tr> <td>Core Knowledge: Know about aspects of school life at different points in the past and how things have changed - changes within living memory.</td> <td></td> </tr> <tr> <td>Overview: Memories of school</td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> • Invite members of the community to share recollections of their school life. • Make a school memories scrapbook • Y1 - caption / sentence to accompany a photo • Y2 - 'What was a boy/girl? </td> <td></td> </tr> <tr> <td>Learning Objective: N/A for launch</td> <td></td> </tr> <tr> <td>Session Outcome: Photos of Visitors</td> <td></td> </tr> <tr> <td>Personal Skills: Communication</td> <td></td> </tr> <tr> <td>Learning Focus 2 - What can you find inside and outside our school?</td> <td>Suggested Time: 3 hours</td> </tr> <tr> <td>Focus Subject(s): Geography</td> <td></td> </tr> <tr> <td>Core Knowledge: Know how to use aerial photographs to recognise and identify parts of the school know how to carry out fieldwork to observe human and physical features of the school grounds / surrounding environment. Know some human and physical features found in the school grounds. Know how to make a simple map of the school (Y2 including symbols in a key)</td> <td></td> </tr> <tr> <td>Overview:</td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> • Locate the school using Google Earth and look at aerial photographs of the school • Identify various parts of the school e.g. their classroom, the hall and the playground <ul style="list-style-type: none"> • Y1 - Identify simple features using aerial photographs • Y2 - Recognise landmarks and basic human / physical features using aerial photographs • Carry out field work around the school grounds / surrounding environment, observing and describing locating human and physical features. • Use a map to explore the school both inside and outside, noting key features. • Discuss / record findings: 'What areas would you expect to be in all schools?' 'What is special to our school?' <ul style="list-style-type: none"> • Y1 - Talk about what they see during field work activities • Y2 - Record findings using drawings / photographs / annotations • Make own map of the school, using symbols as appropriate. <ul style="list-style-type: none"> • Y1 - Use given symbols and outlines • Y2 - Include basic symbols in a key </td> <td></td> </tr> <tr> <td>Learning Objective: To use simple fieldwork and observation skills Y1 - To observe a simple map using given symbols Y2 - To observe a simple map with a key</td> <td></td> </tr> <tr> <td>Session Outcome: Aerial Map - photographs of fieldwork in school grounds</td> <td></td> </tr> <tr> <td>Personal Skills: Communication</td> <td></td> </tr> </tbody> </table> | | | | Learning Focus 1 - RECOMMENDED LAUNCH - Memories of School | Suggested Time: 1/2 day | Focus Subject(s): History | | Core Knowledge: Know about aspects of school life at different points in the past and how things have changed - changes within living memory. | | Overview: Memories of school | | <ul style="list-style-type: none"> • Invite members of the community to share recollections of their school life. • Make a school memories scrapbook • Y1 - caption / sentence to accompany a photo • Y2 - 'What was a boy/girl? | | Learning Objective: N/A for launch | | Session Outcome: Photos of Visitors | | Personal Skills: Communication | | Learning Focus 2 - What can you find inside and outside our school? | Suggested Time: 3 hours | Focus Subject(s): Geography | | Core Knowledge: Know how to use aerial photographs to recognise and identify parts of the school know how to carry out fieldwork to observe human and physical features of the school grounds / surrounding environment. Know some human and physical features found in the school grounds. Know how to make a simple map of the school (Y2 including symbols in a key) | | Overview: | | <ul style="list-style-type: none"> • Locate the school using Google Earth and look at aerial photographs of the school • Identify various parts of the school e.g. their classroom, the hall and the playground <ul style="list-style-type: none"> • Y1 - Identify simple features using aerial photographs • Y2 - Recognise landmarks and basic human / physical features using aerial photographs • Carry out field work around the school grounds / surrounding environment, observing and describing locating human and physical features. • Use a map to explore the school both inside and outside, noting key features. • Discuss / record findings: 'What areas would you expect to be in all schools?' 'What is special to our school?' <ul style="list-style-type: none"> • Y1 - Talk about what they see during field work activities • Y2 - Record findings using drawings / photographs / annotations • Make own map of the school, using symbols as appropriate. <ul style="list-style-type: none"> • Y1 - Use given symbols and outlines • Y2 - Include basic symbols in a key | | Learning Objective: To use simple fieldwork and observation skills Y1 - To observe a simple map using given symbols Y2 - To observe a simple map with a key | | Session Outcome: Aerial Map - photographs of fieldwork in school grounds | | Personal Skills: Communication | |
| Learning Focus 1 - RECOMMENDED LAUNCH - Memories of School | Suggested Time: 1/2 day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Focus Subject(s): History | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Core Knowledge: Know about aspects of school life at different points in the past and how things have changed - changes within living memory. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overview: Memories of school | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Invite members of the community to share recollections of their school life. • Make a school memories scrapbook • Y1 - caption / sentence to accompany a photo • Y2 - 'What was a boy/girl? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Objective: N/A for launch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Session Outcome: Photos of Visitors | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Personal Skills: Communication | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Focus 2 - What can you find inside and outside our school? | Suggested Time: 3 hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Focus Subject(s): Geography | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Core Knowledge: Know how to use aerial photographs to recognise and identify parts of the school know how to carry out fieldwork to observe human and physical features of the school grounds / surrounding environment. Know some human and physical features found in the school grounds. Know how to make a simple map of the school (Y2 including symbols in a key) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overview: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Locate the school using Google Earth and look at aerial photographs of the school • Identify various parts of the school e.g. their classroom, the hall and the playground <ul style="list-style-type: none"> • Y1 - Identify simple features using aerial photographs • Y2 - Recognise landmarks and basic human / physical features using aerial photographs • Carry out field work around the school grounds / surrounding environment, observing and describing locating human and physical features. • Use a map to explore the school both inside and outside, noting key features. • Discuss / record findings: 'What areas would you expect to be in all schools?' 'What is special to our school?' <ul style="list-style-type: none"> • Y1 - Talk about what they see during field work activities • Y2 - Record findings using drawings / photographs / annotations • Make own map of the school, using symbols as appropriate. <ul style="list-style-type: none"> • Y1 - Use given symbols and outlines • Y2 - Include basic symbols in a key | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Objective: To use simple fieldwork and observation skills Y1 - To observe a simple map using given symbols Y2 - To observe a simple map with a key | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Session Outcome: Aerial Map - photographs of fieldwork in school grounds | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Personal Skills: Communication | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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.

Adaptations:

Class teachers base their adaptive teaching strategies 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 regularly 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, and also may be subject(s) specific.

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.

Responsibility

The Inspire Education Trust Board of Directors have a responsibility for the oversight of this and all policies within the Trust's academies and may delegate the implementation and review of this policy in accordance with our Scheme of Delegation.

Reviewed:

R Darling
Mathew Thomas

01.09.21
September 2023

Next Review Date:

September 2025

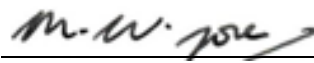
Approved by Directors:

5 October 2023

Signed:



Lois Whitehouse
CEO



Mark Gore
Chair of Standards