



Cumbria Education Trust

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RESPECT | RESPONSIBILITY | RESILIENCE

Hensingham Curriculum Leadership 23/24

Creating
EXCELLENCE
Together



Intent and Implementation

Intent

To enable children to learn at an age-appropriate level ensuring gaps in learning are closed leading to children being ready for their next step in education.

To allow all teachers to have ownership of the whole curriculum thus sharing to responsibility.

To ensure transition between staff and curriculum areas is smooth

To ensure high expectation for all are shared across all curriculum areas.

Implementation

This is a single form entry school with some mixed age classes due to small numbers. The current structure is:

- Mixed EYFS
- Mixed KS1
- Single Age KS2

All classes are taught the full national curriculum.

There is a learning zone for children with EHCPs in KS1 who benefit from a more hand on, continuous provision style setting to access their learning.

Children are taught Phonics through RWI and then follow on with book banded books to enable them to continue their decoding and fluency skills.

The curriculum is enhanced by forest school sessions.

Staff have also received Makaton training to enable them to work with children who use this as a mean to communicate.

Curriculum leadership is everyone's responsibility and therefore all staff are actively involved in monitoring and curriculum development. Senior staff are able to articulate all areas of the curriculum with ease.



Curriculum design

EYFS Curriculum

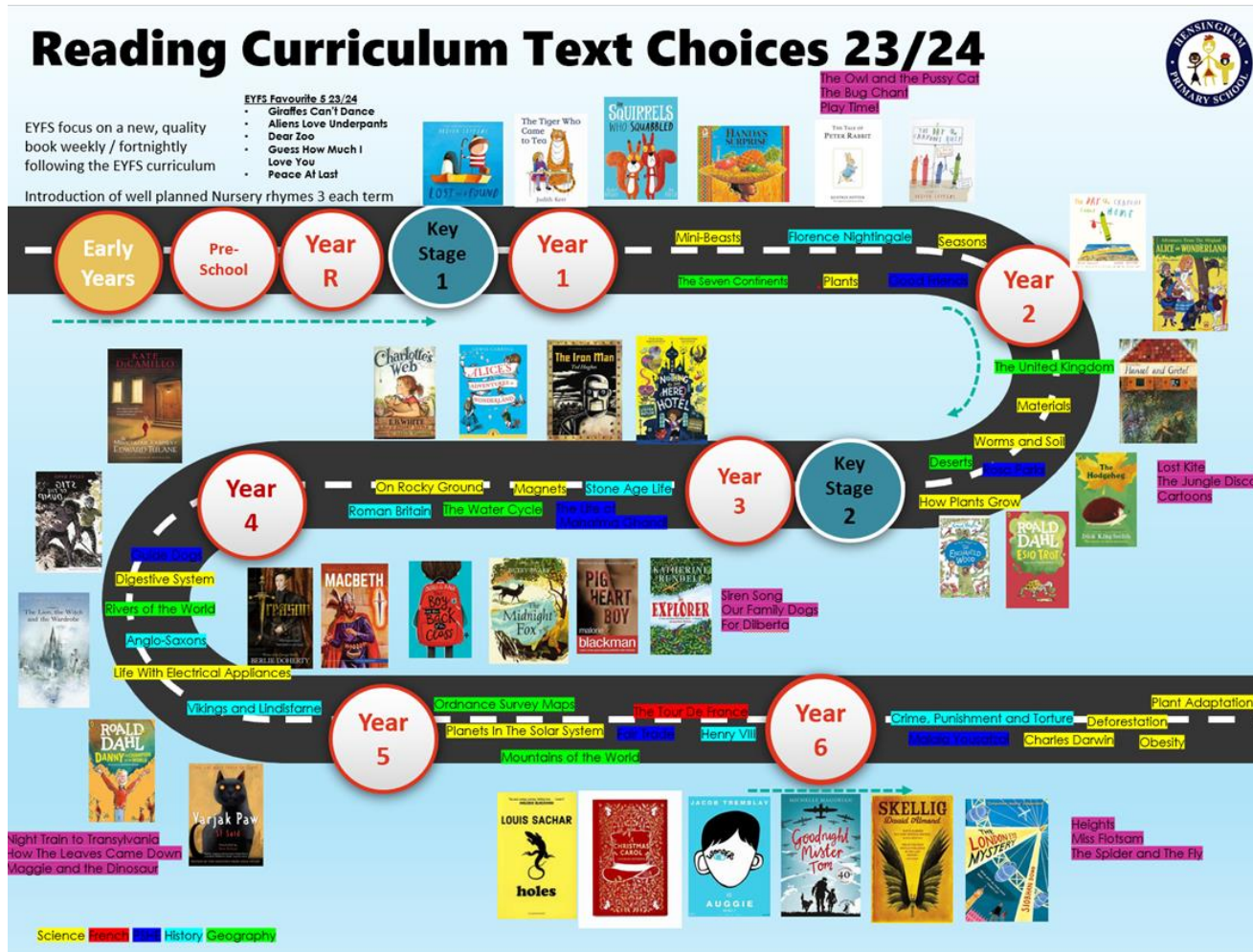
Year B	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<u>Autumn 1</u> All about me	All about me	My family and friends	Our local community	My emotions	My senses	Autumn & Harvest	Autumn & Harvest
Suggested texts	Elmer, Funny bones, Jakes first day, <u>The</u> kissing hand, Starting School, Because I love you, Me and my family tree, The Family, The 5 Senses, In my heart, Ferdie and the falling leaves, Leaf Man, Little Acorns, The invisible string, The colour monster						
<u>Autumn 2</u> Discovering Donaldson	Bonfire, Magic and Potions	Woodlands and Habitats	Hibernation	Mythical Creatures	Christmas/ Hanukkah /Diwali/ The North pole/ Reindeer/ Celebrating the birth of Jesus.		
Suggested texts	Room on the broom, Gruffalo, Gruffalo child, Stickman, Zog, The Smartest Giant in town, <u>I've</u> seen Santa, Dear Father Christmas, Polar Express, <u>The</u> girl who saved Christmas, The night before Christmas, The Jolly Christmas Postman, Elf on the Shelf, The Nativity						
<u>Spring 1</u> People who help us	Police	Fireman	Doctors/Nurses	Vets	Helping others in the community	Chinese New Year	
Suggested texts	Doctor ted, Burglar <u>Bill</u> , Going to the Doctor, Charlie and the fire fighter, Emergency, The story of Easter, Celebrating Chinese New Year						
<u>Spring 2</u> Castle's and Knights	Castles	Kings and Queens		Mythical Creatures		Easter	
Suggested texts	Zog, Winnie and Wilbur, <u>The</u> knight who said no, The knight who wouldn't fight, Inside the castle, The castle of tangled magic, Peep inside the castle, The very last castle, How to catch a dragon or a knight, <u>Dragon's</u> are real, The night dragon, The dragon and the nibblesome knight						
<u>Summer 1</u> Creatures	Mini beasts		Dinosaurs		Farm Animals		
Suggested texts	The hungry caterpillar, <u>What</u> a ladybird heard, Mad about Minibeasts, <u>Superworm</u> , Bees, Harry and his bucket full of dinosaurs, Dinosaurs in my school, There is a T-rex in town, How to grow a Dinosaur, Dinosaur pooped in school Farmyard Hullabaloo, Who's on the Farm, A squash and a squeeze, When I become a farmer, A farmers life for me						
<u>Summer 2</u> We are going to the zoo	Dear zoo	Land Animals	Water Animals	Reptiles	Birds	Animal patterns	Job of a keeper
Suggested texts	Dear Zoo, Monkey puzzle, Giraffe can't dance, Rumble in the Jungle, <u>Say</u> hello to the jungle animals, Giraffes cant dance, The tiger who came for tea, The enormous crocodile						

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Whole School Curriculum

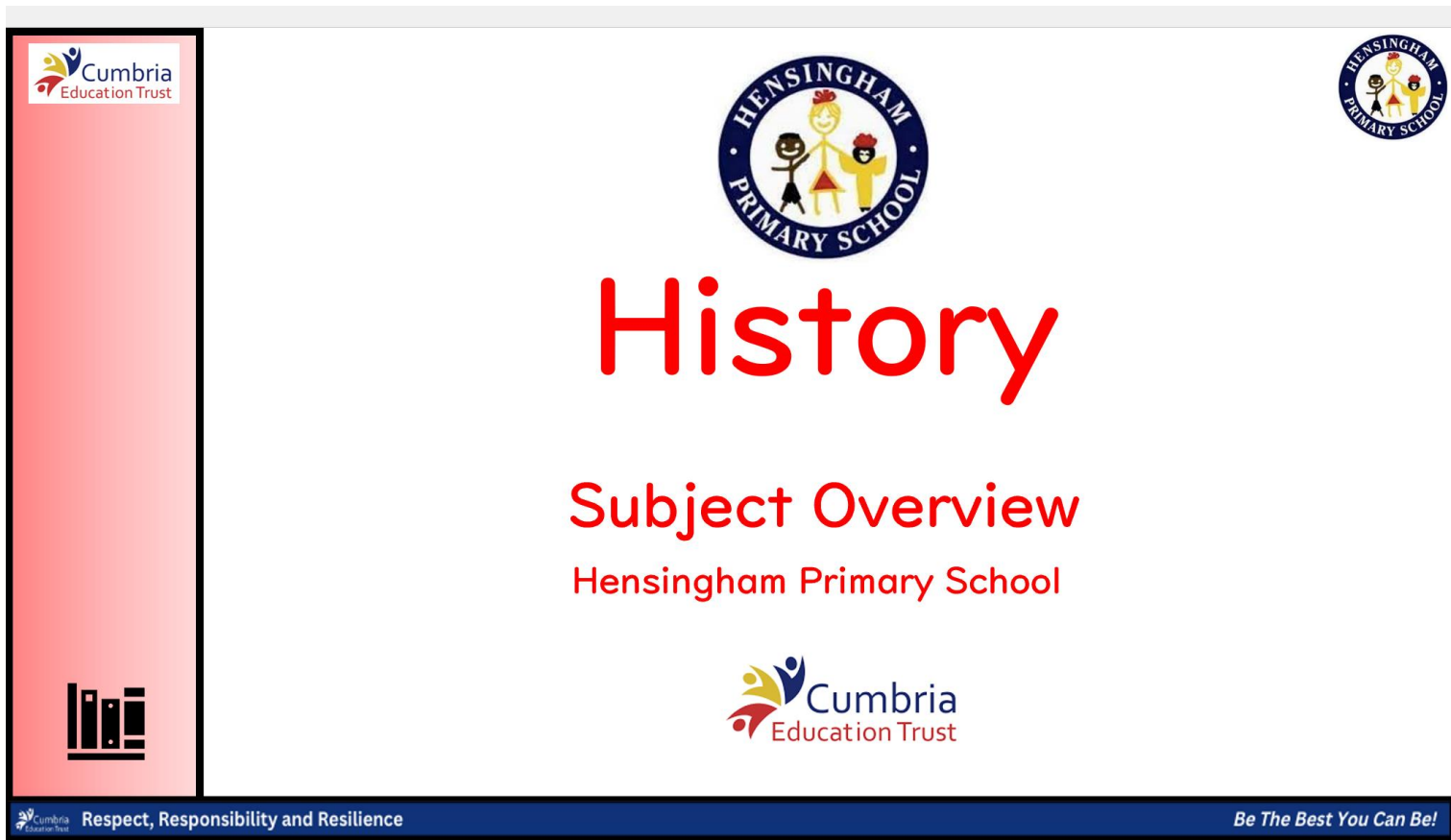
	Year 1 and Year 2 Year A [Y2]	Year 1 and 2 Year B [Y1]	Year 3	Year 4	Year 5	Year 6
Geography	<ul style="list-style-type: none"> The United Kingdom What a Wonderful World Coast to Coast 	<ul style="list-style-type: none"> Our Local Area Let's Take a Trip From Farm to Fork 	<ul style="list-style-type: none"> Over the Pond Fantastic France Refugees 	<ul style="list-style-type: none"> Marvellous Maps Fair Trade Made in Cumbria 	<ul style="list-style-type: none"> Exploring Europe Out of Africa Incredible River Journeys 	<ul style="list-style-type: none"> A Journey through South America Extreme Earth Capital Cities Around the World
History	<ul style="list-style-type: none"> The Gunpowder Plot & Religious Conflict (significant link) - Why do we remember the 5th of November? Monarchy (Significant People) - Why do we have a monarchy? Locality Study – changes in living memory / chronology / local study How has _____ changed? 	<ul style="list-style-type: none"> Toys – changes in living memory / introduction to chronology - <i>What did children play with before iPads?</i> Significant Individuals (school choice based on local history – explorers, nurses, inventors) - <i>Who deserves to be remembered?</i> The Great Fire of London – significant event (locality link) <i>Whose fault were the flames?</i> 	<ul style="list-style-type: none"> Stone Age to Iron Age - How did life change from the Stone Age to the Iron Age? Ancient Egyptians - What is the legacy of the Ancient Egyptians? Anglo-Saxons and Scots - How did the Anglo-Saxon 	<ul style="list-style-type: none"> Romans & Impact on local area and Britain - How did the Roman's change Britain? Vikings - What was the cause and consequence of the Viking invasion? Local History – Border Reivers (scope for school choice) - Why are the Border Reivers significant to our area? 	<ul style="list-style-type: none"> Tudors – Georgians (opportunity to focus on specific area) - Medieval Matters? Industrial Revolution - How did the Industrial Revolution allow Britain to progress? WWI / WWII - What is the cause and consequence of war? 	<ul style="list-style-type: none"> Ancient Greece - What impact have the Ancient Greeks had on the western world? Non-European Study (Mayan) - Why were _____ significant? British History Beyond 1066 (Post war Britain / Crime & Punishment) - How has the recent past shaped our future?
Science	<ul style="list-style-type: none"> Animals including humans - Growth Living things and their habitats Use of everyday materials Plants - Growth and care Animals including humans - Life cycles Living things and their habitats - Around the world 	<ul style="list-style-type: none"> Animals including humans - All about me Seasonal changes Exploring everyday Materials 1 Plants Animals including humans -All about animals Exploring everyday materials 2 	<ul style="list-style-type: none"> Scientific Enquiry Animals including humans Rocks Plants Forces and Magnets Light 	<ul style="list-style-type: none"> Sound Living things and their habitats Animals including humans Electricity Living things and their habitats – conservation States of matter 	<ul style="list-style-type: none"> Earth & Space Changes of materials Animals including humans Forces Living things and their habitats Properties of materials 	<ul style="list-style-type: none"> Evolution and Inheritance Electricity Animals including humans Living things and their habitats Looking after our environment Light Looking after our environment
PSHE	Autumn 1 - Families and relationships Spring 1 - Safety and the changing body Summer 1 – Economic wellbeing Autumn 2 - Health and wellbeing Spring 2 – Citizenship Summer 2 – Transition					
Art - Key Artist Studies	<ul style="list-style-type: none"> Drawing Painting & Mixed Media Sculpture & 3D 	<ul style="list-style-type: none"> Drawing Painting & Mixed Media Craft & Design 	<ul style="list-style-type: none"> Drawing Painting & Mixed Media Craft & Design 	<ul style="list-style-type: none"> Drawing Painting & Mixed Media Sculpture & 3D 	<ul style="list-style-type: none"> Drawing Painting & Mixed Media Craft & Design 	<ul style="list-style-type: none"> Drawing Sculpture & 3D Craft & Design
D.T	<ul style="list-style-type: none"> Structures – e.g. Constructing a windmill / Baby Bear's chair Textiles – e.g. Puppets / Pouches Cooking and nutrition – e.g. Fruit and vegetables / A balanced diet 	<ul style="list-style-type: none"> Mechanisms -e.g. Making a moving story book / Wheels and axles / Fairground wheel / Making a moving monster Cooking and nutrition – e.g. Fruit and vegetables / A balanced diet 	<ul style="list-style-type: none"> Structures – e.g. Bridges / Playgrounds Textiles – e.g. Stuffed toys / Waistcoats Mechanisms – e.g. Making a pop-up book / Automata toys 	<ul style="list-style-type: none"> Cooking and nutrition – e.g. Eating seasonally / Adapting a recipe Electrical systems – e.g. Electric poster / torches Mechanisms – e.g. Pneumatics toys / Making a slingshot car 	<ul style="list-style-type: none"> Structures – e.g. Constructing a castle / Pavilions Textiles – e.g. Cushions / Egyptian collars (if covering the Egyptians) / Fastenings Cooking and nutrition – e.g. Eating seasonally / Adapting a recipe 	<ul style="list-style-type: none"> Cooking and nutrition -e.g. What could be healthier / Come dine with me Electrical systems – e.g. Doodlers / Steady hand game / Digital world Monitoring devices – e.g. Navigating the world
Music	<ul style="list-style-type: none"> Pulse, rhythm and pitch Playing in an orchestra Inventing a musical story Recognising different sounds Exploring improvisation Our big concert 	<ul style="list-style-type: none"> My musical heartbeat Dance, sing and play Exploring sounds Learning to listen Having fun with improvisation Let's perform together 	<ul style="list-style-type: none"> Writing music down Playing in a band Compose using your imagination More musical styles Enjoying improvisation Opening night! 	<ul style="list-style-type: none"> Musical structures Exploring feelings when you play Compose with your friends Feelings through music Expression and Improvisation The show must go on! 	<ul style="list-style-type: none"> Melody and harmony in music Sing and play in different styles Composing and chords Enjoying musical styles Freedom to improvise Battle of the bands! 	<ul style="list-style-type: none"> Music and technology Developing ensemble skills Creative composition Musical styles connect us Improvising with confidence Farewell tour
P.E	<ul style="list-style-type: none"> Dance Gymnastics – points of contact Games – fundamentals OAA Athletics 	<ul style="list-style-type: none"> Dance Gymnastics – Jumping Jacks Games –fundamentals OAA Athletics 	<ul style="list-style-type: none"> Dance Gymnastics – Pair composition Games – Football/ Netball/rugby Swimming OAA / Athletics 	<ul style="list-style-type: none"> Dance Gymnastics -Principles of balance Games – Ball on the ground/ tennis Swimming OAA / Athletics 	<ul style="list-style-type: none"> Dance Gymnastics – Patterns and pathways Games – Ball handling/ cricket Swimming OAA / Athletics 	<ul style="list-style-type: none"> Dance Gymnastics -Body symmetry Games – Hockey/ Tag Rugby/cricket Swimming OAA / Athletics
R.E	<ul style="list-style-type: none"> Christianity - Is it possible to be kind to everyone all of the time? Christianity Why do Christians believe God gave Jesus to the world? Does praying at regular intervals help a Muslim in his/her everyday life? Christianity - How important is it to Christians that Jesus came back to life after His crucifixion? Does going to a mosque give Muslims a sense of belonging? 	<ul style="list-style-type: none"> Does God want Christians to look after the world? Christianity - What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Christianity - Was it always easy for Jesus to show friendship? Christianity - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? 	<ul style="list-style-type: none"> Hinduism Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Christianity- Has Christmas lost its true meaning? Christianity- Could Jesus heal people? Were these miracles or is there some other explanation? Christianity-What is 'good' about Good Friday? Hinduism- How can Brahman be everywhere and in everything? Hinduism-Would visiting the river Ganges feel special to a non-Hindu? 	<ul style="list-style-type: none"> Buddhism Is it possible for everyone to be happy? Christianity What is the most significant part of the nativity story for Christians today? Buddhism Can the Buddha's teachings make the world a better place? Christianity Is forgiveness always possible for Christians? Buddhism What is the best way for a Buddhist to lead a good life? Christianity Do people need to go to church to show they are Christians? 	<ul style="list-style-type: none"> Sikhism How far would a Sikh go for his/her religion? Christianity Is the Christmas story true? Sikhism Are Sikh stories important today? Christianity How significant is it for Christians to believe God intended Jesus to die? Sikhism - What is the best way for a Sikh to show commitment to God? Christianity - what is the best way for a Christian to show commitment to God? 	<ul style="list-style-type: none"> Islam What is the best way for a Muslim to show commitment to God? Christianity Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Is anything ever eternal? Is Christianity still a strong religion 2000 years after Jesus was on Earth? Islam - Does belief in Akhirah (life after death) help Muslims lead good lives? Part1 Islam - Does belief in Akhirah (life after death) help Muslims lead good lives? Part1

Example Curriculum Map 23/24



All areas of the curriculum are mapped to show progression and next steps in learning

Subject Manuals 23/24



Most subject areas have a subject manual that is updated by the whole team while monitoring and shared with staff post monitoring to share developments.

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Impact and monitoring

Monitoring

- There is a clear schedule for moderating standards in all areas planned into each term ensuring that subject areas are focused on 3 times a year. Where necessary more opportunities will be built in to support school improvement.
- Regular learning walks and pupil voice are undertaken with a key focus by all staff and feedback is shared during the monitoring staff meeting.
- CPD is built into teachers directed time to ensure curriculum development and rational are shared by all.
- Subject manuals will be updated post monitoring and shared with all staff to highlight key areas or changes.
- The headteacher or senior staff are responsibly for updating the manuals.
- External monitoring will stress test the theory of all staff being responsible for curriculum development.

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