



# **CURRICULUM** POLICY

**Ref: C01**

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**Ratified by Governing Body:**

**Frequency of review: Annually**

**Policy Review Dates:**

Date	Changes made	By whom
September 2021	No Changes	ARR
September 2022	No Changes	ARR

## **RATIONALE**

At Grange School we believe that our curriculum should be broad and balanced, deep and rich, and relevant to best meet the needs of our pupils, and the context of the community and city in which we are based. It should meet the needs of all children whatever their ability, and staff will be supported to deliver the curriculum in a creative way through a modular based approach. By experiencing a range of opportunities, we believe that our children have the potential to achieve and be the best they can be. We aim to enable our young people to have developed as far as possible the skills, knowledge and understanding that will enable them to play an active part in their community and have skills for lifelong learning. The taught curriculum is based on the National Curriculum and the wider curriculum e.g. business and enterprise education, is focuses around the world of work. It meets all statutory requirements.

## **OUR CORE VALUES**

- We respect one another
- We value cooperative working
- We value the wellbeing of all staff and students
- We recognise that everyone is an individual and we value diversity
- We expect the best
- We recognise that everyone is an individual and we value diversity
- We value learning

## **THE AIMS OF THE KNOW AND REMEMBER CURRICULUM**

We aim for a curriculum that supports the children's holistic development, across all the areas of intellectual, physical, personal and social development.

**We aim to enable the children and young people to:**

- To achieve and develop skills to the best of their ability
- Promote high standards and achievement in communication, reading, writing and maths across a creative curriculum.
- Develop a knowledge of themselves and others.
- To acquire knowledge and skills in science, and computing.
- To learn and work through creative approaches.
- Access learning styles and environments which best support their learning, knowledge and understanding.
- Promote spiritual development and the understanding of British values.
- To be positive citizens who are prepared for life in modern Britain.
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.
- Promote physical and mental development and an awareness of the importance of a healthy lifestyle.
- Be aware of the importance of and participate in the arts.
- Enable children to develop moral sensibility through carefully taught values.

- To understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Develop the personal and social skills of every child.
- Provide equality of access and the opportunities, responsibilities and experiences of adult life.

The curriculum is planned to provide continuity and progressions. It promotes an enjoyment of learning and a commitment to learning and achievement.

**Through the provision of rich and varied activities we aim to:**

- Encourage the best possible progress and the highest attainment for all children.
- Enable children to make connections across different areas of learning.
- Help children to think creatively and solve problems.
- Develop children's capacity to learn and work independently and collaboratively.
- Enable children to respond positively to opportunities, challenge and responsibility.
- Enable children to acquire and develop a broad range of knowledge, skills and understanding.

All curriculum documents are found on the school system. Medium term planning takes account of the module of work and the group of pupils and sets individual targets for each pupil. Medium- and short-term planning can be found on the staff workgroup (on the intranet).

**Curriculum organisation**

We provide flexible pathways through the curriculum.

The diversification of our curriculum ensures that the needs of all students are met, and each student is equipped and prepared for success in the future, with the appropriate skills to be an effective citizen in modern Britain.

Each access or 'ability' group covers all the National Curriculum subjects, but the balance of the curriculum will vary from group to group. A personal learning profile on each pupil ensures that they learn in an environment suitable to meet their individual needs and reach maximum potential.

## EXEMPLAR SCHOOL DAY

9.00	Arrival & Careers / School Jobs
9.15	Whole School Improvement Focus - Vocabulary
9.30	Phonics
9.45 – 10.40	English
10.40-10.55	Break
10.55 – 11.45	Maths
11.45 – 12.00	Collective Worship
12.00 – 1.00	Lunchtime
1.00 – 1.15	Whole School Improvement Focus - Problem Solving
1.15 – 2.05	Foundation Subject
2.05 – 2.20	Afternoon Break (EYFS/KS1) Movement Break (KS2-KS4_
2.20 – 3.05	Foundation Subject
3.05 – 3.15	PSHE
3.15	End of School

## ACCESS GROUPS AT GRANGE

We deliver a rich and deep curriculum through two 'pathways':

The Independent Pathway provides a broad and balanced curriculum for those learners who have a higher cognitive awareness and can be more independent in their thinking and their learning style. Most classes in this pathway follow a primary-style teaching base in one classroom with a class teacher covering most subjects.

The Structured Pathway provides a rich and deep curriculum for those learners who need a more structured approach to their learning. This will involve a variety of approaches to delivering high-quality teaching and learning through methods such as TEACCH and will all take place either within

one classroom or in one of the specialist teaching spaces such as the Extended Learning Environment, the Forest School or the Soft Learning Area.



## INTENT

The intent for our curriculum is simple– **we want our pupils to know more and remember more.** This allows our pupils to achieve any ambition they may have and lead a life brimming with success, happiness and fulfilment.

Our pupils develop the **biggest breadth of knowledge possible.** From the life span of a stegosaurus to the history of football from making a Greek salad to cooking with basic rations, from orienteering to yoga- our pupils know it all! The huge amount of content is chosen carefully by our skilled subject leaders to ensure that pupils learn about the most exciting, the most interesting, the most surprising and critically the most relevant content that will enrich their life and inspire a love of learning.

However, in order to learn about such a vast array of topics it is vital that this is supported by a **deep understanding of skills needed to become experts** within these subject areas. You cannot become a historian without being able to use chronology, you cannot become a scientist without being able to observe and you can't become a philosopher if you can't question! Therefore, pupils develop a very specific set of skills in each subject area that allow them to become the geologists, composers, poets, sportspeople, mathematicians and all-round great citizens of the future!

We value deeply the community we live in and we love the fact that we have a hugely diverse range of backgrounds, cultures and values right on our doorstep! We have designed our curriculum specifically to ensure that we utilise all that our wonderful community can give us and what we can give back in return– **our pupils, our community, our curriculum, to live our best lives.**

## OUR OVERARCHING GOALS WITHIN THE CURRICULUM ARE TO:

- Give our pupils a vast array of curriculum knowledge to apply and develop their subject specific skills within
- Ensure that culturally and community relevant content is addressed to support our pupil's real-life experiences outside of school life
- Opportunities are given to enrich the curriculum through the carefully selected and sequential cultural capital offer
- Ensure our pupils are fully equipped to live and successful and happy citizens both inside and outside of school and develop the necessary skills to be take the next step in life, whatever that may be

## **MEDIUM TERM CURRICULUM INTENT**

The Grange Know and Remember curriculum allows for subject specific skills to be built upon as a spiral curriculum. The Grange curriculum is split into two halves:

### **KNOW MORE**

The knowing more curriculum is the vast amount of content that the pupils learn during the time at Grange school, the content is chosen by subject leaders in line with the national curriculum and content seemed relevant for our pupils. The skills learnt in the remember more curriculum is then applied to the new content each term. Modules are delivered termly or half termly.

### **REMEMBER MORE**

These skills are taken from the “Remember more” curriculum with targets set linked to that skill. The remember more curriculum is a rolling plan with skills returned to each year to build upon prior learning. A skill is developed either termly or half termly. The skill being developed in each subject is the same across school to allow for greater cultural capital opportunities.

### **IN SERVICE TRAINING:**

Grange actively encourages staff to keep their continuing professional development up to date within the curriculum. This is done, by enabling staff to attend high quality in-service training, in all aspects of the curriculum. The training needs of staff in the various aspects of the subject are monitored, reviewed and addressed through the performance management process, as part of their own continued professional development, and in line with the School Improvement Plan.

### **EQUAL OPPORTUNITIES:**

The Grange curriculum will provide equality of access and opportunity within curricular time by offering a broad and balanced programme of study.

In planning the programme of study, individual needs of students in relation to culture, gender, age and ability will be considered through appropriate groupings for respective activities as well as the curriculum content.

A variety of teaching styles and strategies will be utilised by members of staff, crossing the stereotypical boundaries and differentiating the curriculum on offer to make it accessible to the wide group of pupils at Grange school.

This policy should be read in conjunction with the Equal Opportunities Policy, the S.E.N. Policy and all other policies.

# IMPLEMENTATION

## HOW WILL WE ASSURE THAT SUBJECTS ARE IMPLEMENTED IN LINE WITH THE CURRICULUM INTENT?

- Provision of a broad variety of CPD.
- Clear expectations of the subject outlined within the policy.
- Planning moderation.
- Learning walks.
- Marking moderation.
- Deep dive book looks.
- Formal lesson observations.
- Advise and support other teachers and staff in developing subjects across school.
- Oversee the ordering of resources.
- Liaise with SLT to monitor and evaluate the curriculum and to work with Parents and Governors.

## RATIONALE FOR CHOICE OF THEME:

The themes chosen to deliver the Science curriculum were carefully selected using the National curriculum whilst ensuring a Thematic curriculum could be adopted across school. Our collaborative cross-curricular planning is closely referenced to the National Curriculum to ensure coverage, progression in knowledge, understanding and skills for all age ranges. This Thematic approach allows the pupils the opportunities to work in more depth, giving them the time they need to consolidate, transfer and apply their knowledge, skills and understanding across the curriculum.

## HOW IS THE SUBJECT IMPLEMENTED WITHIN DIFFERENT ACCESS GROUPS?

Content coverage within the curriculum is taught in line with the KS1, KS2 and KS3 national curriculum and differentiated to suit the context of the school.

Each key stage follows its own thematic rolling curriculum.

- KS1 – 2 year rolling plan
- KS2 – 4 year rolling plan
- KS3 Structured – 3 Year rolling plan
- KS3 Independent – 3 year rolling plan
- Using the progression

Pupils working between AL01 – AL03 are set a minimum of 2 targets per year.

Pupils working between AL04-AL12 are set a minimum of 3 targets per year.

One lesson is 45 minutes

The evidence recorded ranges from photos and videos taken on the Seesaw application on the iPads to written work, with annotation slips used in relation with the Assessment, Marking and Feedback policy. Targets will be shared with the students at the beginning of the module and their next steps will be recorded and shared with the students when appropriate.

## **HEALTH AND SAFETY**

All resources relate to Geography comply with Health and Safety standards and undergo regular checking by suitably qualified agencies. The Geography coordinator will be responsible for appropriately risk assessing all activities. All educational visits outside school comply with relevant Health and Safety Policies of the school. All staff must complete a full risk assessment before undertaking any off-site activity.

# **IMPACT**

## **WHY DO WE COLLECT DATA?**

### **AT GRANGE IT IS IMPORTANT THAT DATA IS INTENDED TO:**

- Align with individual developmental levels through the setting of meaningful and appropriate targets.
- Benefit the student in terms of the pride they take in their progress. Data is used in a celebratory and positive way, which enriches the students learning journey.
- Be helpful, user friendly and time efficient for teachers.
- Personalised and differentiated; assessment looks different within each access group and is tailored to a variety of needs.
- Formative and dynamic and summative and reflective.
- Facilitate appropriate and timely interventions.
- Reportable: Parents and students understand strengths as well as focus areas.

## **MEDIUM TERM DATA COLLECTION**

Pupils are 'base lined' during the first half term they start at Grange; classroom monitor is utilised throughout key stages and data is collected via termly targets appropriate to each student. In structured groups, students will work towards one AL target per term they are being taught Geography.

If a target is not achieved within a term the same target may be set again (if appropriate). Within independent classes students work toward one target per term. All targets are displayed within their books/files.

Parents are invited to target setting meetings twice a year and results are sent via termly reports. Analysis of assessment data is used to set termly curriculum targets and annually to create whole school targets included within the SIP. Progress files track long-term progress and evidence a 5-year learning journey. The progress of pupil premium/disadvantaged students is closely monitored through an additional tracking sheet which clearly outlines personalised intervention initiatives.

## HOW ARE WE UTILISING DATA SO THAT IT HAS AN IMPACT (INTERVENTIONS)?

- Teachers are very discreet in their use of interventions which are often mutually agreed upon; staff and students share their learning goals.
- Pupil progress interventions are put in place termly following analysis of the data.
- Curriculum leaders work closely with teaching staff and adopt a collaborative approach to sharing best practice.
- Teaching staff and curriculum leaders tailor individualised bespoke intervention packages, creating resources and learning opportunities tailored to specific needs.
- An open-door policy means that teachers can observe good practice across the school thus enriching pedagogy.
- If data highlights any systemic issues, leaders will utilise information to inform wider interventions (staff training, SIP targets.)

## EXEMPLAR CONTENT PLAN:

GRANGE SCHOOL		THE Know and Remember CURRICULUM				
Key Stage 3 Year A Independent Curriculum						
	Autumn		Spring		Summer	
English	Deadly Planet		Battle for the Throne		The New World	
	Fiction & Story Writing	Writing for other Purposes	Stories from around the World	Non-Fiction	Poetry	Plays & Drama
Maths	N: Number Properties / SSM: Shape U&A: Logical Thinking		N: Calculation / SSM: Measure U&A: Decision Making		N: Life Skills / SSM: Space U&A: Problem Solving	
Science	Space	Earth and Atmosphere	Skeletal and Muscular System	Materials	Motion and Forces	Ecosystems
PSHE	Me and my emotions - Zones of Regulation	My Relationships - Families	Healthy Choices - Physical Wellbeing	Changes and Transitions - Puberty	Safety in the Community - Online and Media	Safety at Home - Health and Hygiene
Computing	Create my World	Game Developers	Surfing the Net	Online Shoppers	Future Technology	Blogging Around the World
History & Geography	Black Death	Natural Disasters	Tudors	Farming & Land Use	Colonisation of America & Slavery	Coastlines
MFL - Spanish	Introduction		La casa - The House		El Mercado - The Market	
Music	Hip Hop 1		Madchester		Radio	
Art/DT/FT	FT: European Food	FT: Survival Food	Art: Picasso Portraits	Art: Andy Warhol	DT: Dream Catchers	DT: Habitats
RE	Buddhism - Stories and their Meanings	Sikhism - Stories and their Meanings	Understanding Islam in my world	Famous Religious People and Their Impact (Christianity)	Similarities and Differences	My Own Beliefs and Experiences
PE	Rounders	Orienteering	Dodgeball	Tennis / Badminton	Cricket	Athletics
Careers	Work experience- Admin		Work experience- Teaching and learning		Work experience- Site team	
Citizenship	Freedom in the UK	Police and Laws	Rights and Responsibilities	Money in Society	Voting	A Cultural Melting Pot

# EXEMPLAR KNOW MORE MODULE

## KS3 YEAR 4 Independent History - The Tudors

**Previous linked learning**

**History:**  
Significant People - KS1  
Crime & Punishment - KS2  
The Victorians - KS2  
Chronology & Timelines - KS1 & 2

**PSHE:**  
My Relationships - KS1

**Geography:**  
Lets Explore the UK - KS1  
Houses and Homes - KS1

**RE:**  
Religious Stories (Christianity) - KS1  
Religious Figures (Christianity) - KS1

**Art/DIY:**  
Tudor Houses - KS1

**Context**

The Tudors are one of the most famous families ever to rule England. They were in power from 1485 when Henry VIII was crowned King Henry VIII, until the time Queen Elizabeth I died, without an heir, in 1603. The Tudors were some of the most colourful people in history.

In 1485, this new family of rulers, the Tudors, seized the throne of England. They ruled until 1603, producing one of England's most successful monarchs, Henry VIII and Elizabeth I.

The Tudors first came to power after the War of the Roses (between the Yorkists and Lancastrians) when Henry Tudor, killed Richard III in battle. He became King Henry VII, the first Tudor King.



**Key vocabulary**

Wave 1 AL02-AL05	Wave 2 AL04-AL08	Wave 3 AL07
King	Tudor	Shakespeare
Queen	Ruff	Francis Drake
Roses	Gallowes	Scythe
Globe	Down	Beefeater
Late	Corset	Protestant
	Sword	Catholic




## Session Outlines

Session number	Session content	Suggested Activities	Remember more activity	Links to previous learning
1	<p><b>Introduction / Interactions</b></p> <p>L.O. To be able to describe the Tudors in a larger timeline.</p> <p>L.O. To be able to sort the events of Tudor times in chronological order.</p> <p>L.O. To be able to say what is known about the Tudors.</p>	<p>Pupils can sort Tudor artefacts into a modern day timeline.</p> <p>Pupils can say whether or not events happened before or after Tudor times (e.g. the building of the pyramids).</p> <p>Pupils can create a timeline of British history including where the Tudors fit in, taking into account dates and evidence.</p>	<p><b>Challenge:</b> Pupils can make a timeline of events before and after the Tudors.</p> <p><b>Research:</b> Pupils can use a computer to look for and find out information about Tudors.</p> <p><b>Using historical words:</b> Pupils can use words such as 'monarch' to describe Henry VIII.</p> <p><b>Making connections:</b> Pupils can find the link between Henry VIII and Elizabeth I.</p> <p><b>Using a source of evidence:</b> Pupils can make predictions about Henry VIII from looking at a picture of him.</p> <p><b>Giving space:</b> Pupils can say why they think Henry VIII is an important figure.</p>	<p>Significant People - KS1 Chronology &amp; Timelines - KS1 &amp; 2</p>
2	<p><b>Battle of Bosworth</b></p> <p>L.O. To be able to understand that the battle between the Yorkists and Lancastrians was the last battle of the Wars of the Roses.</p> <p>L.O. To be able to identify the key events of the battle.</p> <p>L.O. To be able to describe the key events of the battle.</p>	<p>Pupils can attach a soldier to a shield and a horse to a shield.</p> <p>Pupils can create a simple map of the battle of Bosworth.</p> <p>Pupils can create a simple map of the battle of Bosworth.</p> <p>Pupils can create a simple map of the battle of Bosworth.</p>	<p><b>Challenge:</b> Pupils can identify what came before and after the Battle of Bosworth.</p> <p><b>Research:</b> Pupils can find out from the view of a soldier during the battle.</p> <p><b>Using historical words:</b> Pupils will use words such as 'fight', 'army' and 'battle'.</p> <p><b>Making connections:</b> Pupils can understand that the battle of Bosworth was between Yorkists and Lancastrians and why it was important.</p> <p><b>Using a source of evidence:</b> Pupils will be able to make predictions about the battle from looking at a picture of it.</p> <p><b>Giving space:</b> Pupils can explain why they think Henry VIII was the last.</p>	<p>Significant People - KS1 Chronology &amp; Timelines - KS1 &amp; 2</p>




## Session Outlines

Session number	Session content	Suggested Activities	Remember more activity	Links to previous learning
3	<p><b>Henry VIII and his Wives</b></p> <p>L.O. To be able to explain why Henry VIII was so powerful.</p> <p>L.O. To be able to explain why his wives were so important.</p> <p>L.O. To be able to explain why his wives died.</p>	<p>Pupils can order Henry VIII's wives in order of marriage.</p> <p>Pupils can explain where his wives were from and why they were so important to him.</p> <p>Pupils can use a source of evidence to find out what Henry VIII was like and how he ruled others.</p>	<p><b>Challenge:</b> Pupils can put Henry VIII's wives in order of marriage.</p> <p><b>Research:</b> Pupils can find out where Henry VIII's wives came from.</p> <p><b>Using historical words:</b> Pupils can identify the words 'divorced', 'beheaded', and 'married'.</p> <p><b>Making connections:</b> Pupils can find the link between Henry VIII's wives and his character.</p> <p><b>Using a source of evidence:</b> Pupils can use a picture of Henry VIII to make a simple portrait of his character.</p> <p><b>Giving space:</b> Pupils can say reasons why they think Henry VIII acted the way he did.</p>	<p>Chronology &amp; Timelines - KS1 &amp; 2 My Relationships - KS1</p>
4	<p><b>Tudor Food</b></p> <p>L.O. To be able to try some different Tudor recipes.</p> <p>L.O. To be able to explain how Tudor food was different.</p> <p>L.O. To be able to explain why food was so important to Tudor times.</p>	<p>Pupils can create a Tudor style dish with support.</p> <p>Pupils can create a simple map of Tudor food.</p> <p>Pupils can create a simple map of Tudor food.</p> <p>Pupils can create a simple map of Tudor food.</p>	<p><b>Challenge:</b> Pupils can identify a number of ingredients used in Tudor recipes.</p> <p><b>Research:</b> Pupils can find out interesting historical food words that they have not previously heard of (e.g. porridge, gobbet, capon).</p> <p><b>Making connections:</b> Pupils can identify the link between Tudor food and Tudor times.</p> <p><b>Using a source of evidence:</b> Pupils can use a picture of a Tudor recipe to identify the ingredients used in a Tudor recipe and why.</p>	<p>Chronology &amp; Timelines - KS1 &amp; 2</p>




## Session Outlines

Session number	Session content	Suggested Activities	Remember more activity	Links to previous learning
5	<p><b>Tudor Houses</b></p> <p>L.O. To be able to describe a Tudor house.</p> <p>L.O. To be able to explain why Tudor houses were so important.</p> <p>L.O. To be able to design a Tudor house.</p>	<p>Pupils can design and make a Tudor house in a model using cardboard and fabric.</p> <p>Pupils can explain what each room in a Tudor house was used for and how they were different to modern houses.</p> <p>Pupils can design a piece of Tudor furniture using imagination from pictures of Tudor furniture.</p>	<p><b>Challenge:</b> Pupils can put different styles of buildings in time order.</p> <p><b>Research:</b> Pupils can find out that the site of a Tudor house was made of Wiltshire and Dorset.</p> <p><b>Using historical words:</b> Pupils can use accurate terms to describe Tudor houses (e.g. 'hearth', 'kitchen', 'parlour', 'chamber', 'study', 'dormer', 'attic', 'cellar').</p> <p><b>Making connections:</b> Pupils can make links between Tudor houses and other houses by appearance.</p> <p><b>Using a source of evidence:</b> Pupils can identify what the main dangers of living in Tudor houses were by looking at pictures.</p> <p><b>Giving space:</b> Pupils can state whether or not they would prefer to live in a Tudor house and why.</p>	<p>Chronology &amp; Timelines - KS1 &amp; 2 Tudor Houses - KS1 Houses and Homes - KS1</p>
6	<p><b>New Religion</b></p> <p>L.O. To be able to identify the features of the new religion.</p> <p>L.O. To be able to identify the differences between the old and new religions.</p> <p>L.O. To be able to explain why Henry VIII decided to create a new religion.</p>	<p>Pupils can identify the features of churches during Tudor times.</p> <p>Pupils can explain the aspects of a new religion.</p> <p>Pupils can explain why Henry VIII decided to create a new religion.</p> <p>Pupils can explain the differences between Catholicism and Protestantism and make predictions as to why it was created.</p>	<p><b>Challenge:</b> Pupils can identify the features of churches during Tudor times.</p> <p><b>Research:</b> Pupils can explain the aspects of a new religion.</p> <p><b>Using historical words:</b> Pupils can identify the words 'Protestant' and 'Catholic' accurately.</p> <p><b>Making connections:</b> Pupils can identify the link between the new religion and Tudor times.</p> <p><b>Using a source of evidence:</b> Pupils can look at pictures of the different churches and identify the differences.</p> <p><b>Giving space:</b> Pupils can say reasons why they think Henry VIII decided to create the new religion.</p>	<p>Chronology &amp; Timelines - KS1 &amp; 2 Religious Stories (Christianity) - KS1 Religious Figures (Christianity) - KS1</p>




## Session Outlines

Session number	Session content	Suggested Activities	Remember more activity	Links to previous learning
7	<p><b>The Spanish Armada</b></p> <p>L.O. To be able to describe what happened during the Spanish Armada.</p> <p>L.O. To be able to explain why the Spanish Armada was so important.</p>	<p>Pupils can match and sort the events of the Spanish Armada.</p> <p>Pupils can create a simple map of the Spanish Armada.</p> <p>Pupils can create a simple map of the Spanish Armada.</p>	<p><b>Challenge:</b> Pupils can identify the events of the Spanish Armada.</p> <p><b>Research:</b> Pupils can find reasons why Spain wanted to attack Britain, using the internet.</p> <p><b>Using historical words:</b> Pupils can use accurate words such as 'armada', 'fleet', and 'troops'.</p> <p><b>Making connections:</b> Pupils can find reasons why the Spanish Armada was so important.</p> <p><b>Using a source of evidence:</b> Pupils can use pictures and a video to find out why it was so important.</p> <p><b>Giving space:</b> Pupils can say why they think the Spanish Armada was so important.</p>	<p>Chronology &amp; Timelines - KS1 &amp; 2 Lets Explore the UK - KS1</p>
8	<p><b>Sturbridge Ruff</b></p> <p>L.O. To be able to describe the Sturbridge Ruff.</p> <p>L.O. To be able to explain why the Sturbridge Ruff was so important.</p>	<p>Pupils can make a recipe using potatoes (one of Walter Raleigh's favourite foods) and describe how it tastes.</p> <p>Pupils can create a simple map of the Sturbridge Ruff.</p> <p>Pupils can create a simple map of the Sturbridge Ruff.</p>	<p><b>Challenge:</b> Pupils can create a timeline of events during the Sturbridge Ruff.</p> <p><b>Research:</b> Pupils can find out why Walter Raleigh wanted to go to America.</p> <p><b>Using historical words:</b> Pupils can use words such as 'voyage', 'treason', and 'fleet'.</p> <p><b>Making connections:</b> Pupils can find the link between the Sturbridge Ruff and Tudor times.</p> <p><b>Using a source of evidence:</b> Pupils can look at pictures of Raleigh's fleet to identify what the equipment of the ships was and why it was so important.</p> <p><b>Giving space:</b> Pupils can say reasons why they think the Sturbridge Ruff was so important.</p>	<p>Chronology &amp; Timelines - KS1 &amp; 2 Significant People - KS1</p>




## Remote Learning

Grange School Website (Home Learning)

<https://www.grange-manchesterschool.co.uk/student-life/home-learning>

Links to Online Resources and Activities:

<https://www.bbc.co.uk/teach/how-the-tudor-dynasty-shaped-modern-britain/zb6t6t6>

<https://www.notgatehills.co.uk/primary-resource/tudors-primary-resource/>

<https://www.dicksters.com/blogs/primary/world-leaders/henry-viii/>

<https://www.dicksters.com/uk/history/tudors/>

<http://www.primaryresources.co.uk/tudors.html>




This policy should be read in conjunction with:

- Equal Opportunities Policy
- The Teaching and Learning Policy
- The Assessment, Marking and Feedback Policy
- The SEND Policy

and any other policies for teaching and learning.