



Wider Curriculum Policy (NON-STATUTORY)

Review Date:	Reviewed by:	Amended?	Ratified:
Policy Week 2-6 October 2017			
12 September 2018			
11 September 2019			
20/01/21	HT and CoG	No	
13.09.21	Assessment and Review Lead - RJ	Yes	

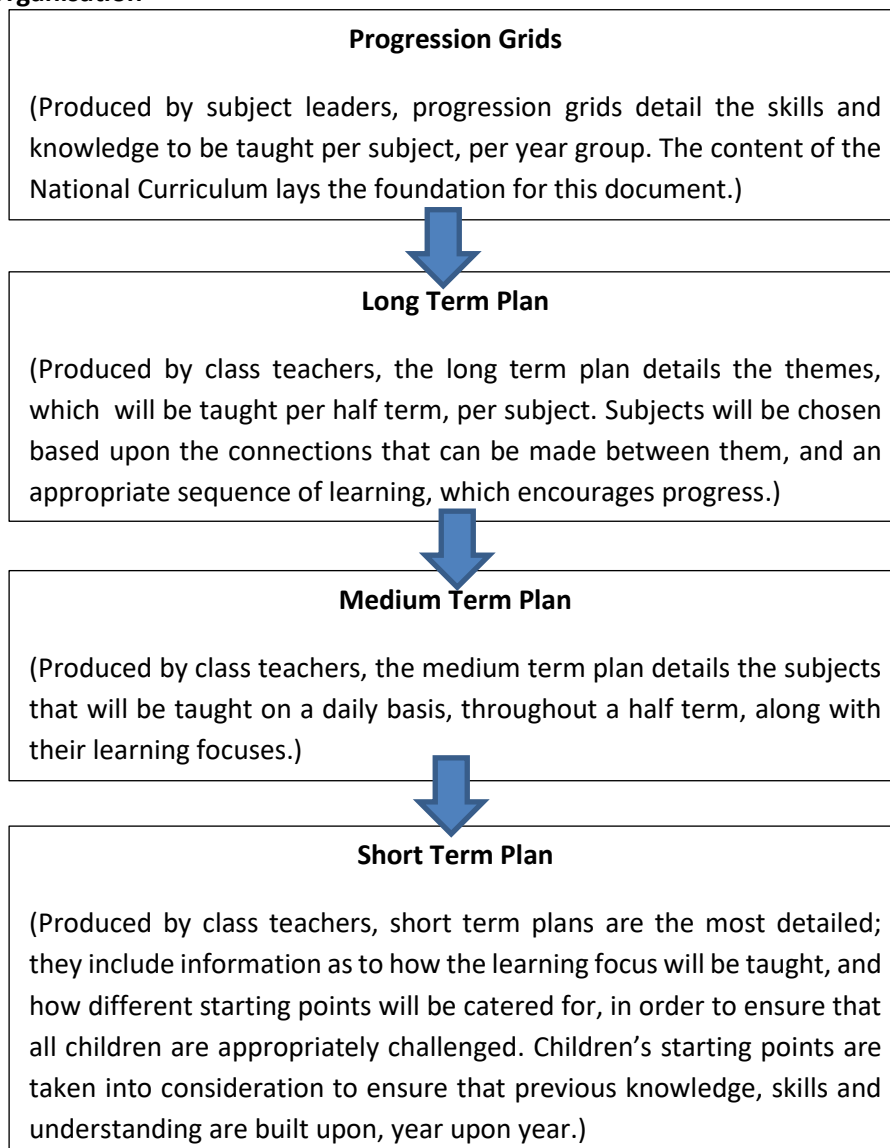
<p>Other Information:</p> <p>Amended Sep 21 – new vocabulary guidance added and retrieval information tweaked</p>	
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Intent

Our curriculum is designed to take into account individual starting points to ensure an equality of opportunity to a broad, balanced and **knowledge-rich** curriculum, with a particular **emphasis on VOCABULARY**. The content of our **ambitious** curriculum is carefully **sequenced** to encourage progression of **skills, connections** and **transference to long-term memory**, and is chosen for its **usefulness** and **relevance** to our pupils. Pupils are immersed in **rich, relevant and contextualised** first-hand experiences, which enthuse, excite and challenge them. Pupils are encouraged to investigate, explore and take risks. As a result, pupils make excellent progress in their development and application of knowledge, understanding and skills (across different contexts).

Implementation

Planning and Organisation



The organisation of the timetable is flexible, in order to reflect the differing needs of each year group and their curriculum. From Year 1 – 6, English and Maths are taught daily; PE, Computing and PSHE on a weekly basis; French and Music on a weekly basis, for three half terms per year. All other subjects (Art, DT, Geography, History, RE and Science) are timetabled by the class teacher, to allow connections from one lesson to the next to be made explicit. This may, at times, result in the ‘blocking’ of some subjects.

British Values are embedded within our curriculum, as well as taught discretely, on a weekly basis, through ‘The Big Question’ and HELP; children may explore questions, such as ‘What would be hard about meeting friends or family again, after experiencing very different lives?’ or ‘Whose fault is it that people end up homeless?’

Differentiation within the Curriculum

At Ladybridge Primary School, we believe that when the ‘bar’ of expectation is raised high, every pupil can be appropriately challenged. To ensure that every pupil can access the learning, and that every pupil is appropriately challenged:

- The learning focus is the same for everyone (although there may be exceptions to this for some pupils SEND)
- The needs of learners are considered on a spectrum, and a variety of scaffolding is planned, for those children, who may need a range of differing support, in order to achieve the intended learning objective:

An Example

X Learning Objective: To climb a wall.

Catch Up	Keep Up	Rapid Graspers
The wall is 5 metres tall.	The wall is 10 metres tall.	The wall is 15 metres tall.

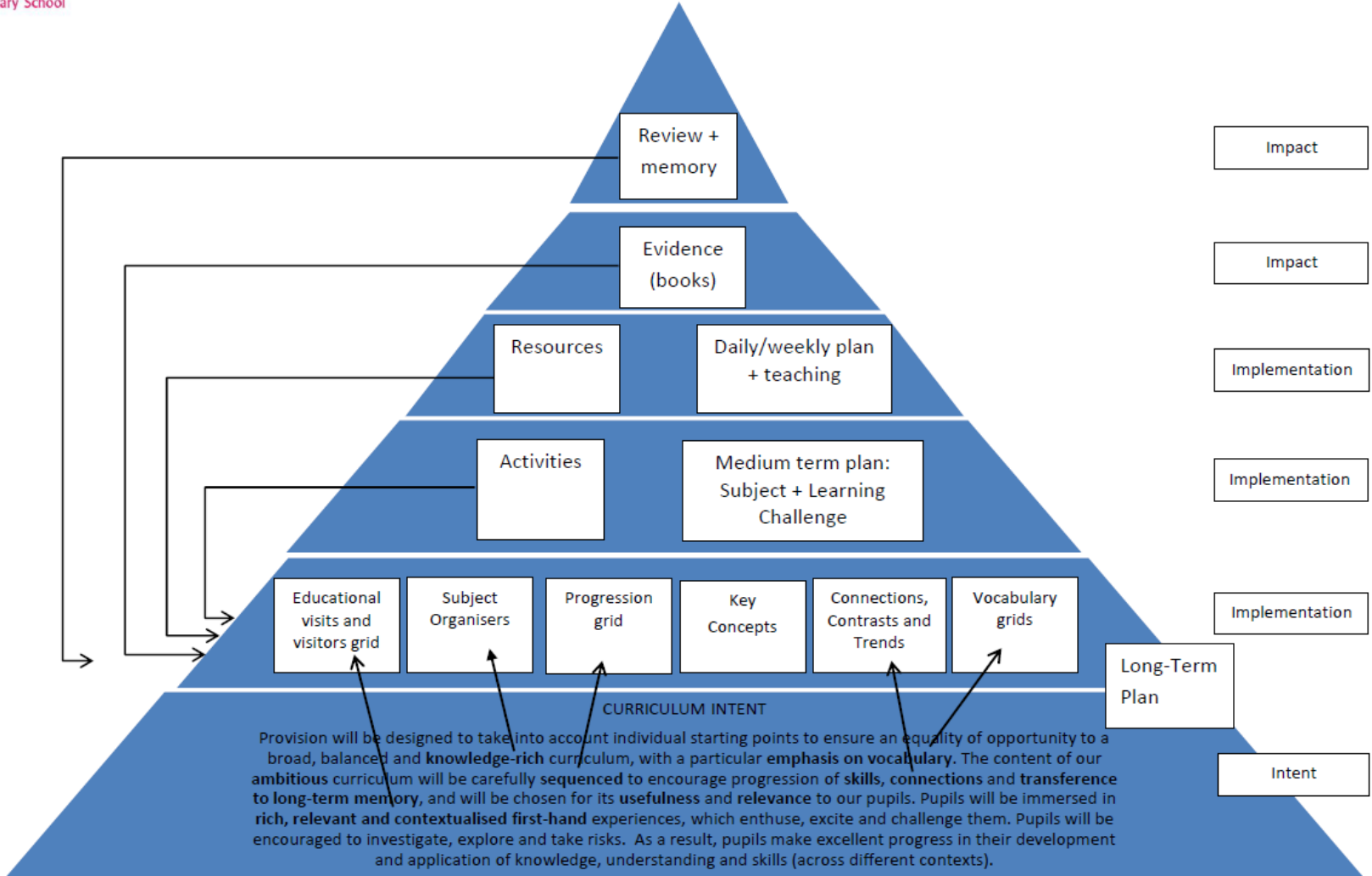
✓ Learning Objective: To climb a wall. (The wall is 10 metres tall – for everyone.)

Scaffolding	The Dive
1. footholds 2. a harness 3. planning the route with a partner 4. planning the route with an adult, who makes suggestions 5. step by step instructions, including visuals 6. a ladder	Climb a 10 metre hedge.

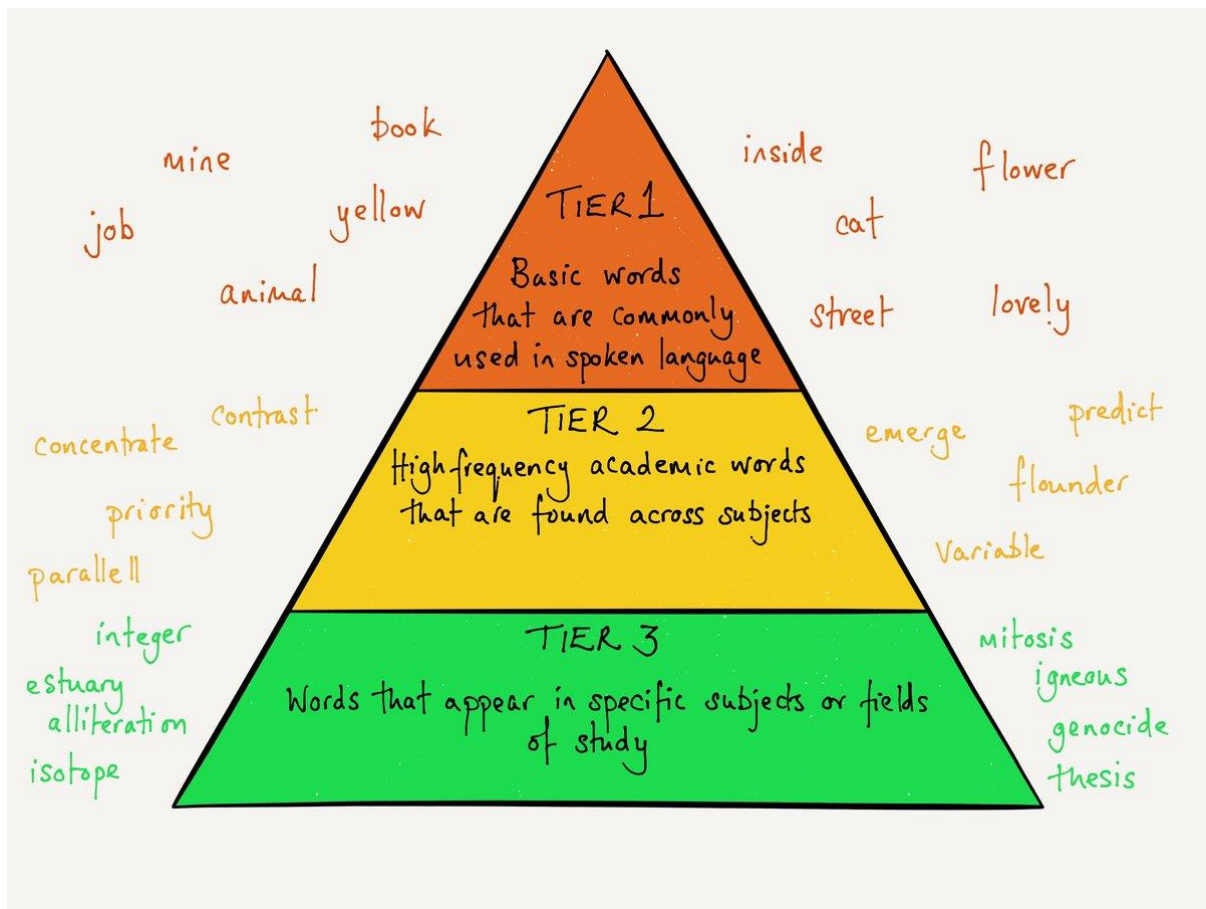
- Scaffolding is only provided when the need arises.
- Teaching is flexible and responsive.
- Groups of learners are fluid, and are as a result of accurate formative assessment.
- Where appropriate, an additional challenge, which remains within the learning objective, is planned for rapid graspers, in which they are able to use and apply taught concepts to different contexts, demonstrating learning at a greater depth. These will be known, throughout, as ‘The Dive’.



Ladybridge's Curriculum Model



What's the purpose of the tiers?



To choose words, for children to learn, which are going to be of the **most use** to them in a variety of contexts. There is no exact science to this, but there are some consistent qualities, including the tiers, that we should consider, when making our choices.

What's the purpose of the eight words?

(All:Staff – Foundation – Vocabulary)

Our vocabulary grids serve the purpose of documenting the **new** vocabulary that is being taught in a particular topic of a particular subject (or **more rarely** already-known vocabulary, on which further context can be built e.g. arrangement in music). It is not a list of **every** new word that pupils will learn.

Some of the words that we choose will be transferrable, some will be concept building, and some will be professional:



Some subject words are very specific to a single topic, e.g. molar.

Transferrable words may be used in a range of different contexts. e.g. meander to describe a feature of a river may also be used to describe someone's movement.



Some subject words are crucial in building conceptual understanding. e.g. settlement is a term that is crucial for understanding history. It is also transferable to a geographical context.



Words may be seen on a continuum: intimate, casual, social, formal and professional.

Professional words give those in the field a common language and, as such, are important within disciplinary thinking.

How should the eight words be chosen?

Consider what opportunities for teaching **new** and **useful** vocabulary this topic presents:

1. Which words are crucial to the concepts of this topic?

e.g. Science – Year 6 – Animals inc. Humans – The Circulatory System

heart, lungs, blood vessels, capillaries, left atrium, right atrium, left ventricle, right ventricle, aorta, circulates, drugs, prescribe, defence, clot, nutrients, plasma, platelets, diet, exercise, healthy, organ, cell, function, oxygen, carbon dioxide, hormones, arteries, veins, red blood cell, white blood cell, chambers

2. Are any of these words **transferable**?

(For example, meander can be used in geography to describe a feature of a river, but may also be used to describe someone's movement.)

heart, lungs, blood vessels, capillaries, left atrium, right atrium, left ventricle, right ventricle, aorta, circulates, drugs, prescribe, defence, clot, nutrients, plasma, platelets, diet, exercise, healthy, organ, cell, function, oxygen, carbon dioxide, hormones, arteries, veins, red blood cell, white blood cell, chambers

3. Are there any 'professional'/'academic' words that will help children to connect, explore or explain ideas in this topic? ('Professional' and 'academic' words are tier 2 words. Use Book Talk Bonus Words to support your choices.)

Year 6 Book Talk Bonus Words: prior, subsequent, sustain, emerge, initial

heart, lungs, blood vessels, capillaries, left atrium, right atrium, left ventricle, right ventricle, aorta, circulates, drugs, prescribe, defence, clot, nutrients, plasma, platelets, diet, exercise, healthy, organ, cell, function, oxygen, carbon dioxide, hormones, arteries, veins, red blood cell, white blood cell, chambers

Final List for Year 6 Science – The Circulatory System:

prior, sustain, vessels, circulates, prescribe, defence, clot, chamber

Impact

Assessment

Assessment is used as a diagnostic tool that informs future learning. A range of continual assessment methods and strategies are used, to enable us to monitor and support children as they progress. Questioning is used extensively to probe and extend understanding. Supportive and constructive feedback is provided to all pupils, verbally.

Individual 'Discovery' books, and increased access to technology, such as iPads, allow for learning to be captured, in a variety of meaningful and purposeful ways. This may include responses to learning that are written or drawn; presented in graphic organisers (such as flow charts, thinking hats, fish bone diagrams or Venn diagrams) or using apps (such as Key Note, Showbie or Nearpod). Collectively, this daily assessment informs a teacher's professional judgements, as to whether a child is working below the expected standard, in line with the expected standard, or above the expected standard, for each individual subject. Systematic recording of this summative assessment, on a termly basis, is used as a diagnostic tool that informs future planning. It is analysed by class teachers, subject leaders and senior leaders to ensure that children make at least sufficient progress.

See Appendix 1 for retrieval and review.

Monitoring

Senior leaders and subject leaders regularly check the quality of teaching and learning across the wider curriculum, through a range of monitoring activities; this may include book or planning scrutiny, observations, data analysis, or discussions (with both pupils and teachers). Subject leaders will provide guidance, advice and support to staff, to ensure secure subject knowledge and high quality teaching; effective use of resources and improved standards of learning, and, therefore, achievement for all pupils.

Retrieval Practice at Ladybridge Primary School

The following outlines the minimum requirement for retrieval practice.

		Short-term	Mid-term	Long-term
	Word Window	Check-it!	Hot Task	
History	Yes	Yes	As Appropriate	Quiz
Geography	Yes	Yes	As Appropriate	Quiz
RE	Yes	Yes	As Appropriate	Quiz
Science	Yes	Yes	As Appropriate	Quiz
French	Yes	Yes/Word Wall	Performance	Quiz
Music	Yes	Yes	Performance	Quiz
Art	Yes	Yes	Artwork	Quiz
DT	Yes	Yes	Project	Quiz
Computing	Yes	Yes	Project(s)	Spiral Curriculum
PE	Yes	Yes	Competition	Cyclical Sports

*Retrieval practice is a mental action. It is not a specific type of activity. It is about students retrieving information from their memory. There are many ways that this can be done, therefore long-term retrieval and short term check-its may not always be in the form of a quiz.

In addition to the above, retrieval practice is built into the curriculum progression model, with repetition of key concepts in all subjects. For example in Art: drawing, modelling, painting and printing.

Retrieval practice will take place in the short, medium and long term, to ensure transference to long term memory.

Children must be aware of the purpose of retrieval practice and when it is being undertaken.

Short-Term Retrieval: This shall be referred to, in all lessons, as a 'Check-it!', and will take place at the beginning of the next lesson. This should take no longer than 5 minutes.

The information that is being retrieved should be **contextual** for new learning. It should be based upon the retrieval of the pre-requisite knowledge required for today's lesson, but taught in a previous lesson (which may have taken place yesterday, last week, last month or even last year!).

What does the research say? Start the lesson with a short review of previous learning. Students don't necessarily recall recent learning readily and it pays to anticipate this, rather than be frustrated by it. We need to accept that this forgetting is part of the learning process and not a reflection on us as a teacher. Continual retrieval in a lesson, through tasks, discussions and questioning will be more effective than isolated tasks that simply recall facts, allowing for links and connections to be further developed.

What might a 'Check-it!' look like?

This will be **dependent** upon the content being retrieved. It is likely to be a **short quiz**. This may take place on **paper** (which should be stuck in books), or using **online quizzing tools**, such as Mentimeter.com, Quizziz or Nearpod. The short quiz may include a **combination** of multiple-choice **questions** and open-ended questions, or matching activities. (Open ended questions require children to work harder to retrieve information, which builds stronger connections. However, this is not to say

that multiple choice questions are never appropriate.) Or, it may be a **practical activity**, when retrieving practical content, in subjects such as Art, DT or PE.

For the purpose of consistency, if a check-it is written, please use a green border and the title 'Check-it!', as below.

Check-it!

What is the meaning of precipitation? Circle the correct answer.

a) rain that falls to the ground b) water in the air

c) snow d) rain, snow, sleet or hail that falls to the ground

What is the difference between weather and climate?

What happens to the temperatures the further you travel from the equator?

a) It stays the same. b) It gets hotter.

c) It gets colder. d) It depends which direction you travel in.

Mid-Term Retrieval: This shall be referred to, in all lessons, as a 'Hot Task', and will take place at the end of a sequence of lessons. In subjects, such as Art, DT and Computing, the 'Hot Task(s)' may have been produced over a period of a few weeks and with some guidance.

Retrieval practice is built into the curriculum progression model, with carefully sequenced lessons, in which children apply taught skills to the 'Hot Task', therefore reviewing knowledge and/or skills taught. The hot task will allow children to retrieve the total content of their subject organiser.

All hot tasks should be indicated, in books, by the standard hot task label. This does not need to be the size of the label templates provided, particularly if it is needed for a piece of artwork, which may be spoilt by it. In these cases, a small flame without the words 'hot task', somewhere nearby will be more appropriate.

As with all hot tasks, no learning focus is required. Each of the essays will, however, be given a title, which will be the learning challenge question. Please add learning challenge questions to your long-term plan.

Long-Term Retrieval: This will take place at the beginning of the next unit in the same subject, and will usually be in the form of a quiz. It should take no longer than 20 minutes.

(Please note that for **PE and Computing**, long-term retrieval is already built into the Key PE Sports scheme of work that is used throughout school, in the cyclical element of the sport coverage and themes e.g. SAQ. When teaching skills through sports such as hockey or football, please track back along the progression grid to identify the key concepts already taught in the same sport, to ensure there are opportunities for retrieval of previously taught elements of the same sport. There will be no additional long-term retrieval.)

What might the quiz look like?

This will be **dependent** upon the content being retrieved, but will likely use **online quizzing tools**, such as Mentimeter.com, Quizziz or Nearpod. The quiz may include a **combination** of multiple-choice **questions** and open-ended questions, or matching activities. (Open ended questions require children to work harder to retrieve information, which builds stronger connections. However, this is not to say that multiple choice questions are never appropriate.) Or, it may be a **practical quiz**, when retrieving practical content, in subjects such as Art or DT e.g. show me, draw etc.

Planning Sheet: What makes Buddhism unique?

Paragraph	Key Words
Paragraph 1 • Who was Siddhattha Gotama? • How did he become the Buddha? • What is enlightenment?	• Prince about 500 BCE in India • Lived wonderful life in castle. Dad didn't want him to leave. Turned 29, left castle, saw 4 sights of suffering. Learnt meditation to relieve suffering. Turned 35, decided by himself to write Buddha's teachings. • The Tripitaka: "Sacred Buddha's texts". Written in Pali (ancient Indian language) after Buddha's death. • Tripitaka means "The Three Baskets" referring to different parts of the text. It is composed of 49 different books.
Paragraph 2 • What is the sacred text of Buddhism? • What are the different sections of the text? • What does it tell Buddhists?	• Tripitaka combines Buddha's teachings and stories. • Buddhists follow Three-Fold Path, composed of meditation, ethics, wisdom. Meditation, trains your mind, noticing present moment. 3 types of meditation, (Vipassana) means "the insight". Teaches mind, body, completely linked. Vipassana focuses on breath.
Paragraph 3 • Why do Buddhists meditate? • What are the different types of meditation? • How does meditation help Buddhists?	• Buddhists celebrate festivals based on Buddha's life. Main festival Buddha Day (Vesak), falls in May/June/July depending on lunar cycle. On this day, reborn celebratory music elements in Buddhism - the three jewels: The Buddha (he is an example for you to follow), the Dharma (teachings), the Sangha (community).
Paragraph 4 • Which festivals do Buddhists celebrate? • What do they do during these celebrations? • How do the celebrations differ in different places?	• Vesak - Buddhists celebrate festivals based on Buddha's life. Main festival Buddha Day (Vesak), falls in May/June/July depending on lunar cycle. On this day, reborn celebratory music elements in Buddhism - the three jewels: The Buddha (he is an example for you to follow), the Dharma (teachings), the Sangha (community).

Wednesday 17th December 2019

What makes Buddhism unique?

Siddhattha Gotama was a prince in about 500 BCE in India. He lived a wonderful life in a castle. His dad didn't really want him to leave the castle. When he turned 29, and his father was to see some sights the father was an old man. The he saw 4 sights of a dead person praying last thing he saw



2.17
To write an essay about Jude

Introduction

Judaism is a religion that started 4000 years ago. Jews only believe in one God. What makes Judaism so special?

Judaism has a very important history. It is the dad Sarah is his wife and Isaac is the child. Moeses has a brother called Aaron but they fell apart.

Aurelia Aurelia

Introduction
Judaism is a religion that started 4000 years ago. Jews only believe in one God.
In this essay I will discuss, what makes Judaism so special there are many reasons.

History (Who are the special people? What did they do?)
TS Judaism has a very important history.
1 Abraham, Sarah and Isaac.
2 Moeses, Aaron and Pharaoh.
3 God (Jews only believe in one God).
CS As well as key people, Judaism has many traditions.

Traditions (What are the important festivals and traditions? What happens?)
TS Jews have many special traditions that they celebrate.
1 Shabbat lasts from Friday evening to Saturday morning.
2 They celebrate because God rested on the 7th day.
3 Challah, candles, wine, prayer books, etc.
CS In addition to tradition, the synagogue is an important part of Jewish life.

Synagogue (Where do Jews go to worship? What do they do there? What is special about it?)
TS The synagogue is the Jewish place of worship.
1 Study, celebrate, worship, pray.
2 Torah, are stained glass.
3 Eternal light - God always get there.
CS The most important thing in the synagogue is the Torah.

WALT: To write with a purpose
I can say who I think was the most successful Tudor monarch.
I can justify my answer.
I can use the PEEL structure to help me form a persuasive argument.

Monday 9th December 2019

Was Elizabeth I the greatest Tudor monarch?

In this text I am going to argue that Elizabeth I was the greatest Tudor monarch. I think this because she was tolerant to all religions be it Catholic or protestant. The evidence I have to support my reasons is that very opposite to the other Tudor monarchs she didn't kill/execute as many people as the other Tudor monarchs.

Another reason why she was greatest Tudor monarch is that she didn't marry because she was too committed to England that she didn't have time for a husband and to also have kids this shows why she didn't marry.

My next reason she was the greatest Tudor monarch is that she defeated the Spanish in the Spanish Armada England was lucky that Sir Francis Drake spotted the Spanish or something bad would have happened.

The Spanish came to England determined to win but came back disappointed, sad, injured and with a lot less people as the Spanish ran into bad weather and lots of ships sank. Finally, that's why I think Elizabeth I has the greatest Tudor monarch.

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