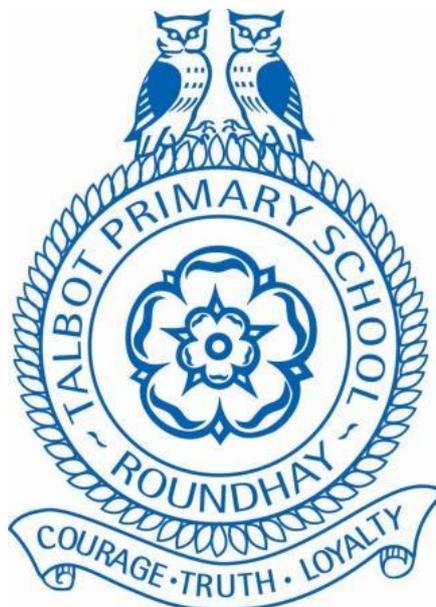


Talbot Primary School



Creative Curriculum Policy

Agreed/reviewed: April 2019

Next review: April 2021

Office use:

Statutory	-
Web	-
Staff Notices	-

Talbot Primary School
Creative Curriculum Policy 2019

Rationale

The creative curriculum has been organised and established in consultation with all teaching staff. It is regularly reviewed and developed in accordance with DfE/National curriculum expectations, the School Improvement Plan, recommendations from OFSTED and following consultation with governors, parents, children and teaching staff.

The guiding principles of the creative curriculum policy are informed by the school's aims and vision, namely a commitment to the following:

- a progressive learning culture which maintains high expectations, standards and outcomes
- developing children's confidence in their capacity to learn both independently and as a team
- supporting children in their ability to reflect on their learning and develop the key skills of resilience, adaptation and application
- providing high quality teaching and equality of access to a long lasting, broad curriculum
- securing learning which is relevant to our lives now, and, in the future
- providing a safe, well-resourced, flexible and e-confident environment that supports curiosity, aspiration and a passion for learning from all

The following policies support and complement the key aspects of the creative curriculum policy:

- Teaching and Learning
- Spiritual, Moral, Social and Cultural (SMSC)
- English, Maths, Computing and Science
- Marking and feedback
- SEN and D/Inclusion
- Assessment

Roles and Responsibilities

The Headteacher and School Leadership Team (SLT), designated Creative Curriculum leader, staff and governors will ensure that:

- All statutory elements of the curriculum and those subjects, which the school chooses to offer, have aims and objectives, which reflect the aims of the school and indicate how the needs of individual child will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening) and the use of information and communications technology
- The amount of time provided for teaching the curriculum is balanced and sufficient
- The procedures for assessment meet all legal requirements and children and their parents/careers receive regular information to show how much progress the children are making, how they compare with school or national expectations and what is required to help them improve
- Progress towards annual targets is monitored
- The curriculum offered should be broad and balanced and should cater for the school community's diversity in respects to gender, sexual identity, faith, culture, additional special educational needs and disability.
- Ensure that each child's education has continuity and progression
- Ensure that there is a match between the child's tasks s/he is asked to perform

An overview of the Creative Curriculum – planning, delivery and assessment

The Creative curriculum covers the foundation subjects of History, Geography, Design and Technology and Art. Where possible, links are made to other curriculum subjects including RE, music and the Core subjects (English, Maths, Computing, Science), however for the majority of the time these subjects, alongside, PHSE are taught as dedicated, discrete lessons.

Planning begins with the long term curriculum map for each year group to ensure accurate coverage of the National curriculum programmes of study. Teachers work within their year and phase teams to generate a 'Big question' for the long term objective, as taken from the long term plan. The 'Big question' is designed to ignite enthusiasm and launch the new topic and is complemented by a series of subsidiary/key questions which ensures that key skills are taught over a period of weeks, usually half a term or term. Where appropriate, links are also made with the home learning logs. Both the long term curriculum plan and termly overview are shared with parents via newsletter and the school website. Parents are invited into school to share their children's successes at termly creative curriculum showcases.

Teachers create a detailed short term plan, complete with differentiated challenges, progression and resources to support the facilitation of the lessons. Learning and teaching is flexible based on children's current knowledge and skills. Staff are encouraged to broaden the experience of the topics for the children through promotion of off-site visits, theme days and visitors into school. Plans are considered working documents and may change, dependent upon assessment and progress. Whilst key skills are at the heart of the creative curriculum, staff actively plan for at least one high quality writing opportunity in the creative curriculum per half term. Children record their learning in a creative curriculum book. Each foundation subject is assessed on a termly basis, broadly complementing the school's core subject assessment systems by assessing the children as working either 'well below, within, above and significantly above' the age related expectations for each subject. RE and PHSE are assessed according to more subject specific bespoke criteria.

Planning is monitored by the Senior Leadership team and is informed both by the Monitoring and Evaluating schedule, alongside specific lines of enquiry which may be required through the year, e.g. quality and depth of key skills being taught in a given topic and the impact of next step marking for our children at risk of not reaching Age Related Expectations in the core subjects.

Please see the Appendices for sample long term overviews, medium/short term planning and learning log tasks.

Appendix One – Sample long term plan

Year 4 Long Term Plan: updated February 2019						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question and theme	Why do people live near volcanoes? Why are there no volcanoes in Leeds? Volcanoes and Iceland		Where would your tribe choose to settle? Were Vikings as fierce as their reputation? The Anglo Saxons and Vikings		Did the Victorians make life better or worse? There's no such thing as a happy Victorian... The Victorians	
Subject driver	Geography		History		History	
Associated trips and workshops	Hindu temple visit/workshop		Roundhay Park to explore potential sites for an Anglo Saxon settlement. Robotics at Allerton Grange	Viking Workshop to learn to become a Viking warrior.	Armley Mills Victorian Schoolroom visit.	
Parent/Carer showcases		Volcanic Eruptions: watch the volcanoes we have created erupt.		Viking animation: Watch an animated film showing a Viking invasion.		Queen Victoria's Jubilee picnic: Enjoy a picnic and games to celebrate the Queen's jubilee.
Geography	Comparing the geography of the UK and Iceland.	Volcanoes and Earthquakes				Our local area to understand the impact the Victorians had on our locality.
History			Who were the Anglo Saxons, why did they choose to settle in England?	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Who were the Victorians, and what impact did they have on our lives today.	What was life like for children in Victorian Britain?
Art	Colour Mixing				A study of William Morris a Victorian artist and designer.	
DT		Earthquake proof buildings	Bread – making, researching and evaluating.	Creating models including figures, long ships and houses to use in our Viking animation.		Creating a Victorian picnic: scones, sandwiches, strawberries etc.
Science	What lies beneath? Rocks and Fossils	Should you use the force to attract or repel? Forces and magnets	When life gives you lemons...what can you do? Circuits and electricity	Can I chat on the moon? Sound	Are humans animals? Moving and growing.	
Computing	Online safety Coding	Spreadsheets	Writing for different audiences Word Processing Controlling robots using commands	Animation	Effective searching Using search engines and online safety	Computer Hardware Understanding how a computer works
Music	Mama Mia Sing, song, improvise, compose		Lean On Me Pulse, rhythm and pitch		Stop! Music through games, singing and composing	
RE	What words of wisdom can guide us?	How are important events remembered in ceremonies?	How do different faiths worship?	What do creation stories tell us about the world?	What faiths make up our community?	
French (Mfl)	Poem – Voici ma man Topic - Introductions, days, months, birthdays Christmas - La galette Text – The Hungry Caterpillar		Text – The Tiger who came to tea Song – J'ai soif, J'ai faim Topic – Food and drink Text – Bon Appétit M. Lapin Song – Les légumes au clair de la lune, Alouette		Text – Le petit chaperon rouge Poem – Le fermier dans son pre Song – Ma famille Topic – family members	
PE	Basketball	Team building	Gymnastics	Dance	Athletics	Cricket
PSHE and Fundamental British Values	Physical health and wellbeing. What is important to me?	Keeping safe and managing risk Playing safe	Identity, society and equality Democracy	Mental health and emotional wellbeing Dealing with feelings	Drug, alcohol and tobacco education Making choices	Careers, financial capability and economic wellbeing Borrowing and earning money

CREATIVE CURRICULUM CHALLENGE OVERVIEW –YEAR GROUP: 4 TERM: Spring

Anglo Saxons and Vikings		YEAR GROUP: 4	DATE: Spring
		WOW STARTERS/ACTIVITIES: Roundhay park settlements visit Viking workshop! Create a Raiders animation	DURATION OF UNIT: 12 weeks SUBSIDIARY QUESTIONS: Who were the Anglo Saxons? Who were the Vikings? Where did they come from? When did they live? Where do they fit on a timeline? Who followed the Vikings? What was their life like? How accurate are representations of Vikings in films? What were the major battles? Who were the leaders? What did they eat? Where did they live? How did they travel?

SUBJECT	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS (use descriptors from Weaving knowledge and skills)		
		<u>WORKING TOWARDS EXPECTATIONS</u>	<u>WORKING WITHIN EXPECTATIONS</u>	<u>MASTERY OF EXPECTATIONS</u>
		<ul style="list-style-type: none"> requires support to achieve expectations not able to apply knowledge in context or apply learning without support 	<ul style="list-style-type: none"> able to access the curriculum and apply learning to similar and different contexts without support 	<ul style="list-style-type: none"> confidently apply knowledge to same, similar and different contexts
HISTORY	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world	<ul style="list-style-type: none"> Can they plot recent history on a timeline using centuries? 	<ul style="list-style-type: none"> Can they plot recent history on a timeline using centuries? 	<ul style="list-style-type: none"> Can they use their mathematical skills to help them work out the time

	<p>history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p>	<ul style="list-style-type: none"> • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? • Can they explain how events from the past have helped shape our lives? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate 	<ul style="list-style-type: none"> • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? • Can they explain how events from the past have helped shape our lives? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate 	<p>differences between certain major events in history?</p> <ul style="list-style-type: none"> • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? • Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that the food people ate was different because of the availability of different sources of food? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?
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		<p>picture of how people lived in the past?</p> <ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? 	<p>picture of how people lived in the past?</p> <ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? 	<ul style="list-style-type: none"> • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?
GEOGRAPHY	<p>Location knowledge</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features 	<ul style="list-style-type: none"> • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they use appropriate symbols to represent 	<ul style="list-style-type: none"> • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they use appropriate symbols to represent 	<ul style="list-style-type: none"> • Can they explain how people are trying to manage their environment? • Can they explain how a locality has changed over time with reference to physical features?

	<p>(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p>	<p>different physical features on a map?</p> <ul style="list-style-type: none"> • Can they find different views about an environmental issue? What is their view? • Do they know the difference between the British Isles, Great Britain and UK? • Can they locate and name some of the main islands that surround the UK? 	<p>different physical features on a map?</p> <ul style="list-style-type: none"> • Can they find different views about an environmental issue? What is their view? • Do they know the difference between the British Isles, Great Britain and UK? • Can they locate and name some of the main islands that surround the UK? 	
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	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 			
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CREATIVE CURRICULUM CHALLENGE:	Where would your tribe choose to settle? Were Vikings as fierce as their reputation? 12 weeks	YEAR GROUP:	4	DATE (TERM)	Spring 1 and 2
LESSON NUMBER	OBJECTIVE / SUCCESS CRITERIA	DESCRIPTION OF TEACHING AND LEARNING			INDIVIDUAL CLASS NOTES TO SUPPORT QUALITY OF PROVISION AND OUTCOMES
Topic 1 Who were the Anglo Saxons?	LO: To discover who the Anglo Saxons were LO: To find the Anglo Saxons on a timeline	KWL for Anglo Saxons-Picture of Anglo Saxon – what do you know already, what would you like to know? Create learning journey.			Display-add learning journey questions to the class display. Use Ipads to research

<p>When did they live?</p> <p>Why did they come to Britain?</p> <p>For what reasons do people leave their home countries?</p>	<p>LO: Compare the reasons the Anglo Saxons came to Britain with the reasons people come to Britain/Western Europe today.</p> <p>Key historical skill: use timelines to place the Anglo Saxons according to previous civilisations. Using research skills.</p> <p><u>Growth Mindset skills:</u> Ready, relationships.</p> <p>Normal: Arrange different periods of history including dates into chronological order.</p> <p>Challenge: Arrange different periods of history into chronological order.</p> <p>Super challenge: Arrange different periods of history into chronological order and include facts about the different times.</p> <p>Working above expectations: Calculate how long the different periods of history lasted.</p>	<p>What do we already know? Have the children heard of the Anglo Saxons? When did they exist?</p> <p>Activity: Create a timeline as a class. Think of as many different periods of history as possible and write these down. Add any details they think might help them to arrange these into order (e.g. WW2 planes). As a class, arrange these periods of history into chronological order. Share some Horrible History facts with the class and try to decide where on the time line they might fit. Add to learning environment and working walls.</p> <p>BV link: Individual liberty and tolerance of others.</p> <p>Why did the Angles, Jutes and Saxons come to Britain? What challenges did they face? How is this similar to the challenges faced by refugees fleeing their home countries today?</p> <p>Task Examine different reasons people leave their home countries. Which of these were true of the Anglo Saxons and which are true of people today. Sort into groups.</p> <p>Higher Order Key Questions</p> <p>Remembering: Can you recall where the Anglo Saxons fit onto the timeline?</p> <p>Can you select appropriate clothing for an Anglo Saxon?</p>	
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		<p>Compare the differences between rich and poor Anglo Saxons.</p> <p>Schedule dates and solve time line problems.</p> <p>define, duplicate, list, memorize, recall, repeat, reproduce state</p> <p>Understanding: classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</p> <p>Applying: choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.</p> <p>Analysing: appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.</p> <p>Evaluating: appraise, argue, defend, judge, select, support, value, evaluate</p> <p>Cross Curricular Opportunities</p> <p>Literacy – Linked to Recount unit in Literacy. Opportunity to write annotated notes/paragraphs explaining Anglo Saxons. Maths – calculating periods of time and sequencing</p>	
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Appendix Three – Sample learning log tasks



Year 4 Homework Spring: Anglo-Saxons and Vikings

This term Year 4 are studying Anglo-Saxons and Vikings. This is an exciting unit of study which will involve History, Geography, Art, DT, ICT and English skills. Over the course of this term, you should choose and complete a minimum of six extended learning tasks. We would like to see how you are getting on throughout the term, but would hope to see 3 tasks completed by February half term.

Choose at least 4 from this list

DT/Art: Design a typical Anglo-Saxon costume. You might need to research Anglo-Saxon clothing using books or computer searches. You could draw a typical costume for a man, lady or child. You may even want to dress up as an Anglo-Saxon and take a photograph.

History/Art/DT: Imagine and draw the findings from an Anglo-Saxon archaeological dig. Pretend you are an archaeologist who has dug up a box of Anglo-Saxon artefacts (a bit like Sutton Hoo) ... what could be inside? Draw and label the objects you have found and explain how they were used.

DT: Make a model of an Anglo-Saxon artefact. Time to get creative and make an artefact using any materials you have available. It could be an object used in an Anglo-Saxon home or an object used in warfare.

History/Geography/Computing: Carry out Anglo-Saxon place name research. Many places were named during Anglo-Saxon times. Can you find out the names of villages, towns and cities, which were named during this period? You could present your findings on a map or even visit and look for evidence.

DT: Build a model of a Viking long ship. You could build your model from card, paper, wood, plasticine or clay. Perhaps you could animate it using a tablet or computer and upload the results to DB Primary.

History/English: A Viking visit. If you can, visit a Viking museum such as Jorvik Viking Centre in York. Write a recount, take photographs or describe your visit to the class.

Choose at least 2 from this list

Art: Draw and colour a picture of a Viking. You will need to research Viking clothing first. You could use paint, crayons, collage or any other medium that you choose

History/R.E./Art: Research a Viking God and make a poster about them. Try to make your poster as eye-catching as possible. You may even want to add words to persuade people to worship the Viking God you have chosen.

DT: Bake Viking bread. Have a taste of Viking food by baking your own Viking bread following the instructions in a Viking recipe <https://raisinglifelonglearners.com/kids-in-the-kitchen-viking-bread-recipe-2/> Take a photo of your baking experience.

DT: Design an Anglo-Saxon brooch. You may wish to paint or draw your brooch design. You may even want to make it.

Or be Independent: Learn about any other aspect of Anglo-Saxons and Vikings that interests you. How will you present it? Can you be creative? Can you visit somewhere that will support your learning?