The Curriculum at Grampian

At Grampian, we believe that the best teaching and learning happens when staff and children have ownership of their curriculum. As a result, we do not have fixed topics that year groups complete. Instead, teachers are encouraged to follow the interests of the children to design projects that are engaging and motivating. In an ever changing world, the skills set required to be successful in the workplace develops rapidly. Grampian's curriculum is based on providing the children with the attitudes and skills necessary to open the door to a wealth of opportunities.

Please find an overview of each aspect of our curriculum here. If you would like to know more, or require a paper copy of any of the documents referenced, please come into school and speak to Mrs Hanser.

![Grampian Primary Academy logo]

Learning Attitudes – 'The League of Rocks'

The 6 'Rocks' are the foundation of teaching and learning across both the core and wider curriculum at Grampian Primary Academy. It is through these 6 Learning Attitudes that we learn to overcome challenges by building our learning power. The 'Rocks' are:

Aim High   **Dare to be Different**   **How Well Did We Do?**

I Can Do It   **More than Just Me**   **Thinking for Myself**

In September 2014, the 'League of Rocks' descended on Grampian Primary Academy…are our learning was transported to a whole new level! Now each of our 'Rocks' is represented by a character who helps us to remember that, no matter what challenges we face, having the right attitude to learning is the key to success.

Aim High – Reacher   **Dare to be Different - Creator**

How Well Did We Do? – Reflector   **I Can Do It – Resolver**

More than Just Me – Teamer

Thinking for Myself – Thinker

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Project Skills

Our bespoke Projects begin with an open question with a simple answer – 'it depends'. For example, Key Stage One have explored 'Would You Rather be a Penguin or a Meerkat?' and Lower Key Stage Two have explored 'Vikings: Violent or Valiant?' In order for the children to provide their answer to the question, they engage with the learning in stages.

Share It!	▪ **Clarifying:** To think of ideas that are relevant to the challenge, keeping the end in mind
Check It!	▪ **Questioning:** To ask questions of others to check that I have understood their ideas
	▪ **Summarising:** To summarize the ideas that have been suggested
Decide It!	▪ **Analysing:** To identify the strengths and weaknesses of an idea
	▪ **Deciding:** To make a decision by choosing the strongest idea
Plan It!	▪ **Planning:** To create a plan to make the idea happen
Reflect On It!	▪ **Evaluating:** To check what progress has been made with 'the end in mind' and identify how we can improve
Show It!	• **Presenting:** To present our outcome confidently to an audience

English

Our learning in English is informed by the National Curriculum 2014.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Reading

The rationale behind our teaching of Reading is one of inspiring children to become young people who are passionate about reading a wide range of text types for pleasure and enjoyment, as well as for research purposes. Conceptual understanding of and skills teaching in:

Decoding   Literal Retrieval

Exploration of Language and Viewpoint

Analysis of Structure and Organisation

Inference and Deduction

is modelled, taught and assessed through shared, guided and independent reading using a broad and rich range of text types from different cultures, traditions and periods of history.

Writing

The rationale behind our teaching of Writing is one of inspiring children to become young people who are passionate about writing and have the confidence to believe themselves to be writers, as well as the desire and ability to write for pleasure. Conceptual understanding of and skills teaching in:

Spelling   **Punctuation**   **Grammar**

Genre Features   **Writing as a Reader**

is modelled, taught and assessed through provision for learning within rich and engaging contexts that enable children to apply their knowledge and skills to express their ideas and opinions and explore their creativity and imagination.

Long Term Overviews

Year 1 and 2	First Half-Term		Second Half-Term	
Autumn Term	Description	Diary	Fact Files	Instructions
Spring Term	Story Structure	Explanations	Adverts	Short Story
Summer Term	Letter	Recount	Non-Chronological Report on a Person	Comic Strips

Year 3 and 4	First Half-Term		Second Half-Term	
Autumn Term	Description	Diary	Non-Chronological Reports	Instructions
Spring Term	Story Structure	Explanations	Adverts and Leaflets	Short Story
Summer Term	Letter	Newspaper Reports	Biography	Playscripts

Year 5 and 6	First Half-Term		Second Half-Term	
Autumn Term	Description	Diary/Commentary	Non-Chronological Reports	Instructions
Spring Term	Story Structure	Explanations	Adverts, Leaflets and Persuasive Letters	Short Story
Summer Term	Letter	Eyewitness/Formal Recount	Biography	Playscripts

Additional Genres to be taught across the year	Poetry
	Debate

Mathematics

Our learning in Mathematics is informed by the National Curriculum 2014. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf

The rationale behind our teaching of Maths is one of developing a bank of logical thinking and reasoning skills for each child. Opportunities for 'real-life' Maths are generated to support children in understanding how and why the subject is one of the foundations of life outside school. Conceptual understanding of:

Number   Calculation   Measurement   Geometry

Statistics

is modelled, taught and assessed through provision for enquiry within real-life contexts that enable children to apply their knowledge and skills to explore and investigate mathematical problems, ideas and statements.

Science

Our learning in Science is informed by the National Curriculum 2014.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239132/PRIMARY_national_curriculum_-_Science.pdf

The rationale behind our teaching of Science is one of developing children's ability to explore the world around them. Teaching and Learning in Science is led by the children, through the posing of questions that can be investigated and from which conclusions can be drawn. Conceptual understanding is developed through 5 types of enquiry:

Observing over time   **Identifying and classifying**

Pattern seeking   **Research (using secondary sources)**

Fair testing

Knowledge and skills are modelled, taught and assessed through provision for scientific enquiry within the context of projects that enable children to work scientifically.

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Content Overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Working Scientifically • Plants • Animals including humans • Everyday materials • Light • Seasons	• Working Scientifically • All living things and their habitats • Plants • Animals including humans • Use of everyday materials • Sound	• Working Scientifically • Plants • Animals including humans • Rocks • Light • Forces and magnets	• Working Scientifically • All living things • Animals including humans • States of matter • Sound • Electricity	• Working Scientifically • All living things • Animals including humans • Properties and changes of materials • Earth and space • Forces	• Working Scientifically • All living things • Animals including humans • Evolution and inheritance • Light • Electricity

Computing

The rationale behind our teaching of Computing is one of providing children with the skills required to take advantage of the wealth of opportunities available to them in an increasingly digital world. Conceptual understanding of:

Programming   **Creating Media**

Interpretation and Validation of Information

is modelled, taught and assessed within the context of projects which teach the principles of computing, to enable children to use computers in an integrated and seamless manner. Easy and immediate access to the internet allows them to become skilled in safely interpreting and validating the information they find to support their own learning.

We are using Rising Stars 'Switched On Computing' as our framework for teaching and learning this year.

http://www.risingstars-uk.com/series/switched-on-computing/?offset=all
(see accompanying PDF).

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P.E.

The rationale behind our teaching of PE is one of providing children with opportunities to experience a wide range of sports and physical activities, in order to identify and foster talent. Conceptual understanding of:

Healthy Living   **The Human Body**   **The Impact of Sportspeople in History**

is modelled, taught and assessed by all staff in a manner that engages all children, irrespective of ability, and develops positive attitudes towards being physically active, which they can then carry through life.

Content Overview

Years 1 and 2	Year 3	Years 4, 5 and 6
• Physical Literacy • Fundamental movement skills • Games • Dance • Evaluating	• Physical Literacy • Fundamental movement skills • Games • Dance • Outdoor and adventurous • Swimming and water safety • Evaluating	• Physical Literacy • Fundamental movement skills • Games • Dance • Outdoor and adventurous • Evaluating

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History

The rationale behind our teaching of History is one of enabling children to develop their understanding of the past, so that they can place their lives within the context of national and global historical events. Conceptual understanding of:

Chronology   Cause and Effect   Change   Similarities and Differences

is modelled, taught and assessed through provision for historical enquiry within the context of projects that enable children to: ask and answer questions, research using a range of sources, and use historical vocabulary to communicate their ideas.

Content Overview

Year Groups	History Breadth of Study	Guidance
Year 1 and 2	Significant people, events and periods from UK history.	The children should learn about significant people and events that embody the spirit of a period from UK history. The children should have the opportunity to learn about a range of different people (artists, engineers, explorers, inventors, pioneers, rulers, scientists) and events that are significant at local and national levels. In addition, the children should learn about periods from beyond and within living memory.
Year 3 and 4	Significant people, events and periods from history in Europe and the wider world.	• How the origins of the UK are based upon invasion and settlement e.g. The Roman Empire, the Anglo-Saxons, the Vikings.

		• How the process of change in UK history has affected the local area. • Early civilisations and societies in the wider world e.g. The Indus Valley, Ancient Egypt, Ancient Sumer, Benins.
Year 5 and 6	Changes and connections throughout world history, and the effect on our lives today.	• Attributing elements of our society to UK, European and World history. • Turning points in history e.g. the rise and fall of the British Empire, inventions and discoveries. • Changes in social history e.g. crime and punishment, the class system.

Geography

The rationale behind our teaching of Geography is one of developing children's natural curiosity about the world in which they live. We use the teaching of Geography as a vehicle to take the children beyond their immediate environment. Conceptual understanding of:

Locality   Landscape   Environment

Cultural and Religious Diversity

is modelled, taught and assessed through provision for geographical enquiry within the context of projects that enable children to: ask and answer questions, research using a range of sources, and use geographical vocabulary to communicate their ideas.

Content Overview

Year Groups	Geography Breadth of Study	Guidance
Year 1 and 2	Comparing contrasting localities around the UK.	• Physical Geography: Use fieldwork and observational skills to contrast the local area to other areas of the UK e.g. the Peak District, London, Cornwall. • Human Geography: Use an understanding of the physical features of a place to be able to identify how and why its communities live there. Suggested Vocabulary: 1. Names of the world's continents and oceans 2. Names of the four countries of the UK and their capital cities

		3. Names of the seas surrounding the UK 4. Physical Features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 5. Human Features: city, town, village, factory, farm, house, office, port, harbour and shop
Year 3 and 4	Changing environments across the wider world.	• Physical Geography: The study of 1 European country and 1 non-European country, identifying and contrasting their physical characteristics and topographical features with the local area, in order to understand how and why these aspects of the landscapes are changing over time. <u>Suggested Vocabulary:</u> 1. Names of counties and major cities of the UK 2. Names of the world's countries and major cities 3. Equator, Northern Hemisphere, Southern Hemisphere 4. Physical Geography: describe and understand climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Year 5 and 6	The relationships between people, society and their environments.	• Human Geography: The study of 1 European country and 1 non-European country, identifying and contrasting their human characteristics and land-use patterns with the UK, in order to understand the link between people, society and their environments. <u>Suggested Vocabulary:</u>

		1. Names of counties and major cities of the UK 2. Names of the world's countries and major cities 3. Arctic and Antarctic Circle, time zones (including day and night) 4. Human Geography: describe and understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Design and Technology

The rationale behind our teaching of Design and Technology is one of enabling children to use their natural creativity and imagination to design and make products that solve real and relevant problems. Conceptual understanding of:

Critiquing   **Evaluating**   **Planning**   **Testing**

is modelled, taught and assessed within the context of projects that enable children to explore the work of themselves and others so that they are inspired to take risks through innovation and resourcefulness.

Content Overview

Years 1 to 6
• Planning • Making • Evaluating

Art

The rationale behind our teaching of Art is one of encouraging children's natural creativity to enable them to express themselves through the use of a variety of media. We develop children's understanding of the link between Art and culture and how the work of different artists and movements reflects both time and place. Conceptual understanding of:

Materials   Techniques   Evaluation

is modelled, taught and assessed through provision for creative enquiry within the context of projects that enable children to: engage with a wide range of materials, be inspired by artists and their work, develop creativity through imagination, and reflect on their creation through evaluation.

Content Overview

Years 1 to 6
• Exploration of Materials and Development of Techniques: Drawing, painting, sculpture, textiles • Artists and their Work • Evaluating

Music

The rationale behind our teaching of Music is one of encouraging children's understanding of a universal language that embodies the spirit of creativity and individualism. We develop children's understanding of the link between Music and culture and how the work of different musicians reflects both time and place. Conceptual understanding of:

Exploration   **Composition**   **Performance**

is modelled, taught and assessed through exposing children to music from a range of historical periods, genres, traditions and cultures within the context of projects that enable children to: listen to a range of music, review their likes and dislikes, perform, and evaluate the work of themselves and others.

Content Overview

Years 1 to 6
- Listening   - Composing   - Performing   - Evaluating

Personal Development

The rationale behind Personal Development is one of developing children's awareness of how to stay physically and emotionally safe and responsible in an ever-changing and challenging world.

Awareness of:

Health and Wellbeing   **Relationships**

Living in the Wider World

is promoted and developed through the provision of opportunities for discussion at an individual, small group or whole-class level with adults who are familiar to the children, whilst also providing them with access to specialists when it is deemed necessary.

Content Overview

Years 1 to 6
• Health and Wellbeing (including drugs awareness) • Relationships (including Sex and Relationships education) • Living in the Wider World

Religious Education

In addition to our specially designed curriculum, we teach the Derby City Agreed Syllabus for R.E. This is due to be updated in early 2015, so watch this space for more details.