

Principle 1: Launch **Grab the pupil's interest.**

How: Open with a powerful stimulus to provoke learning.

- All Topic titles will be a question.
- Pose questions, a problem.
- A knowledge harvest - resulting in a display of pupil generated wonderings and discoveries.
- Create a display to meet the class on the 1st day of the new topic.
- An immersion day - all aspects of the day relate to the topic.
- An artifact - to generate questions and hypotheses.
- Scene setting
- Create a scenario
- Invite a specialist/expert on the topic to speak/present to the class.
- A class visit to a place of interest linked to their topic
- Draw on secondary resources - books, video, play.

NB: The wider the range of stimulus drawn on the better.



We want learners to be Creative, Curious, Motivated, Good Citizens, Happy and Healthy

Principle 2: EXPLORE Essential Knowledge and opportunities: Make it relevant, real and local.

How: Draw on the children's experience and their unique locality to make meaningful comparisons with the experience of others and other localities.

- Deliver, as a minimum, the key skills and knowledge required within the national curriculum.
- Make the content real for the children e.g. in history of past civilizations start with the legacy of the period in today's society and work backwards from this.
- Challenge the children to think like a specialist: an historian, scientist, artist, computer programmer etc and make subject specific learning clear.
- Draw on the expertise of an individual child.
- Assess pupil progress against the appropriate milestones.



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Principle 3: EXPLORE Core Skills **Apply literacy and numeracy across the curriculum.**

How: within each half term topic, actively plan meaningful opportunities:

- that require pupils to apply their literacy and numeracy skills
- for speaking and listening to reason, debate, explain*.
- to write for a purpose - both fiction and non-fiction.
- To use maths to problem solve.

NB: *Introducing philosophy into our curriculum will greatly enhance speaking and listening skills in facilitating purposeful debate through profound and philosophical debate.

Each half term's topic will pose 'One BIG question' to provoke discussion and debate and will be linked to one talk homework task each half term.
e.g. Should women go to war? China Y3



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Principle 4: EXPLORE Child Steered Learning.

How: Whilst essential content and skills must be meticulously planned and taught and successfully acquired by pupils, our approach is to give the children input into shaping their learning experience through the following steps:

- The teacher will ensure:
 - essential knowledge and skills are taught
 - learning provokes children to ask questions.
- The teacher actively models/scaffolds enquiry skills for the next stage of the topic.
- Give space and time for pupils to independently and collaboratively plan, think and explore during the topic.
- POW projects draw on children's interests and provoke independent lines of enquiry.



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Principle 5: Energise

Maintain high interest and engagement throughout the topic to drive towards and 'end product'.

- **How:**
- At the outset children know they will be working towards a real 'end product'.
- Provide a real purpose and audience to communicate/present to.
- Provide effective quality feedback that enables the learner to continue to move forward in their learning.
- Motivate with genuine praise and rewards against the Characteristics of Effective learners which underpin our curriculum.

NB: The wider the range of end product and audience the better.

e.g. A class assembly

A demonstration for a younger class.

A video, book, poster, leaflet, play of their research findings.



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Principle 6: Celebrate

Celebrate progress against appropriate milestones and ask –Where next?

How:

- Reflect on and evaluate what has been learnt.
- Identify and celebrate what has been achieved – including self and peer evaluations.
- Share achievements with a wider audience
 - Another class
 - Whole school
 - Parents
 - Governors
 - Wider community
 - Charitable organization
- POW project sharing across classes.

NB: The wider the range of audiences over the year the better.



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