

# Spire Junior School



## Curriculum Policy Document 2024

<b>Summary</b>	This document details the school's approach to our school curriculum, mainly in relation to our foundation curriculum.		
<b>Originator</b>	Headteacher, Curriculum Leads	<b>Date:</b>	October 2024
<b>Responsible Governor</b>	Chair of Governors	<b>Responsible Committee</b>	Resources

# Intent:

At Spire Juniors we believe that children should be supported, nurtured and encouraged to become global citizens, having the purpose, skills and dreams to make a better future. We believe that by creating an exciting and stimulating learning environment we can prepare our children to be safe, ready and respectful members of society with the best start in life.

The curriculum structure allows continued innovation and development. Teachers have the freedom and confidence to change, adapt and develop the content of individual projects which are underpinned by our non-negotiables skills and 'procedural' knowledge, namely:

<b>Non-negotiables skills and 'procedural' knowledge</b>		
<b>History</b>	<b>Geography</b>	<b>Arts</b>
<ul style="list-style-type: none"><li>• Plan and research</li><li>• Analyse and evaluate</li><li>• Show empathy</li><li>• Show a commitment to justice</li><li>• Explore issues, events and problems from different perspectives</li><li>• Support conclusions using reasoned arguments and evidence</li><li>• Communicate their learning in relevant ways</li></ul>	<ul style="list-style-type: none"><li>• Recognise that they can impact their environment and community</li><li>• Show a commitment to justice</li><li>• Recognise their roles as Global citizens</li><li>• Communicate learning in relevant ways</li><li>• Show empathy</li><li>• Understand that human and physical geography are interconnected</li></ul>	<ul style="list-style-type: none"><li>• Show flexibility</li><li>• Organise time and resources</li><li>• Communicate their learning in relevant ways</li><li>• Work towards a goal</li><li>• Adapt ideas as circumstances change</li><li>• Reflect upon and evaluate their own work as well as the work of others</li><li>• Create and demonstrate using a variety of different media and materials</li></ul>

# Implementation:

Our curriculum is organised into three areas, 'Discover', 'Explore' and 'Create'.

Working across three terms allows us to explore areas of the curriculum in greater depth. In the autumn term, the main theme is History; in the spring term, its Geography, and in the summer term, we focus on the Arts. Further skills are mapped to each term and are developed as a result of the curriculum we plan:

Central to the curriculum are Core Skills that underpin everything we do – Our 'ABCs':

### Active Learning:

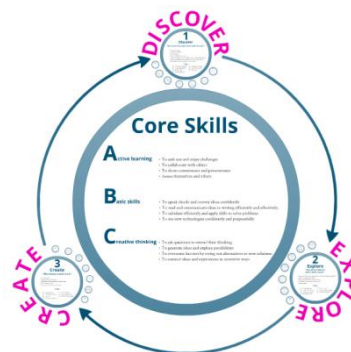
- To seek out and enjoy challenges
  - To collaborate with others
- To show commitment and perseverance
  - Assess themselves and others

### Basic Skills:

- To speak clearly and convey ideas confidently
- To read and communicate ideas in writing efficiently and effectively.
  - To calculate efficiently and apply skills to solve problems
  - To use new technologies confidently and purposefully

### Creative Thinking:

- To ask questions to extend their thinking
- To generate ideas and explore possibilities
- To overcome barriers by trying out alternatives or new solutions
  - To connect ideas and experiences in inventive ways



## Curriculum planning: A pedagogy of possibility

*'We're here to put a dent in the universe.'*

*Steve Jobs*

We believe that our children deserve inspirational learning opportunities. Curriculum planning ensures that children are immersed in exciting projects with authentic outcomes. They are challenged to work creatively whilst deepening their knowledge and understanding through highly engaging and enriching experiences.

- Using a 'long term' concept-based learning model, we begin by identifying the curriculum content to be covered. We then identify key concepts that can be drawn out to allow different areas of the curriculum to be threaded together using a long term overview. The concepts are then framed with an enquiry

question that provides a starting point for the projects. Throughout, children are encouraged to think deeply about their work, expand their horizons and take responsibility for their learning.

- In order to expand our children's often limited horizons all our projects are contextualised, culturally relevant and purposeful. Children work towards authentic outcomes and engage with critical audiences, e.g. journalists and shop window dressing. Projects frequently involve the children dealing with complex issues, and, as a result, they develop an understanding of what is possible and a belief that they can make a difference.
- We have exceptionally high expectations of learning and outcomes. Our curriculum is designed to allow children to work on real world projects. Each project engages with external critique and 'real world feedback' to provide a reason for children to redrafting and adapting their learning. Ultimately we want our children to be instilled with the desire to produce unique work.
- Projects use a combination of direct teaching, facilitated learning and guided discovery within the classroom and the wider environment. A plethora of opportunities exists to allow our children work alongside experts and professionals, take part in visits and residential trips, become Mini Police recruits, contribute to inter-school events, sing with 'Young Voices' and support our local community! Our classroom environments are designed to encourage children to work collaboratively, flexibly and with high levels of independence.

## **Impact:**

Our curriculum is designed to give the children a firm foundation of understanding about the world around them. Our long-term plans are designed so that our children know more and do more as they move through school.

This is seen in their depth of understanding of each unit of work covered, which is assessed at the end of each unit. These summative assessments are supported through the formative assessment processes underway in all lessons, as well as by the children's contributions to their final outcomes in their Discover, Explore and Create topics.