



The Costessey Curriculum

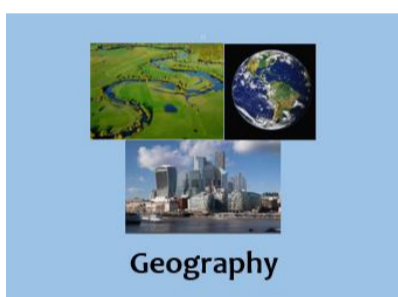
Intent

At Costessey Primary School we instil ambition for all through **discovery**, **exploration** and **creativity**. We seek to build the academic, social, emotional and economic skills to prepare children to take up their full place in our ever-changing world.

We continually strive to bring **real-life experiences** and opportunities into the curriculum and immerse the children within their current theme and make learning relevant.

Our Knowledge, Skills and Understanding documents are designed to ensure that the skills required of our pupils build year upon year, allowing our pupils to leave KS2 already familiar with the reach of individual subjects and ready to take on the challenge of a subject-based timetable at secondary level.

Our children need first of all to develop a sense of where in the world they live, be able to identify some key features of their local area and then compare this to other areas of the United Kingdom and the wider world as they progress throughout their time with us. Our children should understand that the way they live impacts on the locality and the planet.



Implementation

The academic year is divided into the history-heavy 'Discover' autumn term, the geography driven 'Explore' spring and the arts-based 'Create' terms. Geography is the driver subject in the spring term however it is taught and revisited regularly throughout the year.

During the 'Discover' term, teachers are encouraged to use maps of relevant places when discussing their history focus and also to reflect on where musicians and artists came from and how their homeland might have influenced their art as part of our 'Create' term. In addition, maps are a regular feature of Collective Worship throughout the year, bringing about discussions of where places are in the world and in relation to each other, how people living in these places may be similar or different to ourselves and a chance to celebrate this. Each class has a world map on display and these are referred to across the curriculum. In addition each class has their own set of atlases to use throughout the year.

Medium Term Plans are written by the Subject Leads to ensure the necessary coverage and progression as set out by the Knowledge, Skills and Understanding documents. For Geography, long-term overviews originally came from Focus Education skills progression documents and the National Curriculum, yet these have been carefully adapted to meet the needs of the children at Costessey Primary School. From these long term plans, Year Groups are given medium term plans which ensure year on year progression, the coverage of key skills and coverage of the key areas. Year group teams are therefore freed to invest their time in the creation of quality lesson resources tailored to their cohort and incorporating a level of challenge to stretch the more able from these.

The emphasis on vocabulary will be clear from Medium Term Plans and through the use of Knowledge Organisers for each term.

In Geography, we aim to grow ambition through sharing careers which require geographical skills or inspire the children to travel and see the world. In addition, teachers are encouraged to carefully plan in opportunities for fieldwork and to explore the local area and compare this to other areas in the UK and the world. These diverse skills and knowledge give children an introduction to some places and careers linked to these.

The daily visual timetable in all classes from Y1 to Y6 informs pupils of what subjects will be studied when. A matching image plus explanation of the activity context in Curriculum Books allows pupils to see at a glance the development of work in each curriculum area. There are separate exercise

books for English, Maths, Maths Meetings and Science. All other subject work belongs in the Costessey Curriculum Book with the exception of Art, which belongs in sketchbooks.

All sessions have a learning challenge question, which children are encouraged to revisit and self-assess against at the conclusion of the session.

For discussion or practical based sessions, the record in books may be photographic, showing the practical activity in progress or an image of the class flipchart / screen to which ideas have been contributed. In this way, pupils will be reminded of the work they have undertaken and be able to talk their way through their complete learning journey.

The beginning of the Geography unit begins with a short quiz to check prior learning and knowledge of the upcoming unit. These quizzes support teachers to address misconceptions and to ensure planning is adapted to fill any missing gaps in knowledge. Each session then begins with a retrieval task which revisits learning from previous lessons and previous years and is recorded in books. AfL and the regular revision of activities and resources is an integral part of our teaching. Sticky Knowledge Quizzes (with the key content identified by Subject Leads) are conducted every four weeks. Where pupils show that key concepts are not yet sticking, further activities will be provided to enable them to make the necessary progress.

Teachers will alert subject leaders and the senior leadership to any areas of concern as they arise. Subject leaders will conduct regular book looks in order to be able to provide swift support where necessary, assessing the appropriate level of challenge and adjusting as necessary. Teachers and subject leaders will work together to identify those pupils who would benefit from an additional level of challenge.

Medium Term Plans will be reviewed at the end of each term with a view to making any adjustments as necessary before the next cycle. Even where all sessions have been deemed successful, subject leaders will still review plans in the light of the next cohort, taking into account any specific needs or challenges presented by that particular year group.

'Subject evaluation' days will take place throughout the year, involving the Subject Leader, member(s) of the Senior Leadership team and including pupil interviews plus visits to lessons where possible.

Impact

As our curriculum is a progression model, children who are succeeding with the challenges provided in each year group can be deemed to have made progress from the previous year.

Teachers will be aware of the learning journeys that their pupils are on and be able to provide examples of where they have adapted or deviated from plans to meet needs, evidencing that adaptation with work in books.

Work in books will show that children take pride in their work. Activities will be able to be tracked through a coherent sequence of lessons and misconceptions will be addressed with further activities. Subject specific vocabulary will be evident in pupil work.

Where children find it difficult to record their thoughts in written format, alternative recording methods (e.g. video / voice recordings on Seesaw; use of an adult as a scribe) will capture their progress in a subject.

Pupil voice interviews will reveal children who are able to talk confidently about what they have learned. They will be able to talk about the specific features of different subjects and demonstrate an understanding of how what they are studying now builds upon what they have studied previously, as well as where their studies will take them next.

Children will be able to explain how they receive feedback from their teachers and how they know what it is they need to work on next.

The quality of written work in Curriculum Books will be brought into line with the quality of written work in English books.

Pupil work on display in classrooms and corridors will celebrate pupil success and showcase the range of opportunities that Costessey Primary School provides.