



Foundation Subject Curriculum

Aim:

All learners receive a “high quality education, built around an ambitious, well designed and well sequenced curriculum.”- Ofsted framework, January 2019.

Objectives:

- design to focus on **WHAT** is taught and not how
- planning identifies; ‘must know’ and ‘be able to’
- build on prior knowledge
- provide greater clarity and opportunities to assess and evaluate

Intent	<p>What knowledge and understanding do we expect: Overview</p> <ul style="list-style-type: none"> • develop pupils’ enjoyment and interest in all foundation subjects • develop a knowledge, appreciation and respect for subject skills. • build on pupils’ curiosity • Through a range of approaches, build, broaden and deepen understanding • develop pupils’ empathy, respect and/or awe for knowledge. • introduce pupils to the language and vocabulary • develop pupils’ understanding and appreciation for different topics
	<p>Curriculum delivery – teaching, assessment and feedback: (Sequence of Learning-SOL)</p> <ul style="list-style-type: none"> • Teacher plan a knowledge organiser which outlines knowledge (including vocabulary) all children must master. • A sequence of lessons for each topic, which carefully plans for progression and depth. • All stakeholders are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. • Where appropriate, work will be adapted to meet pupils’ needs and, if appropriate, extra support given. • Where appropriate, pupils will carry out investigations and experiment with various techniques. • Gender differences will be reflected positively in the teaching materials used
Impact	<p>Pupil achievement using progression and milestones: (Subject Builder)</p>
	<ul style="list-style-type: none"> • Children will retain knowledge that is pertinent to the subject. • Children will be able to question ideas and reflect on knowledge • Children will recall and retain a non-negotiable knowledge of the curriculum at the end of each phase. • A wider variety of skills linked to different subjects will continued to be further developed. • A richer vocabulary that will enable to articulate their understanding of taught concepts. • High aspirations, which will see them through to further study, work and a successful adult life.

Foundation Subjects - refer to the Policy What is our Intent?

Our intent is the curriculum we have worked on collaboratively across the school to ensure our pupils' cultural capital is developed and specific skills are taught to best prepare them for life as citizens of the 21st century. The knowledge part of our intent takes into account our pupils' backgrounds, experiences and location.

Unit	Autumn		Spring		Summer		
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	
	History At about the ending of the Roman Empire Key: the Roman Empire The Roman Empire was at its greatest when Augustus ruled the world. The Roman Empire was at its greatest when Augustus ruled the world. The Roman Empire was at its greatest when Augustus ruled the world.	History The Roman Empire was at its greatest when Augustus ruled the world. The Roman Empire was at its greatest when Augustus ruled the world. The Roman Empire was at its greatest when Augustus ruled the world.	History The Roman Empire was at its greatest when Augustus ruled the world. The Roman Empire was at its greatest when Augustus ruled the world. The Roman Empire was at its greatest when Augustus ruled the world.	History The Roman Empire was at its greatest when Augustus ruled the world. The Roman Empire was at its greatest when Augustus ruled the world. The Roman Empire was at its greatest when Augustus ruled the world.	History The Roman Empire was at its greatest when Augustus ruled the world. The Roman Empire was at its greatest when Augustus ruled the world. The Roman Empire was at its greatest when Augustus ruled the world.	History The Roman Empire was at its greatest when Augustus ruled the world. The Roman Empire was at its greatest when Augustus ruled the world. The Roman Empire was at its greatest when Augustus ruled the world.	History The Roman Empire was at its greatest when Augustus ruled the world. The Roman Empire was at its greatest when Augustus ruled the world. The Roman Empire was at its greatest when Augustus ruled the world.

How do we implement our intent?

The Sequence of Learning ensures the content is structured into steps. Individuals can teach 2/3 steps as part of one session or teach each step individually using the B.A.D skills. Key Vocabulary must be taught, understood and used.

Autumn		SOL Sequence (2 Learning)				Outcome	
Unit	Learning Objectives	Key Information	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
1.1	VEDMA: My and My Family	Key: Know Key Information about themselves	Research and compare about themselves	Chronology/Time	Key: Events before and during the time in Year 1	Assessed	Understand the difference between chronological events.
1.2	VEDMA: Household Items	Key: Properties and how they have evolved	The development of household items and how they have evolved	Significant Inventors	Completion of household items to Victorian and 1900s.	Assessed	To show how Victorian items evolved over a period of time.
1.2	VEDMA: Transport	Key: Significant events in History	Know about the voyage of Christopher Columbus	Historical Context	Discuss why people in the past chose the way they did	Assessed	Understand the significance of historical events.
1.2	VEDMA: What were you doing?	Key: Properties and how they have evolved	Recognise the reasons why people in the past chose the way they did.	Significant Person	Recognise the reasons why people in the past chose the way they did.	Assessed	Understand the significance of historical events.
1.1	VEDMA: Ancient Pictures	Key: Ancient Pictures	How the Roman Empire became a global power	Historical Context	How the Roman Empire became a global power	Assessed	Understand how archaeology has given us insight into the past.

How do we assess the impact?

History Builder	Year 2	Year 4	Year 6
Questions (Learning)	Questions (Knowledge)	Questions (Learning)	Questions (Knowledge)
What was the significance of the Roman Empire? What was the significance of the Roman Empire? What was the significance of the Roman Empire?	What was the significance of the Roman Empire? What was the significance of the Roman Empire? What was the significance of the Roman Empire?	What was the significance of the Roman Empire? What was the significance of the Roman Empire? What was the significance of the Roman Empire?	What was the significance of the Roman Empire? What was the significance of the Roman Empire? What was the significance of the Roman Empire?
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How did the Roman Empire become a global power? How did the Roman Empire become a global power? How did the Roman Empire become a global power?	How did the Roman Empire become a global power? How did the Roman Empire become a global power? How did the Roman Empire become a global power?	How did the Roman Empire become a global power? How did the Roman Empire become a global power? How did the Roman Empire become a global power?	How did the Roman Empire become a global power? How did the Roman Empire become a global power? How did the Roman Empire become a global power?

From our curriculum, we have created subject builders. Knowledge children must gain and know by the end of each phase. Through our Subject Builders assessment, we are able to assess whether children have met the standard of knowledge expected and required at age appropriate level.

Basic. Advancing. Deep All children begin at **Basic** level and then move on to **Advancing** followed by **Deep Learning**. Within each 'level of learning', children are appropriately challenged through questioning or resources.

All children are given the opportunity to develop and achieve. All children are expected to complete the same task. However, teachers can differentiate and provide support through appropriate questioning and resources

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will
Basic	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.