

## 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

	What knowledge and understanding do we expect: <b>Overview</b>							
	develop pupils' enjoyment and interest in all foundation subjects							
	<ul> <li>develop a knowledge, appreciation and respect for subject skills.</li> </ul>							
	build on pupils' curiosity							
	Through a range of approaches, build, broaden and deepen understanding							
l t	<ul> <li>develop pupils' empathy, respect and/or awe for knowledge.</li> </ul>							
Intent	introduce pupils to the language and vocabulary							
<u>-</u>	develop pupils' understanding and appreciation for different topics							
	Curriculum delivery – teaching, assessment and feedback: (Sequence of Learning-SOL)							
	Teacher plan a knowledge organiser which outlines knowledge (including vocabulary) all							
	children must master.							
_	<ul> <li>A sequence of lessons for each topic, which carefully plans for progression and depth.</li> </ul>							
음	<ul> <li>All stakeholders are responsible for ensuring that all children, irrespective of gender, learning</li> </ul>							
<u> </u>	ability, physical disability, ethnicity and social circumstances, have access to the whole							
l e	curriculum and make the greatest possible progress.							
Implementation	<ul> <li>Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given.</li> </ul>							
힏	<ul> <li>Where appropriate, pupils will carry out investigations and experiment with various techniques</li> </ul>							
<u> </u>	<ul> <li>Gender differences will be reflected positively in the teaching materials used</li> </ul>							
	Pupil achievement using progression and milestones: (Subject Builder)							
	Children will retain knowledge that is pertinent to the subject.							
	<ul> <li>Children will be able to question ideas and reflect on knowledge</li> </ul>							
	Children will recall and retain a non-negotiable knowledge of the curriculum at the end of							
	each phase.							
Impact	A wider variety of skills linked to different subjects will continued to be further developed.							
<del>დ</del>	A richer vocabulary that will enable to articulate their understanding of taught concepts.							
<u> </u>	• 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 21<sup>st</sup> century. The knowledge part of our intent takes into account our pupils backgrounds, experiences and location.

			History			
		A.n.mı	Spring			Summer
sar I	Alabout	me and my home	Toys - Past and Present	Who were the Victorians?		
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	Reinq Me-	Homes	Toys - past and present		Kings and Oweers the Good, the Bad and the Light	
must know	inherital anne age, COLI, perceital na decidi administrativo del decidi consisti y aci bom ili, con il giorgi picci and consisti y aci bom ili, con il giorgi picci di la del di la discoli di la disc	-housing investigate floor excitors assignment of security control positions and security control positions and security control positions are security control positions and control positions are security control positions are security control positions and control positions are security control positions and control positions are security control positions are security control positions and control positions are security control positions and control positions are control positions are control positions and control positions are control positions are control positions are control positions and control positions are control positi	In the content and harmed physical planes may a state, toward the development of the content of the south whether it was an in Mark to south whether it was an in Mark to the content of the content of the public south of the content of the public south of the content of the public south of the content of the south of the content of the south of the content of the hard to our ordered in the content of hard to our ordered or and content of the south of the content of hard to our ordered or and content of the south of the content of south of the content of south of the content of south of the content of south of the south of the south of the south of the south of the south of south of		and the planty consider the sole of the country and out that in planty control the country and country that in plant. Showing the first that in plant and the country that is a country that in the country that is a country that i	
be able to	creation paragonal about hely first history freezing in the first produce a strelline, mobiled by large event better and during their life stree Bypul Workler g and Estyl. Model keep and Chippe to explore paramating or independent search of onlight and large they extend to the control of their produce and and which are for their paramating control and and explore a formity times and easily explored to the control of their produces and and explored to their produces and and their produces are their produces and and their produces are their produces and and their produces are their produces are their produces and their produces are thei	replain how people and in religions and the religions and the religions and the religions and religions and the religions and the religions and department of the repeat of change and the repeat of change and the repeat of change and the religions are user an authority of the religions and the religions are user an uniform all false. The man deletions of the religions are user an uniform the religions and the religions and the religions and the religions are the religions and the religions and the religions and the religions and the religions are the religions and the religions and the religions are the religions and the religions and the religions are the religions and the religions and the religions are the religions and the religions and the religions are the religions and the religions and the religions are the religions and the religions are the religions and the religions and the religions are the religions and the religions and the religions are the religions and the religions and the religions are the religions are	deather was also among all proteins given through the production of the protein among and proteins and the proteins are also are quested to the proteins and th		dimensionical most on a compare the differences identify and explain in a different time per lade an identify and laber titler of	between the King and Queens, yes, pictures and paintings from I place them in dinonological eros
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ded		gedget			throne	

### 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.

History SOL (Sequence Autumn					SOL (Sequence Of Learni	rning)				
*utu	men							<u> </u>	Outcome	Vocabulary
Yrl	1.1	WDIKA Me and My Family	Know Key information about themselves	Research and compare Differences and Similarises between their parents and grandparents	Chronology-Crease a Timeline about themselves	Key Events bef during their lif Year 1.		American	To understand the difference in generations and how a smeline is used to show chronological events.	Heritage
	1.2	WDIKA Household Items	Key Inversions and how they have evolved	Know about Significant Inventors	The development of music and TV equipment and how film victuing has evolved.	Comparison of items to Victor 19505 house.	ian and	Assument	To know how inventions evolve over a period of time and significant inventors.	Device Godget
12	1.1	WDIKA Transport	Soudy significant event in history-Moon Landing	Know about the voyage of Christopher Columbus	Historic Firstrair, space and travel.	Discuss why people in the past acted in the way that they did.		Understand the development of air, space and see travel and key turning points in history.	Solo	
	1.2	WDIKA What were the old days like?	Significant Person Florence Nightingale Recognise the reasons why people in the past acted as they did.	Significant Person Erromeline Panishurst Recognise the reasons why people in the past acced as they did	Significant Person Princess Diana Recognise the reasons why people in the past acted as they did,	Assertence		To understand why people from the past become significant because of the changes they instigated to benefit society.	Equality Gender	
Yr3	1.1	WDRA Ancient Egyptian Fictures	Discuss excavation and interpretation of artefacts.	How the Rosetta Stone became key to deciphering	Know the significance of the Sphinx in Egyptian times	Characteristics and functions of the pyramids	How people lived during Egyptian times.	Assessed	Understand how archaeology has given us insight into a past	Civilization

#### How do we assess the impact?

	sar 2		Year 4	Year 6		
Questions	Answers	Questions	Answers	Questions	Answers	
(Learning)	(Knowledge)	(Learning)	(Knowledge)	(Learning)	(Knowledge)	
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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 <u>Basic</u> level and then move on to <u>Advancing</u> followed by <u>Deep</u> 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  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.  apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.		
Basic	Low level cognitive demand. Involves following instructions.	Acquiring			
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising			
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, prov		