

# Welcome to St Chad's Patchway



We love  
because he  
first loved us.  
1 John 4:19

An intelligent heart  
acquires knowledge,  
and the ear of the  
wise seeks  
knowledge.  
Proverbs 18:15

Learning to love, loving to learn!

Let all that you  
do be done in love.  
1 Corinthians 16:14

*As our vision statement above suggests, St Chad's are fully committed to encouraging a love of learning and of the world around us, driven by our desire to provide the very best for every child. Our vision underpins all that we do at St Chad's; we want every child to feel part of this and be a part of making this happen in school and in their day-to-day lives. We place a big emphasis on valuing achievement and providing an inclusive curriculum, where every child can succeed.*

*At St Chad's, we believe in providing children with a diverse, meaningful and engaging curriculum that allows creative opportunities to prepare for lifelong learning and future success. As a school, we want children to be curious and resilient learners who continually develop their understanding of the increasingly complex and rapidly changing world around them. Our curriculum encourages children to aspire to the highest standards, whilst ensuring a wide range of enriching experiences, all of which are underpinned by our vision and values.*

# Our Connected Curriculum

*“Encourage one another and build each other up... always strive to do what is good for each other and for everyone else.”*

*Thessalonians 5:11-15*

*Our connected curriculum is one which provides children at St Chad's Patchway CofE Primary School with a curriculum that fosters engagement, intrigue and growth. We continue to aspire to deliver a curriculum that enables children to question the world that they live in by deepening their skillsets and knowledge.*

*Our school's Christian Values and Beliefs underpin everything we do as a school and we strive to understand and explore how these are demonstrated in the outside world. Alongside our Values and Beliefs, our school's 5C's of learning (Community, Communication, Creativity, Curiosity and Collaboration) act as drivers to lead the creation of the curriculum.*



*A carefully sequenced progression of knowledge which captures children's curiosity and creativity within an array of collaborative learning opportunities, which builds and promotes a development of children's communication skills with the local community at the heart.*



## *The Importance of Knowledge*

*The curriculum has been carefully designed using a cross-curricular thematic approach. This approach enables children to make connections between subjects and build upon previously learnt knowledge. By using this approach, it allows children to develop links between previously taught schemas. Linking concepts is vital for children's development of schemas so that knowledge is retained, understood and transferred into their long term memory. By ensuring that knowledge is transferred into the long term memory, this allows children to focus on being creative, thinking analytically and working together in teams to mould a positive learning experience.*





*To ensure that knowledge is developed into the long-term memory and children know more and remember more, it is vital for them to constantly re-visit previously learnt knowledge to further develop their schemas. As knowledgeable learners find learning easier, the curriculum has been created to ensure that vertical and horizontal links can be made across units so that knowledge can be sequenced accordingly across year groups and phases. As a school, we have identified the key knowledge progression for each subject across year groups and ensured that it is repeatedly taught to enable the knowledge to be processed within a child's long term memory.*



## The Rolling Programme

Subject specific knowledge is taught throughout the school within carefully sequenced units to develop children's understanding in a deep and meaningful manner. Units are taught across a two-year rolling programme carefully ensuring that knowledge is taught, deepened and re-visited across topics and phases.

Unit	Local			National	Global		
	1	2	3	4	5	6	7
Big Picture Question	Where is Bristol and what is it like?	Year 1 Why do we remember WW1 and WW2?  Year 2 When and where were WW1 and WW2?	What was the impact of Brunel on Bristol?	How has life changed since the Victorian Period?	What are some of the hottest places in the world?	Cairo comparison with Bristol	What is it like at the coast?
Links	Link to KS1 unit on Patchway.  Link to work on Great Britain land use in LKS2.  Link to industrial revolution in UKS2  Link to slave trade work in UKS2	Link to annual units on WW1 and WW2	Link to KS1 work on Great Britain  Link to UKS2 work on the docks.  Link to UKS2 work on Avon Gorge.	Link to Bristol unit.  Link to Industrial revolution in UKS2  Link to work on Brunel	Link to unit on coldest places in the world.	Link to units on hottest and coldest places in the world.  Link to LKS2 Egypt unit.62	Link to land use unit in LKS2

*Links have been developed across curriculum units to ensure knowledge is introduced, developed and embedded.*

*Example of a curriculum map from Year 1 and Year 2's rolling programme.*





# Our Curriculum Implementation

To ensure that Curriculum units are implemented successfully, and that there is a progression of knowledge, teachers work closely together in phases to review the previous unit and to discuss the learning outcomes for the next unit. Even though school phases use the same curriculum focus, it is vital that the year groups' curriculum objectives are used to ensure that clear differentiation and progression of knowledge and skills between classes, and year groups, is developed.

An overarching question is included for every unit. This question provides direction for the children and is the focus when children produce a final piece of learning as part of the producing phase.

Unit 2 – My Family	
Year 1 – Geography Objectives	Year 2 – Geography Objectives
Identify London as where the Queen lives.	Identify that the Queen lives in London. She is also the Queen of a number of other countries as well.
Revisit what the other countries in the UK are called.	Locate the countries on a world map.
London, Cardiff, Edinburgh and Belfast are the Capital Cities in the UK.	Identify the different continents that these countries are in
Use photos to recognise landmarks of London, special focus on the Queen.	Queen was at Treetops when George V died
	Geographical differences in the physical geography of <u>PatChway</u> and an area of Kenya.

*Overview of how the Year 1 and Year 2 geography objectives differ for 'Unit 2 - My Family.'*



# How are units taught and planned?

Units are taught, and planned, in three phases:

- 1) An Exploring phase
- 2) A Deepening phase
- 3) A Producing phase

Exploring phase Immersing pupils in the topic. Student led in EEP	Deepening phase Building knowledge – focus depth of understanding rather than quantity of topics covered Making links to prior knowledge			Profiling phase Assessing children's knowledge and understanding in relation to the objectives.
Week 1	Week 2	Week 3	Week 4	Week 5
L.O: Research into the different skeletons and muscles within the body and what nutrition we need to be healthy	L.O: To identify some of the main bones within a human skeleton	L.O: How do our muscles work?	L.O: What nutrition do we need in our bodies?	L.O: To create a healthy meal?
	L.O: To identify some of the main bones within a human skeleton	L.O: How do our muscles work?	L.O: What nutrition do we need in our bodies?	L.O: Microsoft PowerPoint. (Continue creating powerpoint presentation)
L.O: School visit	L.O: Identify the function of some of the different bones within the body.	L.O: What is the role of joints in the body?	L.O: To create a healthy meal	L.O: Microsoft PowerPoint. (Continue creating powerpoint presentation)
L.O: Art Drawing body shapes in charcoal	L.O: Art Making body Mosaics	L.O: Microsoft PowerPoint. (How to add slides and begin to research the skeleton)	L.O: Microsoft PowerPoint. (Start to create powerpoint presentation)	L.O: Microsoft PowerPoint. (How to add different backgrounds, fonts and sizes etc)
L.O: Art Drawing body shapes in pen	L.O: Art Making figures in clay	L.O: Microsoft PowerPoint. (Research the skeleton)	L.O: Microsoft PowerPoint. (Continue creating powerpoint presentation)	L.O: Microsoft PowerPoint. (How to add different transitions to slides)

Year 3 planning overview for 'This is Our Bodies' unit of learning.

	After completing two different drawings, work with a partner to identify an area that could be improved within their partner's drawing.  Children to try and re-draw their drawing focusing on improving that particular aspect of their work.	Children to be provided with an activity. They draw it on the IWB and the rest of the class have to guess what it is.	Images of characters Flipchart presentation Pencil and sketchbooks
the planning phase	the role of the drawing. Focus on identifying specific shapes within the images that they are concentrating on.	Activity 1  Children to sort animals into vertebrates, invertebrates, exoskeletons and endoskeletons.  Extension: Can the children define what each one means?  Activity 2  Children to create cotton bud skeletons and label the main bones within the body.  Extension: Can the children write a short paragraph to explain the role that the bones play within the body?	Mix and Match Game  Children to match the names of the bones to the correct bone in the human skeleton  Flipchart presentation Cotton buds Resource for sorting activities.
L.O: To identify some of the main bones within a human skeleton?  (2 Sessions)	Show children an example of a couple of good drawings of a person. What makes the drawings good? Ensure children understand they are learning about drawing rather than drawing people. Children to learn to find an angle or focus to concentrate on that will improve their drawing e.g. look for shapes in what they are drawing to help them recognise their work.  Activity: Show children images of some different characters that they know. Children to have a go at drawing them into their sketchbook. When drawing, encourage children to draw slowly, stop and look for different details in each area. Children to look for different marks e.g. hard, soft, jagged, heavy and smooth.  Re-cap with the children what they can remember about the bones within a human skeleton from the exploring lesson.  Initially, show the children a range of different images of animals, insects etc. Can the children sort them in different ways? Can the children sort them into vertebrates and invertebrates? Make sure the children understand what the term vertebrates and invertebrates mean.  What do you think is the difference between an exoskeleton and an endoskeleton? Discuss with the children what an exoskeleton and an endoskeleton is. Complete a class sorting activity with a range of different animals and insects.  Activity 1: Sorting activity into vertebrates, invertebrates, exoskeletons and endoskeletons.  Use the following link to introduce the children to some of the bones within the human skeleton: <a href="https://www.bbc.co.uk/news/health-1776664">https://www.bbc.co.uk/news/health-1776664</a>		

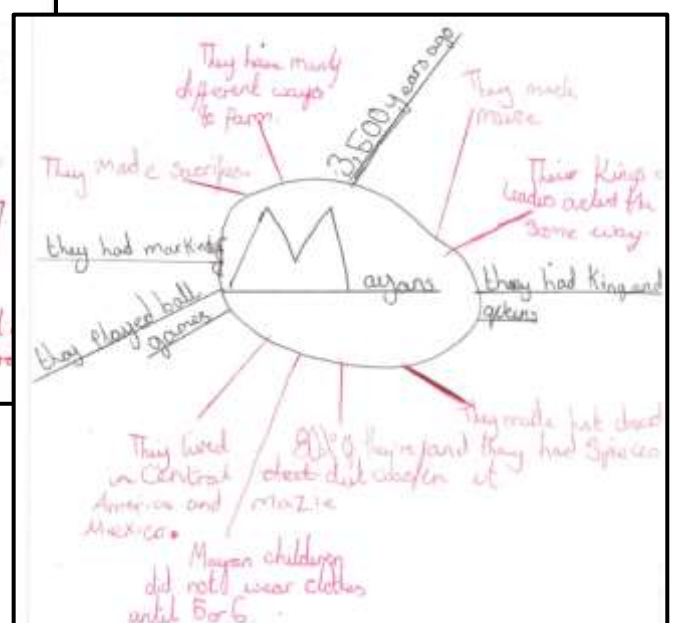
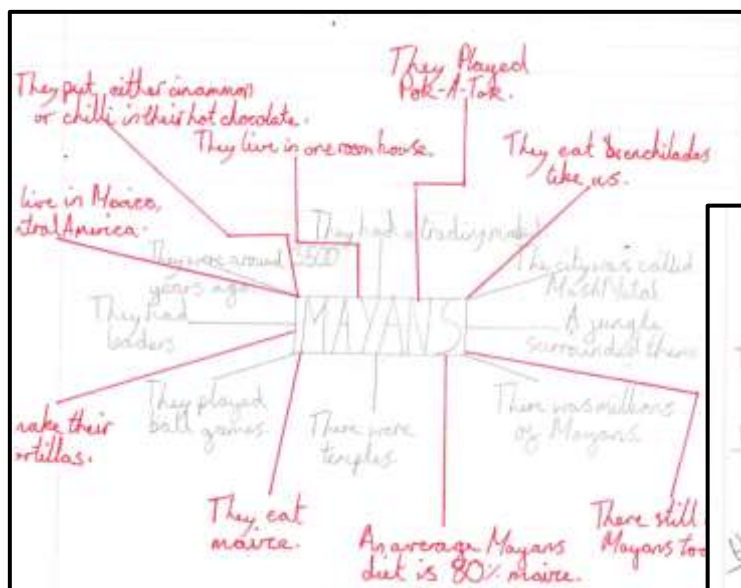
Following on from the school's vision of 'Learning to Love, Loving to Learn,' to engage, excite and enthuse children they have to be fully immersed in knowledge from the beginning of the unit. The **exploring phase** plays a vital role in immersing children in knowledge. By providing children with opportunities to be active learners and lead their own learning through a range of different methods, such as research, drama, visits and trips, this supports our children raising more in-depth questions and making more meaningful connections between the knowledge. Within the **deepening phase**, children are able to explore, deepen, and make links between concepts, and knowledge, previously taught. Using their inquisitive nature, children develop more detailed responses to the questions formulated through the exploring phase. Taking into account the school's Learning Cogs, the

**producing phase** is a vital component to the children's ability to piece together the knowledge that they have gained throughout the unit. Within this section, children work individually, or in groups, to complete project based work that demonstrates their understanding of the learning that has taken place when answering the over-arching unit question. The types of activities children complete include:

- Powerpoint presentations
- Plays to an audience
- Posters
- Debates
- Speeches
- Creating leaflets
- Campaign to bring about change
- Creating Class Museums for parents / carers to enjoy

## Curriculum Mindmaps

Curriculum mindmaps are used at the beginning of every unit to identify what knowledge children currently know. This can support teachers understand what knowledge and misconceptions the children currently have. Therefore, the learning sequence can be tailored to the needs of the children. The curriculum mindmap is then revisited at the end of the unit to demonstrate how the children have built upon their existing knowledge and further strengthened links and schemas within their memory.





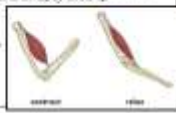
## School Visits and Trips

To inspire engagement and a love of learning about a curriculum unit, school trips and visitors play an important role. To develop an understanding about the world we live in, it is important for children to study and work within the local community around them and explore their learning in a different context. Trips and visitors are carefully planned into children's studies to help consolidate and deepen learnt knowledge and therefore to progress their understanding.



## Knowledge Organisers

Knowledge organisers play a vital role in supporting children within the classroom across two specific areas. Firstly, following the language/oracy learning cog, specific subject-related vocabulary is clearly defined and this is progressed across the school. Secondly, by using knowledge organisers children are continually able to make links between the knowledge learnt across different units. As well as supporting children within school, they can provide parents with a clear understanding of what knowledge their child is learning within school and the vocabulary choices that are being used within lessons.

Unit Title: Unit 1 - Our Working Bodies		Key Knowledge		Key Vocabulary
<p><b>What should I know?</b></p> <ul style="list-style-type: none"> <li>A human is a host of a variety of plants and animals</li> <li>Understand that living things depend on each other e.g. plants give us a source of food and shelter for animals</li> <li>Understand what things we eat, drink or wear come from</li> <li>Recognise different and contrast different food chains</li> <li>Understand what a food chain is</li> <li>The parts of the human body and what they do</li> <li>There are 3 types of vertebrate (mammals, fish, reptiles, amphibians, birds)</li> <li>Vertebrates are animals that have a backbone</li> <li>Invertebrates are animals that do not have a backbone</li> <li>All animals need water, air and food to survive</li> </ul>	<p><b>What should I know by the end of the unit?</b></p> <ul style="list-style-type: none"> <li>Living things need food to be strong and healthy</li> <li>Plants can make their own food, but animals cannot</li> <li>To stay healthy, humans need to exercise, eat a healthy diet and be hydrated</li> <li>The three jobs played by the skeleton and the different types of skeleton that there are</li> <li>What the role of an endoskeleton is</li> <li>Some of the reasons for the main joints and bones in the human body</li> </ul>	<p><b>What are the different types of skeleton?</b></p> <p>Vertebrate animals that have a backbone. These skeletons are called endoskeletons. This happens when the skeleton is on the inside of the body. These skeletons grow with the bodies.</p> <p>When the skeleton is on the outside of the body, it is called an exoskeleton. An exoskeleton is covering their bodies and protect them. These have to be shed and a new skeleton has to be grown.</p> <p><b>What role does an endoskeleton play?</b></p> <p>Skeletons do three important jobs:</p> <ol style="list-style-type: none"> <li>1) protect organs inside the body</li> <li>2) allow movement</li> <li>3) support the body and stop it from falling on the floor.</li> </ol> <p><b>How do our body move?</b></p> <p>Joints are where bones meet and they allow our bodies to move. Muscles contract and relax. Muscles are connected to bones by tendons.</p> <p><b>How do muscles work?</b></p> <p>Skeletal muscles work us push or move the things they are attached to by taking in blood to contract (get shorter) and relax (get longer).</p> 	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Vertebrate</li> <li>Invertebrate</li> <li>Muscle</li> <li>Tendon</li> <li>Joint</li> <li>Contract</li> <li>Relax</li> <li>Healthy</li> <li>Hydrate</li> <li>Exercise</li> <li>Endoskeleton</li> <li>Exoskeleton</li> <li>Organ</li> <li>Endoskeleton</li> <li>Exoskeleton</li> </ul>	
<p><b>Any understanding of how a human and animal body moves</b></p> <p><b>The different types of skeleton and the role that they play</b></p>		<p><b>Making Links - Remember when you...</b></p> <ul style="list-style-type: none"> <li>Identified the importance of exercise and eating the right type of food for humans</li> <li>Identified the main needs for humans and animals to survive but you at the <a href="#">end of focused time unit</a></li> </ul>		

## Classroom Learning Walls

The classroom learning walls focus on ensuring children have a clear understanding of the knowledge that is being taught within curriculum units. Therefore, knowledge that is displayed is based upon the current lesson and learning sequence that children are actively participating in. By reducing the amount on classrooms walls to focus on the key knowledge children need to achieve and progress within lessons, this helps to reduce the extraneous load for children and therefore helps to lower the cognitive overload.



## Celebration of children's work

Following the school's vision of 'Learning to Love, loving to learn', it is essential to continually celebrate the work and achievements of our children. The celebration of children's work takes place throughout the school corridors and especially within the school hall.



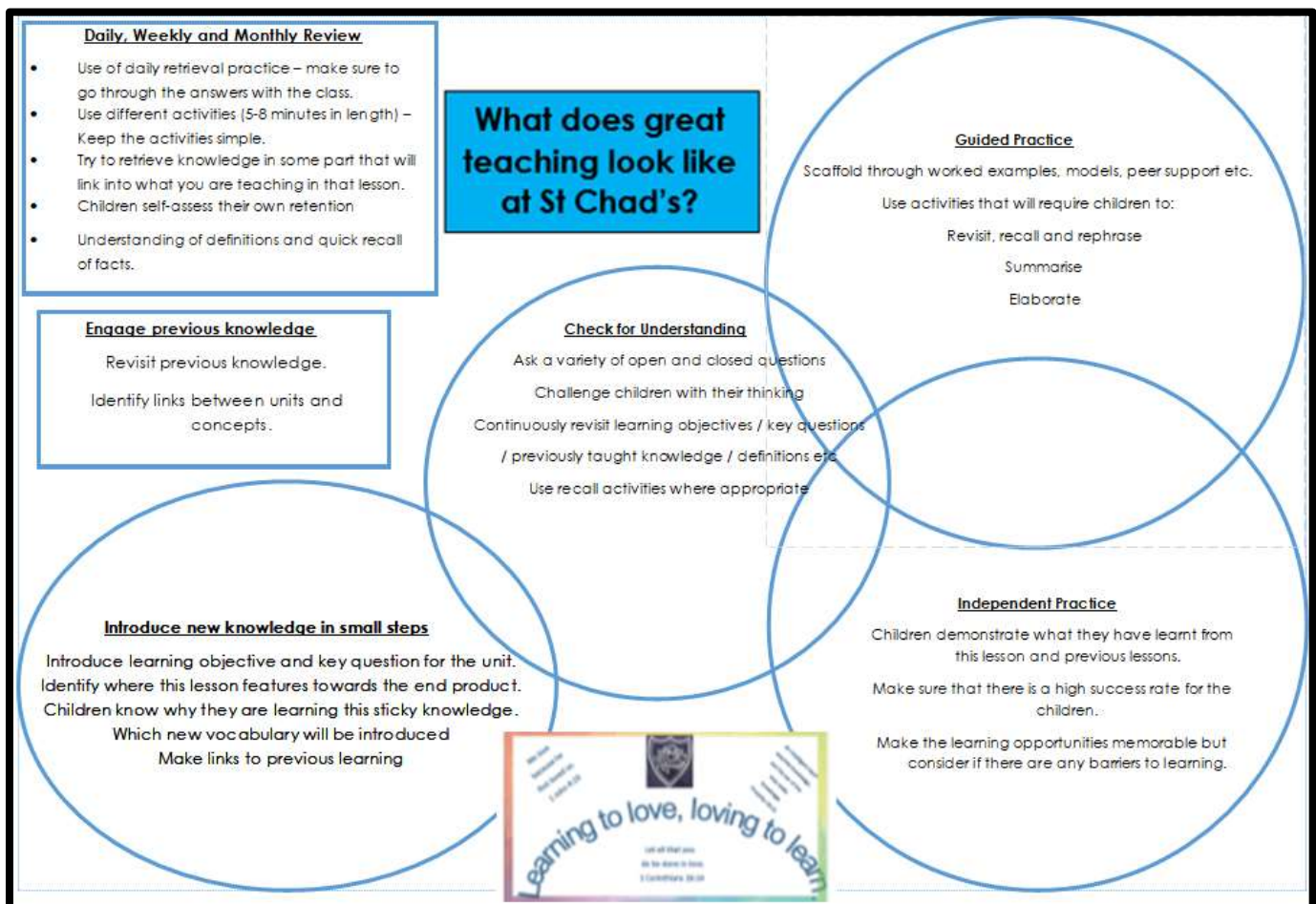
## Our Curriculum Delivery

At St Chad's Patchway CofE Primary School, different teaching styles are used within lessons to ensure maximum impact of learning and retention of knowledge.

## Great teaching at St Chad's Patchway

Rosenshine's Principles of Instruction acts as a backbone throughout the teaching sequence here at St Chad's Patchway Primary School. As seen from the image below, great teaching within lessons is made up of four key areas:

- Daily, Weekly and Monthly Review
- Introduce New Knowledge in Small Steps
- Check for Understanding
- Guided and Independent Practice





## Rosenshine's Principles of Instruction in Action

<b>Principle of Instruction</b>	<b>Developed within the Curriculum</b>
<b><i>Begin the lesson with a short review of previous learning</i></b>	<p><i>All lessons start with retrieval of previously taught knowledge.</i></p> <p><i>English, Maths and Curriculum learning walls provide an overview of learning from previous lessons, which can be used to support current learning.</i></p> <p><i>Frequent knowledge review sessions provide opportunities for children to retrieve knowledge across a variety of curriculum subjects.</i></p>
<b><i>Present new material in small steps with student practice after each step.</i></b>	<p><i>Knowledge is taught in small steps to support retention and for children to make links with previously taught knowledge and across subjects.</i></p> <p><i>When new vocabulary is introduced, it is explained at the beginning of the lesson and practised throughout the lesson. It is available on knowledge organisers for children to use and understand.</i></p> <p><i>Before becoming independent learners, children develop their understanding of the taught knowledge through a gradual and guided approach.</i></p> <p><i>Success criterias used to follow a process to be successful.</i></p>
<b><i>Ask questions and check answers</i></b>	<p><i>Teachers use a range of different questioning techniques to identify misconceptions and to further challenge children's understanding.</i></p> <p><i>'No Hands Up' policy used across the school, alongside lollypop sticks, as a questioning strategy.</i></p> <p><i>Targeted questioning, and the use of differentiated questions, used as a form of assessment</i></p> <p><i>Peer and self-assessment to support children in checking their understanding.</i></p>
<b><i>Provide Models</i></b>	<p><i>Worked examples on the working walls.</i></p> <p><i>Using a C.P.A approach towards learning. Therefore, concrete examples used to support children's understanding, especially when introducing a new concept.</i></p> <p><i>When modelling, teachers talk through their thought process to support children with their understanding and as a metacognitive approach.</i></p> <p><i>Through using a range of higher order questioning techniques.</i></p>

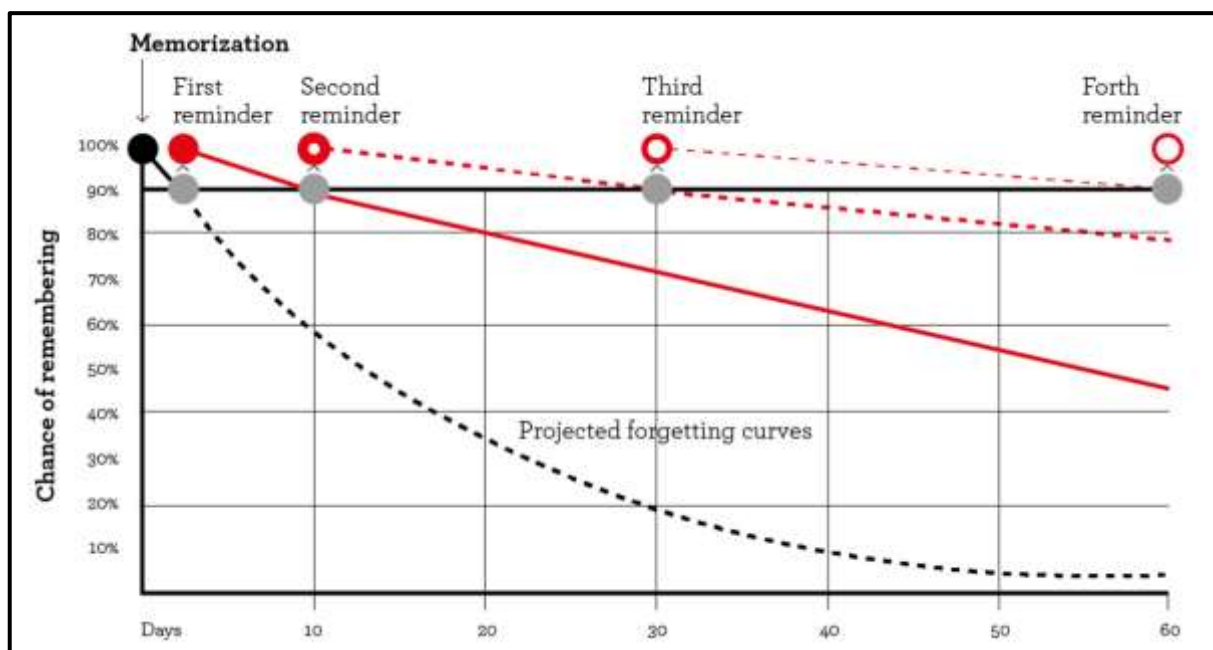
	<p>Steps to success and success criterias used to support children through the learning process and act as a guide, alongside worked examples on the working walls.</p>
<p><b>Guide Student Practice</b></p>	<p>Guided practice opportunities across all subjects to develop and support children's understanding.</p> <p>Through guided practice and questioning, children are progressed onto further activities, when appropriate. Further guidance and support is provided for those children who require it.</p> <p>Through a multi-sensory, and verbal 'I do, we do, you do' approach, teachers check for understanding and correct any misconceptions.</p>
<p><b>Check Student Understanding</b></p>	<p>Use of retrieval activities throughout lessons checks for knowledge retention.</p> <p>Specific teaching of key subject-specific vocabulary at the beginning of lessons and checking for understanding of the terminology throughout the lesson.</p> <p>Use of hinge questions supports identifying any children who need specific knowledge re-taught to them before progressing onto independent practice.</p> <p>Use of peer and self-assessment against success criteria.</p> <p>Use of a range of questioning strategies to identify pupil's understanding and any misconceptions that might be present.</p> <p>Use of frequent knowledge review sessions which supports teachers in identifying the knowledge retention across a variety of academic subjects.</p>
<p><b>Obtain high success rate</b></p>	<p>Through questioning, use of hinge questions, guided practice and small retrieval quizzes, teachers ensure a high success rate of knowledge retention before progressing children onto the next small step in learning.</p>
<p><b>Use scaffolds for difficult tasks</b></p>	<p>Manipulatives used to support children in developing their understanding.</p> <p>Resources and apparatus used across a range of subjects to support children in developing their understanding of the key subject-specific knowledge that is being taught.</p>
<p><b>Provide opportunities for independent practice</b></p>	<p>Working walls, success criterias and knowledge organisers provide support to allow children to work independently.</p> <p>Questioning from teachers helps to develop children's understanding and supports misconceptions.</p>

	Multi-sensory approaches used across the school to enable all children opportunities to portray the subject-specific knowledge that they have learnt.
<b>Conduct weekly and monthly reviews</b>	<p>Children participate in retrieval practice activities at the start of every lesson.</p> <p>Short knowledge review sessions allow for retrieval opportunities to identify the knowledge retention across a variety of academic subjects.</p>

### Spaced Retrieval

This is a learning technique in which children review knowledge over a period of time. This allows learners to deepen connections so knowledge can be built upon and easily recalled.

It is very difficult for children to retain new knowledge if it is learnt just once. Children need to revisit knowledge frequently for it to become embedded within the long term memory because otherwise it will be forgotten. This can be demonstrated through the forgetting curve.





*As demonstrated by the graph above, by providing children with opportunities to complete spaced retrieval, they will almost forget knowledge before being provided with opportunities to revisit and retrieve. When our brains have almost forgotten something, they work harder to recall the knowledge. By providing children with these opportunities to frequently revisit previously learned knowledge, it will enable information to become more deeply embedded within the child's long-term memory and more powerful connections being made between schemas.*

### *Multi-Sensory Teaching Approaches*

*As a school, we understand that all children learn in different ways. Therefore, it is vitally important that we use different teaching approaches across Curriculum lessons. By providing opportunities for children to develop, and strengthen, their understanding of the knowledge being taught, information is presented to children using different sensory approaches. By children participating in multi-sensory activities, this will further encourage an understanding of the knowledge being taught for all learners across the school.*

# Our Curriculum Impact

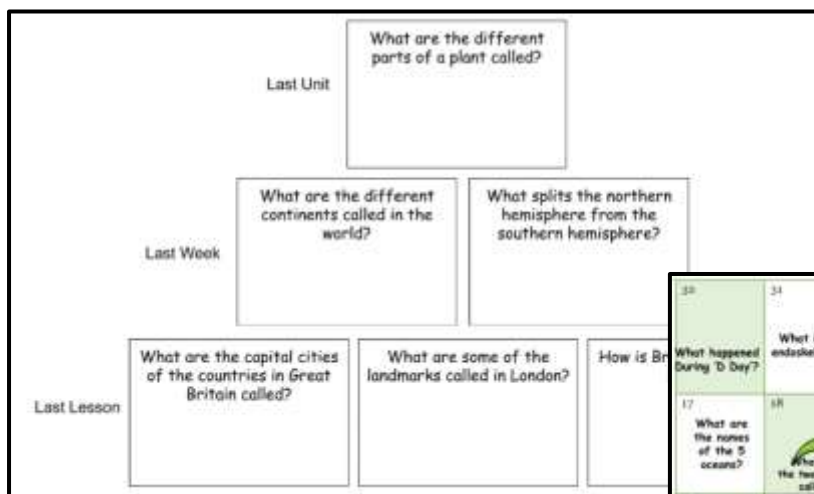
It is vital to ensure that learning has taken place and knowledge is being embedded within a child's long term memory as they progress through their time at St Chad's Patchway CofE Primary School. Across the school, curriculum learning is assessed in a number of different ways, as detailed below.

## Curriculum Mindmaps

As previously suggested, curriculum mindmaps enable teachers to identify what knowledge children at the beginning of a unit. However, children return to their curriculum mindmaps at the end of the unit to demonstrate the knowledge that they have found out. This acts as a form of assessment for the teacher but also as a celebration and progression of learning that children have formed throughout the unit.

## Use of Retrieval Practice

Teachers regularly plan to complete retrieval practice opportunities for the first 5-8 minutes of every Curriculum lesson. The use of plickers, quizzes and retrieval exercises helps children to develop their meta-cognition and enables teachers to identify any misconceptions and to identify whether knowledge that has previously been taught has been retained.



*Retrieval Practice Pyramid*

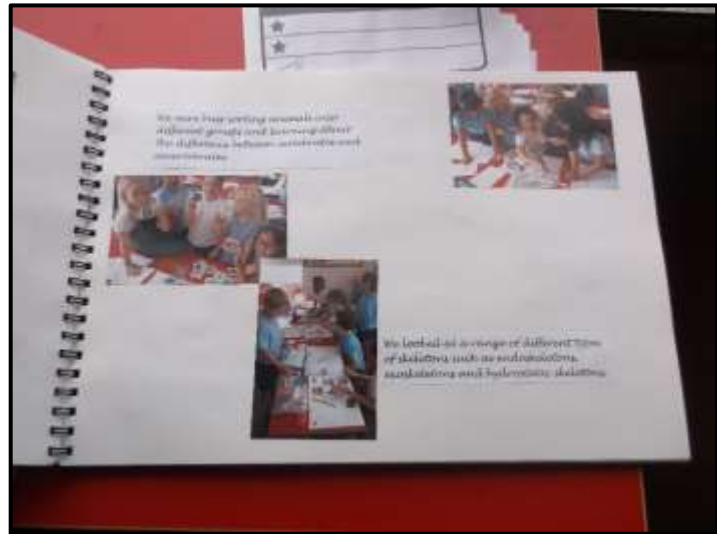
## *Snakes and Ladders*

The board game grid consists of 25 numbered squares (1-25) with educational questions. It includes two snakes and two ladders.

25	24	23	22	21	20
What does 'Smelling' mean?	What is a vertebrate?	What are the 3 eras in The Stone Age?	What are the capital cities in the U.K?	What is melting?	Name me an environmental impact of an oil spill
19	18	17	16	15	14
What does a 'magnificent' mean?	When did World War II begin?	What is The Bronze Age?	What is the equator?	What is the equator?	What is the equator?
13	12	11	10	9	8
What are the eras in the Stone Age?	What is the role of the skeleton?	What is the water cycle?	What are the names of the 7 continents?	What is a force?	What date did WWII end?
3	2	1	0	0	0
Can you name me a country in the northern hemisphere?	What happened on the VLCC at Haven?	What is an exoskeleton?	What makes a balanced diet?	What are the different parts of a plant?	What is a butter gatherer?

## Floor Books

Each class uses a floor book to evidence the learning journey that has taken place throughout each unit of work. The books are filled with snapshots of evidence from a range of different sources, such as from high-quality project work to school trips and visits.



## Use of Tapestry

Tapestry is used as an evidencing tool across EYFS up to Year 6. By using Tapestry, it allows teachers to demonstrate evidence of children's knowledge and understanding, when teaching through multi-sensory approaches.

