The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth

Together for a Brighter Future

CURRICULUM STAFF HANDBOOK

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Curriculum

Aims:

At the Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth, we aim to meet the needs of all the children through a broad, balanced and exciting curriculum that encourages success. We aim to provide the children with an education that is 'right' for them; to celebrate and immerse them in the culture of the Island in which they live and to broaden their cultural understanding through visits to the mainland and providing them with topics which will challenge their thinking. We provide opportunities for children to experience a sense of achievement within all areas of the curriculum. We are committed to providing a high quality education where all children have the opportunity to achieve their full potential in a happy, caring and inclusive environment. Raising the attainment of children across all areas of the curriculum is central to our teaching. We actively promote and encourage a healthy lifestyle.

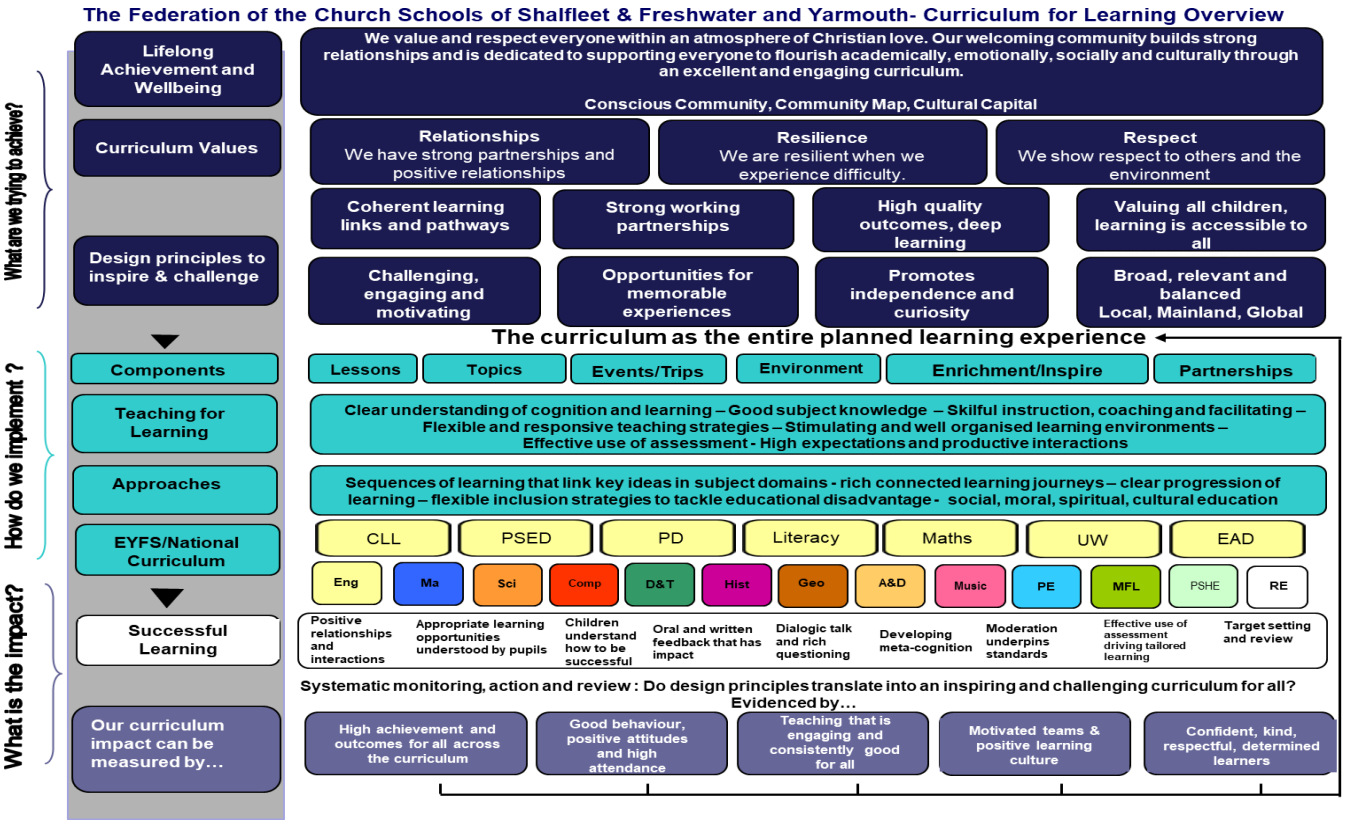
Provision
We follow the statutory National Curriculum 2014, which provides pupils with an introduction to the essential knowledge that they need to be educated citizens.

Our curriculum will:

- Provide children with knowledge and skills to become confident individuals, independent learners and responsible citizens both locally and globally
- Prepare children for the opportunities and responsibilities and experiences of later life
- Engender an appreciation of human creativity and achievement
- Provide real life experiences and contexts
- Celebrate the diversity of our world
- Allow and encourage personalised learning
- Nurture the whole child
- Provide spiritual, moral, social and cultural development

Federation Curriculum Overview Grid

The underpinnings of our curriculum can be seen on the following overview:



Our federation Christian values underpin every area of our curriculum and are a feature of every curriculum principle, subject and topic. These are reinforced explicitly within the subjects and linked to learning where appropriate.

The learning principles are the 8 areas that expected to run through every school years' curriculum work across the year. These include:

- Coherent learning links and pathways
- Strong working partnerships
- High quality outcomes, deep learning
- Valuing all children, learning is accessible to all
- Challenging, engaging and motivating
- Opportunities for memorable experiences
- Promotes independence and curiosity
- Broad, relevant and balanced – Local, Mainland, Global

Teachers are expected to show these principles within the children's learning when creating their plans for the term. Whilst it will not be possible to evidence all of the principles in every single lesson, across the whole of a term subject leaders would expect to see evidence of these principles when completing monitoring. These are also the focus of any lesson observations where observers will be looking to see evidence of any principles outlined by the teacher for the lesson. The combination of the 8 learning principles underline what we believe will make a successful learner within our federation. See **learning principles** subheading.

We then have considered the implementation of the curriculum. The curriculum is broken into components which include the elements that make up our curriculum such as lessons, topics, events and more. It is within these where a range of teaching for learning techniques are incorporated such as

skilful instruction, coaching and facilitating, and flexible and responsive teaching strategies, as well as others outlined in the overview. The approaches to achieve a successful implementation of the curriculum are reflected within our progression maps and planning models where the key sequences of learning our made clear and progression is planned upon from previous school years and flexible inclusion strategies are made clearer through reflection on prior assessment. See **progression maps and planning** subheadings.

Our Key Stage 1 & 2 Curriculum:
This comprises the following subjects:

- English
- Maths
- Science
- Computing
- Design and Technology
- History
- Geography
- Art and Design
- Music
- PE
- MFL (KS2 only)
- PSHE
- RE

Our Foundation Stage Curriculum:

This comprises seven areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Knowledge and Understanding of the World
- Expressive Arts and Design

Throughout EYFS children are encouraged to learn through play, which encourages independent learning. Children are well prepared for their transition into Year 1. Each of the subjects from the Key stage 1 and 2 curriculum, whilst not taught explicitly, have targets within their progression maps which link to EYFS and can be accomplished through a range of their seven areas of learning. See **progression maps subheading** for evidence of this.

We will know successful learning has taken place within these subject areas from the following criteria:

- Positive relationships and interactions
- Appropriate learning opportunities understood by pupils
- Children understand how to be successful
- Oral and written feedback that has impact
- Dialogic talk and rich questioning
- Developing meta-cognition
- Moderation underpins standards
- Effective use of assessment driving tailored learning
- Target setting and reviews

These areas will be not only be delivered on by class teachers but will be monitored through lesson observations and subject leaders via their subject leader portfolios. See **subject leader portfolios** subheading.

The successful impact of our curriculum will be able to be measured through the following:

- High achievement and outcomes for all across the curriculum
- Good behaviour, positive attitudes and high attendance
- Teaching that is engaging and consistently good for all
- Motivated teams and a positive learning culture
- Confident, kind, respectful and determined learners

Whilst these are all areas that can be monitored by subject and curriculum leaders, these are features that will be seen embedded within our school culture and will be visible whenever walking into a classroom or around the school. Our curriculum will have high reaching positive outcomes outside of just learning and will look to shape the individuals who walk into our school each day.

Learning Principles

The learning principles underpin everything we deliver in our curriculum. A more detailed summary of these can be seen below:

1. Coherent learning links and pathways

Children's learning is a coherent experience, taking a holistic approach, incorporating outdoor experiences where possible. There is a detailed curriculum map with clear links between different areas of learning that build upon previous knowledge. The federation offers a range of whole school topics, such as looking at our Island and all that it has to offer, the wider world and considering global and current affairs.

2. Strong working partnerships

We develop and sustain strong working partnerships across the school, the federation, the local community and further afield focused on providing a good education to all children where all stakeholders feel valued. Opportunities are built in for shared trips and events across the federation, facilitating opportunities to share skills and knowledge, building in links with the local community as well as links with schools on the mainland. We invite people in to share their expertise through Inspire Talks and sporting events.

3. High quality outcomes, deep learning

At every stage across the federation, children achieve their very best in all areas, with opportunities for accelerated progress for all. Members of staff have high expectations for all learners.There are opportunities for children and young people to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding. Children take ownership of their own learning by making choices of what they would like to learn and engage in exciting and relevant topics. We use high quality texts and experiences that engage and motivate.

4. Valuing all children, learning is accessible to all

The learning planned for children and young people responds to their individual needs and support their particular needs, aptitudes and talents. It provides opportunities for exercising responsible personal choice, celebrating all successes across the curriculum. Ensuring that learning stretches as well as supports, that it is adaptable; drawing on the experiences, outside learning and working together where possible. All pupils complete meaningful tasks that come from their interests, designed to build resilience and independence.

5. Challenging, engaging and motivating

The federation is committed to offering a curriculum that embeds learning and has high expectations for all children at its core. There is an ethos of a growth mind-set, where mistakes are celebrated and encouraged as learning opportunities. Wherever possible learning themes and topics come from the children, making learning topical and based on current affairs. Beginning in the EYFS, practice is flexible and relatable, learning is steeped in practical activities and problem solving opportunities. This hands on approach continues right through the school, taking in outside learning opportunities where possible. Topics link to rich texts, the local community and further afield to develop our learners into resilient, knowledgeable world citizens. Staff have the opportunity to specialise in areas of expertise and share their skills across the federation.

6. Opportunities for memorable experiences

We offer a variety of experiences that give children genuine, lifelong memories. We involve the children in planning their own experiences where possible to ensure there is an authentic child voice. We involve parents, the community and have opportunities for visitors across the arts, sciences and sports as often as is possible and relevant. Throughout the year, there are inspire talks/days, charity events and special events to open the children to new experiences and ideas. In classes, there is consistently good teaching and time to build relationships with key adults in school, for example the ELSAs. The church forms a significant part of the children's school life experience with key visits to the local church as well as church groups and representatives regularly visiting school. As an island school, we celebrate what the Isle of Wight has to offer with a range of trips, as well as looking further afield and ensuring all children have the opportunity every year to 'get off the rock' and experience new and diverse opportunities.

7. Promotes independence and curiosity

Beginning in the EYFS, we give opportunities to children to take ownership of their learning. Finding out how they learn as well as what they have learnt in order to personalise their experiences. From the beginning of their time in school, children learn about a growth mind-set, thus developing resilience, and their awareness of the self and others. We encouraging open tasks where the children are able to choose their own level of challenge. Elected JLT and Learning Leaders give the children ownership of choices made in the school by representing options to the Senior Leadership Team and Governors and being involved in the writing of policies.

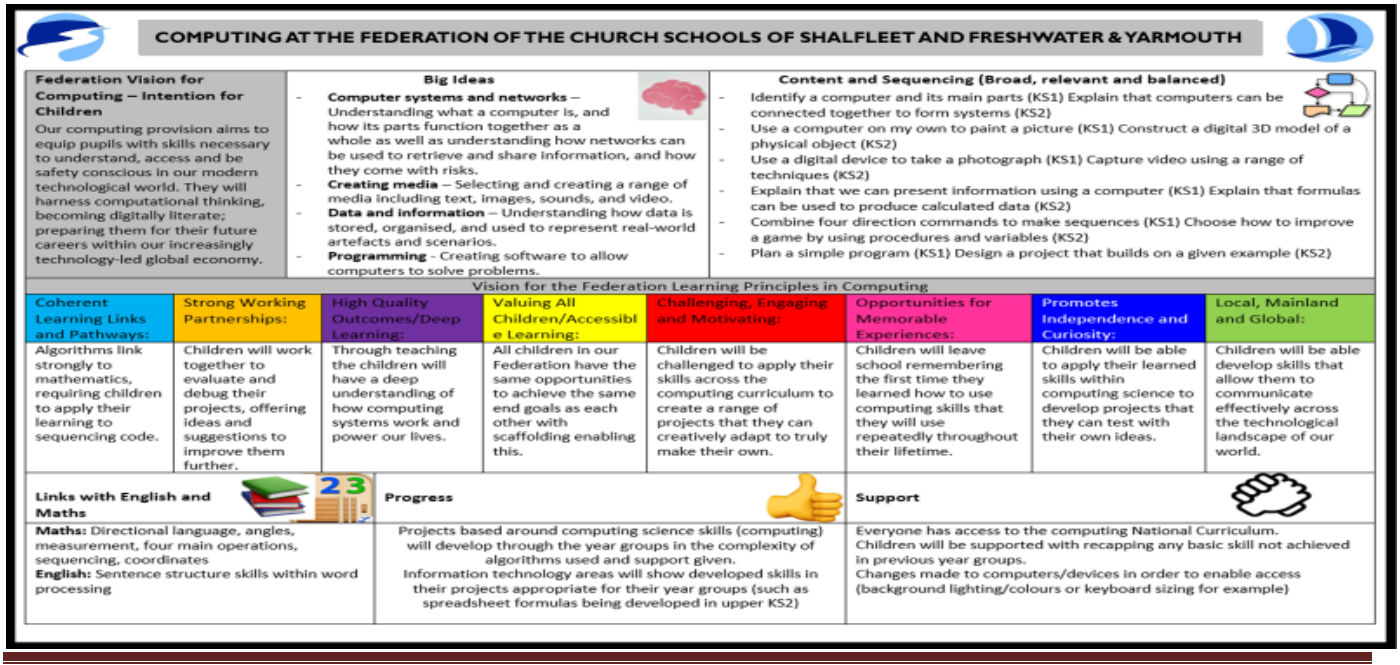
8. Broad, relevant and balanced - Local, Mainland, Global

There is a clear and coherent curriculum, covering all areas of the EYFS and National Curriculum. Linking topics across the curriculum where possible, linked to high quality texts and current affairs as well as significant periods in history. Topics will look at influential people alive today and through history, the environment and has an emphasis on topical issues such as climate change.

Front Covers

Each of our foundation subjects (Science, History, Geography, PE, Music, RE, Computing, MFL (French), Design Technology, Art and Design, PSHE) has a front cover. The aim of this front cover is to give a one-page overview of what the subject will look like across the federation. Front covers are split into the following key areas:

- **Federation vision for the subject** – This is a short paragraph outlining what type of learner we would expect a child to be within each individual subject by the time they leave our federation. This will be specific to each subject and will identify how we are preparing them for their future. These visions will include links to the cultural capital value of the subject.
- **Big ideas –** These are the key areas for which the subject can be split into, for example, in the front cover below it is clear that computing has three key big ideas (computer science, information technology, digital literacy). For each big idea, there is a clear explanation of their importance to the subject and the skills they involve.
- **Content and Sequencing** – Under this heading will be the key objectives from the subject that show clear progression across the key stages. For example, below, KS1 are expected to debug simple programs, whereas KS2 are expected to debug programs that accomplish specific goals. This shows how the 'debugging' content has a clear sequence extending through the year groups within the federation.
- **Vision for the Federation Learning Principles in a subject –** This is where it is made clear how each of the federation learning principles is being evidenced within the foundation subject. This helps evidence to all stakeholders how the principles are shaping the subject in how it is implemented, its impact, enrichment value and engagement. Each subject will have specific links to each principle that will be evidenced by teachers in their planning and monitored by subject leaders.
- **Links with English and Maths –** It is important that a high standard of literacy and maths skills can be evidenced within each subject. High quality writing isn't just expected within English and this section makes clear opportunities where children can explore elements of the English curriculum within foundation subjects. The same applies for maths. As the subject has such vast areas of learning, it is vital extra time is taken to embed these within foundation subjects, giving the children further chances to practise and embed their understand of the skills.
- **Progress –** This shows how progress is evidenced within each subject and makes it clear how subject leaders and class teachers will collect evidence in order to show the progression.
- **Support –** This heading will show the variety of ways in which teachers will be able to support children to achieve their very best within the foundation subject as well as ensure it is inclusive.



COMPUTING AT THE FEDERATION OF THE CHURCH SCHOOLS OF SHALFLEET AND FRESHWATER & YARMOUTH

Federation Vision for Computing – Intention for Children

Our computing provision aims to equip pupils with skills necessary to understand, access and be safety conscious in our modern technological world. They will harness computational thinking, becoming digitally literate; preparing them for their future careers within our increasingly technology-led global economy.

Big Ideas

- **Computer systems and networks** – Understanding what a computer is, and how its parts function together as a whole as well as understanding how networks can be used to retrieve and share information, and how they come with risks.
- **Creating media** – Selecting and creating a range of media including text, images, sounds, and video.
- **Data and information** – Understanding how data is stored, organised, and used to represent real-world artefacts and scenarios.
- **Programming** - Creating software to allow computers to solve problems.

Content and Sequencing (Broad, relevant and balanced)

- Identify a computer and its main parts (KS1) Explain that computers can be connected together to form systems (KS2)
- Use a computer on my own to paint a picture (KS1) Construct a digital 3D model of a physical object (KS2)
- Use a digital device to take a photograph (KS1) Capture video using a range of techniques (KS2)
- Explain that we can present information using a computer (KS1) Explain that formulas can be used to produce calculated data (KS2)
- Combine four direction commands to make sequences (KS1) Choose how to improve a game by using procedures and variables (KS2)
- Plan a simple program (KS1) Design a project that builds on a given example (KS2)

Vision for the Federation Learning Principles in Computing

Coherent Learning Links and Pathways:	Strong Working Partnerships:	High Quality Outcomes/Deep Learning:	Valuing All Children/Accessible Learning:	Challenging, Engaging and Motivating:	Opportunities for Memorable Experiences:	Promotes Independence and Curiosity:	Local, Mainland and Global:
Algorithms link strongly to mathematics, requiring children to apply their learning to sequencing code.	Children will work together to evaluate and debug their projects, offering ideas and suggestions to improve them further.	Through teaching the children will have a deep understanding of how computing systems work and power our lives.	All children in our Federation have the same opportunities to achieve the same end goals as each other with scaffolding enabling this.	Children will be challenged to apply their skills across the computing curriculum to create a range of projects that they can creatively adapt to truly make their own.	Children will leave school remembering the first time they learned how to use computing skills that they will use repeatedly throughout their lifetime.	Children will be able to apply their learned skills within computing science to develop projects that they can test with their own ideas.	Children will be able develop skills that allow them to communicate effectively across the technological landscape of our world.

Links with English and Maths

Maths: Directional language, angles, measurement, four main operations, sequencing, coordinates
English: Sentence structure skills within word processing

Progress

Projects based around computing science skills (computing) will develop through the year groups in the complexity of algorithms used and support given.
Information technology areas will show developed skills in their projects appropriate for their year groups (such as spreadsheet formulas being developed in upper KS2)

Support

Everyone has access to the computing National Curriculum.
Children will be supported with recapping any basic skill not achieved in previous year groups.
Changes made to computers/devices in order to enable access (background lighting/colours or keyboard sizing for example)

Progression Maps

These are the key documents that show the key learning objectives for each subject across all of the year groups (including EYFS). The aim of the progression maps are to show how a clear sequence of learning, tailored to individual subject areas, will be prevalent across each foundation subject. With the progression maps, teachers will be able to build on prior learning, plan to specific learning objectives that are in-line with the national curriculum and also be able to see where the children will be taking the learning in future years. The progression maps are therefore a vital tool for teachers planning and subject leaders will be monitoring that they are a key feature of it, see **planning** subheading.

An example of a progression map for geography can be seen below.

The Federation of the Church Schools of Shalfleet & Freshwater and Yarmouth

Foundation Plans, Progression and Coverage

GEOGRAPHY	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge	**Understanding the World** **People and Communities:** Children know about similarities and differences between themselves and others, and among families, communities and traditions **The World:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and discuss changes.	**Locational Knowledge:** Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight, and a small area of a contrasting **non-European country**. **Human and Physical:** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; Use basic geographical vocabulary to refer to: ***Key physical features***, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ***Key human features,*** including city, town, village, factory, farm, house, office, port, harbour and shop. **Geographical skills and fieldwork:** Look at and use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of Yarmouth and Shalfleet Schools and the grounds including the key human and physical features of the surrounding environment.	**Revise and secure KS1 objectives.** **Locational Knowledge:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify Globally significant places, terrestrial and marine environments. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere **Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 3: European region and in Year 4: A region of South America. **Human and Physical:** Physical geography, including climate zones, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle. Human geography, including: types of settlement and land use **Geographical skills and fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Begin to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Revise and secure LKS2 objectives.** **Locational Knowledge:** Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 5: A region of North America and in Year 6: A region of Eastern Europe. Exploring the impacts of tourism on a local area. **Human and Physical:** Physical geography, including climate zones, biomes and vegetation belts, **mountains** and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of **natural resources** including energy, food, minerals and water; **Geographical skills and fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Note the key area of this part of the progression map is 'Knowledge' and this is broken down further into the subheadings: Place Knowledge, Human and Physical, Geographical skills and fieldwork. Key objectives across the EYFS and Key Stages fall under these areas. The key objectives are all expected to be covered over the course of the year, some multiple times.

Skills	**Understanding the World** **People and Communities:** Children can use their senses. Drawing and discussion. **The World:** Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion. **Fieldwork** To begin to explore and answer simple questions. For example a litter survey and sketches of the local area.	**Locational Knowledge:** Begin to look at and use World and regional maps, atlases and globes. Google Earth. **Place Knowledge:** Use World and regional maps, atlases and globes. Google Earth. Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area. **Human and Physical:** Use World and regional maps, atlases and globes. Google Earth. Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion. **Geographical skills and fieldwork:** Look at and use world maps, atlases and globes to identify the associated studied areas. Use a compass to identify direction. Begin to use locational and directional language to describe the features and routes on a map. Discuss basic human and physical features. Devise a simple map including a basic key. **Fieldwork** Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation.	**Locational Knowledge:** Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. **Place Knowledge:** Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK. **Human and Physical:** Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. **Geographical Skills and Fieldwork:** Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use symbols and simple keys (including the use of Ordnance Survey maps). Continue to develop their knowledge of the United Kingdom and the wider world. Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. **Fieldwork** Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Weather, Rivers, Local Settlements and agriculture.	**Locational Knowledge:** Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe. **Place Knowledge:** Develop their analytical skills by comparing areas of the UK and outside of the UK. They have a deeper knowledge of people, resources, natural environment. Children are now conducting independent research asking and answering questions. **Human and Physical:** Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding. **Geographical Skills and Fieldwork:** Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time. Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. **Fieldwork** Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other processes. Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.

Note the key area of this part of the progression map is 'Skills' and this is broken down further into the subheadings: Locational Knowledge, Place Knowledge, Human and Physical, Geographical skills and fieldwork, and Fieldwork. Key objectives across the EYFS and Key Stages fall under these areas. The key objectives are all expected to be covered over the course of the year, some multiple times.

Resources – Including link to Reading	**Understanding the World** Non-fiction texts, website, tuff trays, local environment (School grounds, Copse, local beaches and areas of local interest). Visitors. Library (School, council and educational). Science resources.	**Locational Knowledge:** World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational). **Place Knowledge:** World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational). **Human and Physical:** World, Regional and Local maps, Google Earth, Aerial photographs, Internet. Library (School, council and educational). **Geographical skills and fieldwork:** World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Compasses, Litter Quadrant, Rain gauge, Clipboards, a range of recording devices. Library (School, council and educational).	**Locational Knowledge:** World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational). **Place Knowledge:** World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational). **Human and Physical:** World, Regional and Local maps, Google Earth, Aerial photographs, Internet. Library (School, council and educational). **Geographical skills and fieldwork:** World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Compasses, Sun dial, Rain gauge, Clipboards, a range of recording devices to measure a range of variables. Library (School, council and educational).	**Locational Knowledge:** World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational). **Place Knowledge:** World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational). **Human and Physical:** World, Regional and Local maps, Google Earth, Aerial photographs, Internet. Library (School, council and educational). **Geographical skills and fieldwork:** World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Compasses, clipboards, a range of recording devices to measure a range of variables. Meteorological recording device. Library (School, council and educational).

Note the key area of this part is resources, which show the range of different resources that will be needed to achieve the learning objectives, including links to reading.

Glossaries

Foundation subjects (such as History, Geography, Science, Art, and Design Technology) offer children exposure to a rich and diverse range of academic vocabulary essential for their learning. To ensure that our pupils develop a strong, consistent, and accurate understanding of this key subject vocabulary across the curriculum, we have established and embedded foundation subject glossaries for all these non-core areas.

These glossaries serve several crucial functions:

- Consistency and Clarity: They provide a single, agreed-upon definition for essential subject vocabulary (e.g., 'chronology' in History or 'habitat' in Science). this prevents children from encountering different, potentially confusing, explanations in different classrooms or year groups.

- Knowledge Building: By ensuring that all staff and pupils use the correct terms and definitions, the glossaries help children to build a robust and interconnected web of knowledge, making it easier to link new learning to prior knowledge.

- Explicit Vocabulary Teaching: The glossaries form the foundation of our explicit vocabulary instruction in foundation subjects, helping us to identify and focus on the tier three (subject-specific) vocabulary that children need to master.

These glossaries play an important part in the planning of foundation subject teaching and ensure that vocabulary is not just taught but revisited, reinforced, and deepened as children move through the schools, contributing directly to their overall academic success and literacy development.

Art Glossary

General Terms

- Abstract / Abstraction – Art that doesn't aim to show things realistically but uses shapes, colours, and lines to express ideas or feelings.
- Background – The part of an artwork that appears furthest away from the viewer.
- Balance – Ensuring elements in an artwork are visually even and stable.
- Blend / Blending – Mixing colours or tones smoothly so there are no clear lines between them.
- Colour – What we see when light reflects off objects, such as red, blue, or yellow.
- Composition – The way elements (shapes, colours, objects) are arranged in an artwork.
- Contrast – The difference between elements, such as light/dark or smooth/rough, to create interest.
- Detail – Small features added to enhance realism or interest.
- Foreground – The part of an artwork that appears closest to the viewer.
- Form – The 3D shape and structure of an object.
- Layer / Layering – Applying materials or colours on top of each other to build depth or texture.
- Light – The bright areas where light hits a surface.
- Negative space – The empty space around or between objects.

This is an example of the art glossary. A term is given and then a simple explanation follows. Further sections are broken down into their domain areas e.g. drawing, painting, textiles etc.

Planning

Planning for our foundation subjects follows 3 different formats, each showing a clear sequence of learning that is linked in with the progression maps for the subjects.

Long term plan – this is the first step for planning the sequence of learning in a subject. Within the long-term plan teachers would focus on outlining the key objectives/subject areas they will be covering within a half term or term. These would be linked into an overarching topic for the term (3 throughout the year). These are designed to focus around humanities (geography or history) and science. This is because these are the subjects that have the largest scope for coverage. Though, other foundation subjects would be looking to link into these topics where possible to help foster the children's engagement and love of learning. It is expected that this won't be possible for every subject and teachers may need to plan for areas of some subjects to not link to the topic. This is permissible.

The plan would not need to be in a larger amount of detail than the aforementioned amount, as the medium-term plan will develop the lesson details. However, when subject leaders look at a teacher's long-term plan, it should be clear that each planned area of learning has a clear link to the relevant progression map throughout. The learning principles are also linked into the long-term plan as teachers will make it clear at the top of the document which principles will be the key focus of the topic. This will also help subject leaders focus on these areas when gathering evidence for their subject portfolios. See subheading **subject portfolios.**

A partial example of a long term plan for Year 6 can be seen below:

The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth

Long Term Planning Freshwater & Yarmouth Year 6

	AUTUMN: History Focus		SPRING: Geography Focus		SUMMER: History and Geography	
Title/Duration	**WWII** Lest we Forget		**Climate Change** A Hot Topic		**MAYANS** The Magic Mayans	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	• **Broad, Relevant and Balanced.** • **Valuing all children, learning is accessible to all.**		• **High Quality Outcomes & Deep Learning.** • **Challenging, engaging and motivating** • **Coherent learning links and pathways**		• **Strong Working Partnerships.** • **Promotes Independence and Curiosity.** • **Opportunities for memorable experiences**	
English (Focus Texts/Writing Opportunities)	**Once** - Letter writing - Historical Narrative - Diary writing - Balanced Argument - Report **Horrible Histories: Woeful Second World War** - Explanation text **Rose Blanche** - Narrative - Diary writing **Poems from the Second World War** - Poetry writing		**Hugo Cabret** - Diary writing - Discussion text x 2 - Narrative x 2 **Climate Change – The Hot Topic** - Explanation Text - Discussion Text - Poetry		**The Arrival** Letter writing Diary writing Persuasive Writing Poetry **The Maya: Clever Ideas and Inventions from Past Civilisations (The Genius of)** - Explanation text **Rain Player** - Letter writing	

Note there is evidence of the key focus curriculum principles at the top of the long-term plan and that there is evidence of two humanities overarching topics and one science topic.

Maths	**Place value (numbers to 10,000,000), addition, subtraction, multiplication and division methods, fractions and the four operations, converting between units of measure.**		**Ratio, algebra, decimals and percentages, area, perimeter and volume, statistics**		**Shape, position and direction, problem solving and consolidation**	
Science	**Evolution and Inheritance**	**Living things and their habitats**	**Animals including humans**	**Electricity**	**Light**	**RECAP - Science in sport**
History	**WW2** **Chronological understanding** -Order and place key historical events on a timeline for both Britain and Germany. Be able to understand and describe how these changes occurred. - Understand and describe in some detail how the Isle of Wight changed during WW2. **Historical Interpretation** -Find and analyse a wide range of evidence about WW2 that show different interpretations of events. Understand and reflect on these different points of view and how they link to historical fact. -Understand the difference between primary and secondary evidence, the impact of this on reliability and therefore how useful they are. -Show an awareness of the concept of propaganda on the British public and the German people. (Resources possibly available from Osbourne House) **Historical Enquiry** -Pupils should ask historically valid questions about change, cause, similarity and difference, and significance and give informed responses using relevant historical information (Linking in to war research on the Isle of Wight). -Use a wide range of different evidence to collect information about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts,		**N/A as this is primarily a geography topic**		**ANCIENT MAYANS** **Historical Interpretation** Find and analyse a wide range of evidence about the past; Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability; Begin to evaluate the usefulness of different sources. **Historical Enquiry** Recognise when they are using primary and secondary sources of information to investigate the past; Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;	

Note the brief nature of the plan with key subject objectives identified and linked to the topic where necessary. For science, it is indicated all of the targets in that key area will be covered.

Medium term plans – Medium term plans are where teachers are expected to use the sequences created via the long term plans and expand them into lesson by lesson plans for the term. Medium term plans will explicitly make links with previous years' objectives (taken from the progression maps) and will also consider the key vocabulary from the glossaries that will be necessary for the objectives being covered, again on a lesson by lesson basis. Teachers will also be showing how prior assessment has been used to identify children who need further support, having not achieved the prior learning target the year before.

An example of a medium term plan for a lesson in Geography can be seen below.

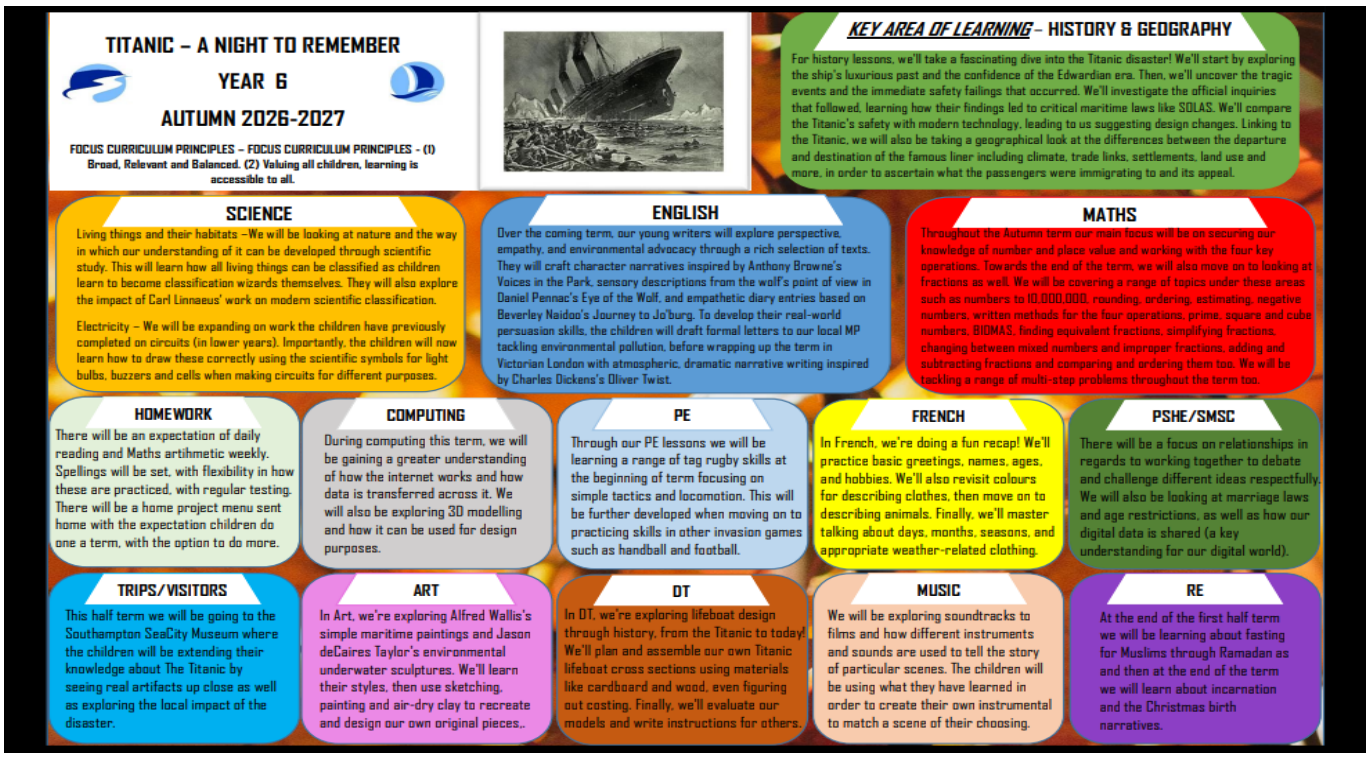
Lesson 2	
Links to Previous Learning: ***Knowledge*** **Locational Knowledge:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere **Geographical skills and fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Begin to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. ***Skills*** **Locational Knowledge:** Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. **Geographical Skills and Fieldwork:** Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use symbols and simple keys (including the use of Ordnance Survey maps). Continue to develop their knowledge of the United Kingdom and the wider world.	Vocabulary: **Locational Knowledge:** co-ordinates, latitude, longitude, contour, continent, country, city, North America, border. **Geographical skills and fieldwork:** Silva compass, map,
Key Subject Specific Unit Objectives: ***Geography*** **Geographical Skills and Fieldwork**	Support Provision:

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the Isle of Wight and the states of USA. ***Skills*** **Geographical Skills and Fieldwork:** Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time.	Mixed ability groups so more able can support less able. 1:1 for EHCP child. Adult support where necessary. Sentence starters. Wide range of visual stimulus to help consolidate ideas. Scaffolded tasks where appropriate.
Lesson Objective: To be able to use 4 figure grid references to find the States of America Lesson Detail: Begin by explaining that in a similar way to how the UK is split into counties (show example) the USA is split into States (show blank example). Each State in America has slightly different laws and is run by a governor (show some examples of silly laws and then more serious examples). One of the challenges, however, is learning them all. That is your job today and to do this you are going to be practising how to read 4 figure grid references to find them. Remind the children how to do this (previous learning). Model a few state examples on the board. The children will then need to use the clues provided by the initials to find grid references for each state. Give them the rest of the lesson to do this. EXT – which state is the biggest, smallest, which two aren't there and why? (further questions on population may require an iPad) At the end, do a comparison of the size of the states to the IOW. To illustrate this point use Wyoming. Show the class the size of California and explain how a lot of states are bigger than a lot of countries hence why they have their own capitals.	

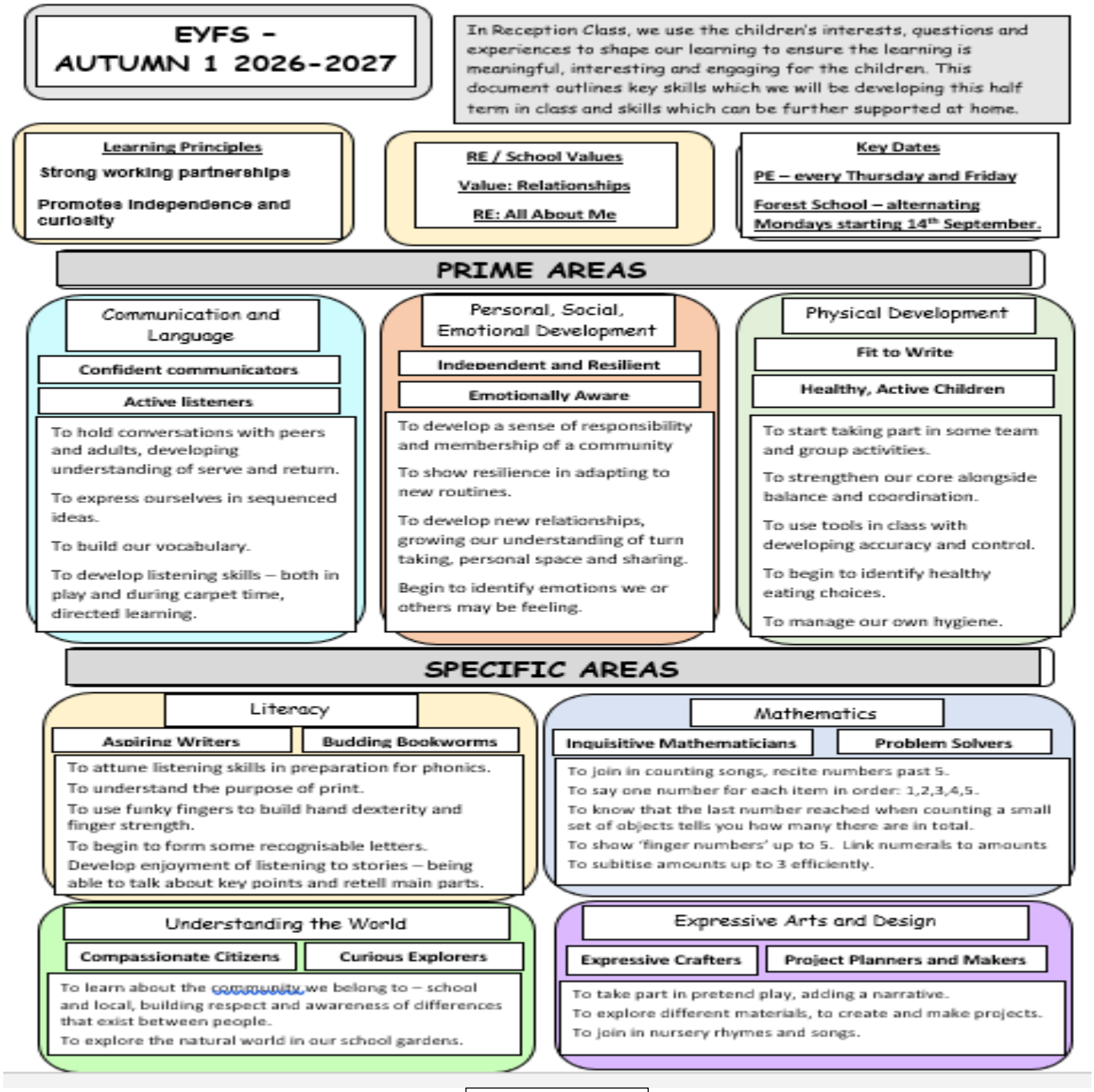
Lesson detail – There is no set model for how much detail teachers are to include for each lesson. However, it should be clear to anyone reading the plan (including subject leaders) what learning is taking place in the lesson and what the sequences of activities are. The learning should be linked into the learning objective which in turn should be linked into the key subject specific unit objectives, which have been taken from the subject progression maps.

Topic Front Covers

Topic front covers are to be completed by teachers once they have finished their medium-term plans for the term. The aim of the topic front cover is to give an overview of what learning will be taking place in each curriculum subject across the term. They will also include information on trips/visitors, homework and the key learning principles being covered. These will be engaging and in an easy-to-understand language. These will be placed onto the school website and will be shared with parents and children in order to help them understand what learning will be taking place in their class during the term.



A year 6 example



A Yr R example

Assessment

In order to track children's progress across the foundation subjects and to ascertain which children will need support as a result of not achieving a previous year's learning objective, teachers will use our Arbor assessment system to track their class attainment. The Arbor assessment system includes all of the foundation subjects and their key objectives relevant to each individual year group. Teachers will be expected to indicate whether a child has achieved an objective or not. This will make the process for teachers to identify the children who need the most support within key subject areas simple and accurate. Assessment will be based on both physical and verbal work produced by the children during year. It is expected teachers update their foundation subject assessments at the end of every term; this will be checked by the curriculum leads and subject leaders. If a teacher has covered an objective but a child has been unable to secure (S) it, they would grade them as ungraded (U) to evidence this.

Subject leads will be expected to look at assessment to find evidence of how individuals who have not achieved particular objectives will be supported to achieve them and catch up with their learning. They will also be able to analyse data for highlighted objectives or strands that will tell them about coverage, strengths and areas of development.

An example of the assessment system on Arbor can be seen on the beginning of the next page.



Subject Portfolios

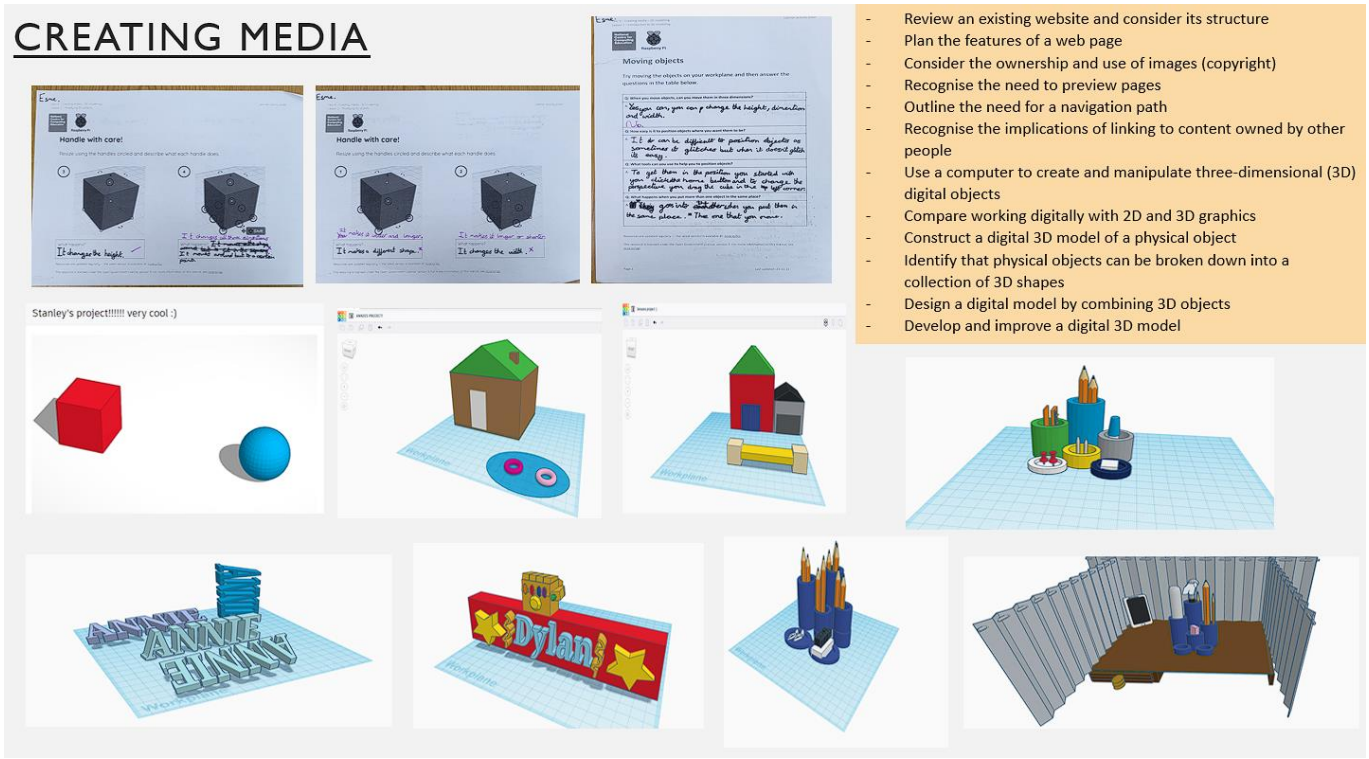
Subject leaders will be expected to keep subject portfolios for their subjects. These documents are designed to replace paper folders and will digitally contain all of the key information they need to showcase their subject. A subject portfolio contains the following:

- National curriculum statement of intent and aims (for the subject)
- Our federation statement of intent (for the subject)
- Federation curriculum overview (including the learning principles)
- Subject front cover
- Progression of skills for the subject
- Copies of medium term plans for the subject from every year group
- How the subject will be assessed
- How evidence will be gathered and evaluated

- Examples of evidence for their subject's key areas, these will be annotated and added to throughout the year.
- Subject leader reports
- Action plan and progress towards meeting the targets in it.

Subject leaders will be expected to keep these updated throughout the year and these will be the main tool for presenting the federation's work in these subject areas. Curriculum leads will monitor the ongoing progress from these and ensure that they are in line with evidence expectations set out through the monitoring timetable. The portfolios will also be questioned by the governors when doing their subject monitoring and subject leads will use these to demonstrate their targets from the subject action plan. The portfolios will also be used to present the subject to any outside agencies and will clearly demonstrate the importance and quality of their subject within the federation.

See below for an example of evidence collection for a computing portfolio.



Trips and Visitors

To support the teaching of the foundation subjects, teachers are expected to plan in trips and visitors in order to enrich the children's learning. The need for the trips and visitors should be qualified by the learning objectives from the foundation subjects and it should help evidence their learning within them. The trips should also have a link to the overarching topic classes are studying that term. In order to support our learning principle of a broad and balanced curriculum, including the mainland, it is also important to seek trips that are not only on the island but are on the mainland too.

Inspire Days

Once a term, the federation will invite a visitor to the school who has done something in their lives that will truly inspire the children. These visitors can range from people who have represented their country at a sport to people who have been travelling around the world to have a positive impact on animal conservation.

The visitors will come to each school in the federation and give an inspire talk at the beginning of the day which will engage the children in unique feat they have achieved or been a part of. Teachers will then be expected to plan activities that revolve around what the visitor has done. For example, if they were a sportsperson then you would do a range of activities all day that link in to PE and teamwork (PSHE), if you had a musician come in then your day would revolve around music activities and if it was someone who works with animals then your day would feature geography focused activities.

These will not only provide the children with days that they will remember beyond leaving our federation but will also aim to encourage the children to go deeper on the foundation subject area that the inspire talk is focused on. Subject leaders are then able to use evidence from these days to support their subject portfolios and teachers will be able to use the work produced to make a clearer assessment on key objectives that are covered throughout the day.

Parent Engagement

Each class are to have 2 days a year where parents are invited in to experience an element of learning within our foundation subjects. These have many benefits:

- Elevating the Status of Foundation Subjects: These days ensure that subjects like Art, DT, History, and Geography are given the recognition and importance they deserve, showing parents the depth and breadth of the curriculum beyond core subjects.

- Building the Home-School Link: When parents observe learning firsthand, they gain a better understanding of the specific skills and vocabulary (including those in our subject glossaries) being taught.

- Celebrating Success and Expertise: These sessions provide an opportunity for children to proudly share their achievements and demonstrate the knowledge they have gained, boosting their confidence and motivation.

- Showcasing Practical Learning: Many foundation subjects involve hands-on, practical tasks. Parents get to actively participate in these engaging activities—like using Design Technology tools —which provides a memorable experience for both the adult and the child.

These days can also provide many strong opportunities for assessing areas of the foundation subject curriculums that need more support to deliver.