

Gillingstool Primary School

Inspire ~ Believe ~ Achieve



The Gillingstool Cohesive Curriculum

CURRICULUM INFORMATION

Our Curriculum Vision

The school curriculum is driven by the Gillingstool vision.

This vision is driven by the unique context of the school. First and foremost, it endeavours to respond to the needs of the community in respect of well-being, building emotional resilience, aspiration, developing cultural capital and a richness of vocabulary that enables effective communication. Simultaneously to harness the opportunities and celebrate the potential that the local environment has to offer in supporting learning and enjoyment for life. From this understanding and celebration of locality we aim to empower children to become global citizens with a real sense of agency in making a positive difference to the world.

The Gillingstool School Vision

At Gillingstool, integrity and inclusivity are at the heart of everything we do for our children. In partnership with our parents and the wider community, we provide a unique environment within a vibrant and caring school - inspiring our children's passion for ambitious, life-long learning. This is delivered through consistently high standards in teaching, learning and behaviour. By working together with respect, enthusiasm and care towards all others, we at Gillingstool promote happiness, kindness and honesty.

We endeavour to provide the best education possible for the children of Thornbury based upon our agreed values of:

- Inclusivity
- Ambition
- Resilience
- Curiosity
- Creativity
- Integrity

These values are integral to our curriculum design and underpin all we do at Gillingstool Primary School.

Inclusivity

Inclusivity and pupil wellbeing is at the heart of all we do at Gillingstool Primary School. Our curriculum is inherently inclusive, with all children having the opportunity to experience the full breadth of subjects. We aim to provide an environment in which **all** children can flourish.

Through our cultural appreciation week children will become aware of the wider community surrounding Gillingstool School and develop an understanding of the different cultures represented within our school family. This supplements learning from across the History and Geography curriculum regarding different cultures across the globe and throughout history, through which we endeavour to open pupils' eyes to the world outside of Thornbury.

We ensure that children are able to build secure relationships with others, develop empathy and an understanding of their own emotions through our PSHE curriculum, programme of assemblies and provision of ELSA sessions. This also ensures opportunities for children to learn about keeping safe, in addition to our regular work on e-safety. The school supplements its curriculum for pupil well-being with a range of offers for pastoral support. Children can access further learning opportunities with an ELSA (Emotional Literacy Support Assistant) or school counsellor focusing on developing the emotional wellbeing and mental health of the children. We ensure provision of emotional support is inclusive to all through our school Wellbeing Team.

Curiosity

At Gillingstool, our topics are based around an enquiry led approach, whereby the learning focus is framed as a question for investigation. Throughout each curriculum topic, children will have the opportunity for independent study as they work towards an oral presentation. Pupils are also given a choice of study and format of presentation with a self-directed homework project. In providing the opportunity for children to have this autonomy over their learning, our curriculum ensures that pupils have the freedom to develop and investigate their own lines of curiosity.

Our topics will endeavour to create curiosity regarding issues faced in the modern world. Links will be made with specific areas of the Oxfam Global curriculum which are relevant to our children: social justice; sustainability; globalisation; peace and conflict. These areas of focus are interwoven in our topics for each year group.

Resilience

We endeavour to build resilience in our children by presenting them with opportunities to encounter challenge in their learning across all subjects, including physical education and Year 6 residential. We base our learning approach in a growth mindset culture, which means children from early years onwards become familiar with the concept that learning can sometimes be difficult and mistakes are opportunities for new learning. We reward effort and progress in learning as well as outcomes. Children take part in self-assessment regularly which means they are aware of what they need to do to improve and of their own successes.

Integrity

The school value of integrity reflects how we expect everybody within our school community to behave: with honesty, honour and respect. This is reinforced through our daily interactions with each other, through our PSHE Jigsaw curriculum and our Discovery RE programme so that children at Gillingstool have a strong idea of right and wrong. We supplement our curriculum with visitors to reinforce this value, welcoming representatives of local churches and community police officers to speak regularly to the children.

In addition to this our topic areas have been chosen with care to reflect the concept of integrity in both an historical and global context, for example, topics regarding the Slave Trade and Fair Trade and those reflecting climate and energy issues.

Creativity

At Gillingstool we also recognise that many children enjoy the opportunity to flourish in the arts. Our curriculum is planned to ensure that all children have the chance to develop creative skills in music, design and art. The national curriculum is supplemented by extensive opportunities to learn instruments and regular chances to perform in dramatic productions across the key stages. Our themed weeks expose children to the work of real life artists, actors and writers. The autonomy children have over their independent learning and homework projects also provides an outlet for their individual creativity to shine.

Ambition

In planning our curriculum, we endeavour to develop the children's knowledge and understanding of both their own community (Thornbury, Bristol and the West of England), alongside a desire to extend their historical understanding and global awareness of the world. The area we serve is dominated by white, working class families. We recognise that our demographic at Gillingstool Primary School is varied: with a third of each cohort being a low or high prior attainer, our curriculum must be designed in order to inspire all learners to make the maximum progress and succeed. Therefore, we provide a strong focus on basic skills, but also the wider opportunities to challenge learners and open the realms of possibility. We believe our curriculum has a responsibility to reflect our locality but also open children's eyes to the potential they each have to succeed. With this in mind we study significant individuals throughout our topics and themed weeks, providing inspirational role models, both locally and nationally.

Curriculum Aims



Global Citizenship

Every child should have a good understanding of the world and their place within it. Alongside our History, Geography and Science curriculum we extend children's understanding of their own rights and responsibilities as citizens through our promotion of both Gillingstool and British values, and charitable projects which support the local and global community.

Our aim is to provide a curriculum which develops key learning skills and knowledge which will equip them for adult life and to become life-long learners whilst enriching the children's life experiences, challenges them to achieve the best they can.

Through our curriculum and teaching children will learn to:

- Develop their oracy skills in order to become confident, articulate speakers;
- Become fluent readers, with a real love of books, in order to fully access the wider curriculum;
- Write, with accuracy, for a range of purposes;
- Develop the skills to approach calculations and reasoning with confidence;
- Become independent thinkers with an ability to ask and answer questions;
- Have an awareness of the world and global issues;

- Develop skills, knowledge and creativity across a wide range of subjects;
- Develop high aspirations as resilient learners with a growth mindset;
- Be happy, well-balanced, polite members of our community;
- Form strong friendships and work collaboratively;
- Grow in self-esteem and self-confidence and
- Adopt a healthy lifestyle.

Our curriculum is designed to give our children the best possible grounding for both secondary education and life, as contributing global citizens. We recognise that in order to succeed in education, children need to acquire good levels of literacy and numeracy, and as such, reading, writing, spelling and mathematics are given a priority in our teaching programme. We also recognise a need to extend the vocabulary of the children we teach in order that they have the best opportunity to access the wider curriculum effectively.

Pedagogical Principles



At Gillingstool, the curriculum is planned with a focus on both developing knowledge and associated skills.



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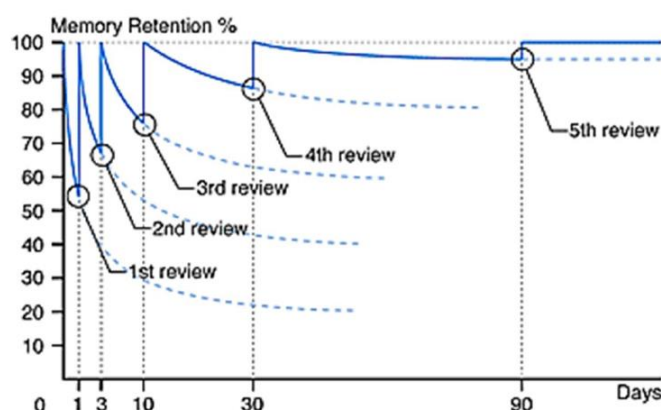
Children complete entry and exit tasks, linked to Knowledge Organisers, in addition to having regular opportunities to demonstrate their recall of knowledge through informal and formal assessment tasks, as the learning progresses. We recognise that true assessment of what a child has retained can only be done at a distance from the learning. We have, therefore, planned a range of opportunities so that children can demonstrate their knowledge through a range of tasks that are undertaken at a distance from the point of learning. (See: **Measuring the Impact of Our Curriculum**)

[illegible]

Gillingswood Primary School – Geography Knowledge Organiser					
Topic: Climate		Year 6 Autumn Term		Year 5 and 6	
<p>Question 1: Which two climates are dry?</p> <ul style="list-style-type: none"> • Tropical and polar • Temperate and tropical • Polar and arid • Temperate and arid 	<p>Start of unit:</p>	<p>End of unit:</p>	<p>Question 6: What is the name of the scientific process which involves studying the atmosphere and monitoring and predicting the weather and climate?</p> <ul style="list-style-type: none"> • Hydrology • Meteorology • Demography • Weather/climatology 	<p>Start of unit:</p>	<p>End of unit:</p>
<p>Question 2: Where would you find most tropical climates?</p> <ul style="list-style-type: none"> • The Equator • The South Pole • The top of a mountain • North of the Equator 	<p>Start of unit:</p>	<p>End of unit:</p>	<p>Question 7: Which of these is NOT a climate zone?</p> <ul style="list-style-type: none"> • Tropical • Desert • Polar • Alaska 	<p>Start of unit:</p>	<p>End of unit:</p>
<p>Question 3: Which is the best definition for climate?</p> <ul style="list-style-type: none"> • Day to day changes in the atmosphere • The average weather over a long period of time and over large areas • The state of the atmosphere across the world • Something else 	<p>Start of unit:</p>	<p>End of unit:</p>	<p>Question 8: How will the temperature at a high altitude differ from the temperature at a lower altitude?</p> <ul style="list-style-type: none"> • The temperature will be lower. • The temperature will be higher. • The temperature will be the same. 	<p>Start of unit:</p>	<p>End of unit:</p>
<p>Question 4: Which type of climate zone experiences hot and wet conditions all year?</p> <ul style="list-style-type: none"> • Tropical • Desert • Mountain • Mediterranean 	<p>Start of unit:</p>	<p>End of unit:</p>	<p>Question 9: What types of trees will you usually find in temperate climates?</p> <ul style="list-style-type: none"> • Deciduous • Tropical • No trees • Coniferous 	<p>Start of unit:</p>	<p>End of unit:</p>
<p>Question 5: What is another name for mountain/polar climate?</p> <ul style="list-style-type: none"> • Mediterranean • Tundra • Desert • Conifer 	<p>Start of unit:</p>	<p>End of unit:</p>	<p>Question 10: Burning fossil fuels increases the amount of what in the atmosphere?</p> <ul style="list-style-type: none"> • Carbon dioxide • Smoke • Clouds • Oxygen 	<p>Start of unit:</p>	<p>End of unit:</p>

Educational theory suggests that humans lose the memory of knowledge in a matter of days or weeks, unless the learned knowledge is reviewed time and again. Memory retention is 100% at the time of learning but it drops rapidly to 40% within the first few days. However, if you practice the effect of over-learning takes place. This means that the information is now stored much more strongly.

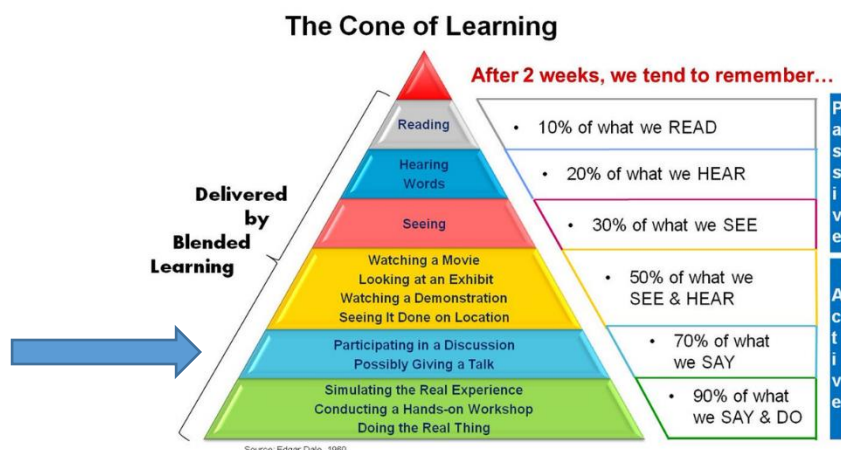
Within our curriculum we provide this opportunity to recall knowledge throughout a period of study and this supports children in knowing more and remembering more.



Our Topic Overviews and Knowledge Organisers also allow us to plan carefully the vocabulary that children will be exposed to across the curriculum. For each of our topics, we have selected a quality text, to ensure that children are exposed to the best examples of children literature during our English lessons.

Y5/6	Ancient Greece	History	Year A: Summer Term
Coherence How does this learning connect to what children already know and can remember? Revisit Biomes and vegetation belts Y3/4 Year B Summer A Journey Down the Nile Europe Location of countries Y1/2 Year B Autumn Weather Around the World Y1/2 Year B Spring Flight Y3/4 Year B Autumn Greece and Crete Y3/4 Year B Spring Romans / Invaders and Settlers Y3/4 Year B Summer Disasters Democracy, government and the rule of law Y3/4 Year B Spring Romans / Invaders and Settlers			
Cultural Capital, Character and Community WOW day Dress like a Greek. Greek feast slaves/masters. Create 2D Greek pots. Significant people and places Hippocrates, Plato, Aristotle, Euclid, Archimedes, Pythagoras, Socrates Visits and visitors Ancient Greece Workshop Visit Global links Identity and diversity Peace and conflict Community Area of curriculum development yet to be completed			
Links to school values and curriculum intent How will the knowledge, understanding and experiences in this unit contribute to the development of core values? Inclusivity, Curiosity, Resilience, Integrity, Creativity, Ambition Inclusivity: understanding of the different cultures. Curiosity: opportunity for independent study as they work towards an oral presentation and self-directed homework project. Resilience Children take part in self-assessment regularly which means they are aware of what they need to do to improve and of their own successes. Ambition: providing inspirational role models. And the overarching curriculum intent? This history study will inspire our pupils' curiosity to know more about the past of the wider world. They will learn about the diversity of societies and the challenges of their time. Through this historical study the children will learn to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment.			
Knowledge What do we want children to know and remember? Focus Ancient civilisations – Greece Types of human settlement – human activity Buildings and structures Compass directions – NNE, NNW, SSE, SSW 6 figure coordinates			
Key Vocabulary What essential vocabulary will be taught and consistently modelled to ensure children are able to effectively communicate their knowledge and understanding? acropolis architecture circa citadel civilisation culture deity democracy empire mythology philosophy polis polytheists society urban			
Driver Texts Fiction: Greek Myths and Legends – Russell Punter - Osborne Books Who Let the Gods Out? Maz Evans Non-fiction: Groovy Greeks – Terry Deary Poetry: Odes / Falling Out of the Sky Rachel Pierrey			
Outcomes What written, creative, artistic and technological outcomes will be expected by the end of this unit? Arts and DT waiting to be mapped in by Art lead. Non-chronological report Letter Diary entry Narrative Persuasion linked to debate Discussion piece linked to debate			
Mathematical Opportunities - An introduction to early mathematical systems and famous Greek mathematicians (Pythagoras, Euclid, Archimedes). - Shape and space - Distance, metric to imperial measures (Olympics, marathon etc.)			
Assessment and Transfer Task How will children demonstrate their knowledge and understanding? Entry and exit knowledge organisers Mini-quizzes during unit How will you know that essential knowledge has been transferred to long term memory? Area of curriculum development yet to be completed			

Each lesson begins with an oracy focus, to stimulate discussion and the articulation of reasoning. Throughout each topic children are given the opportunity to debate and to present, both independently and with peers. Communication is a skill which is vital in the modern world and also supports children in committing knowledge to their long-term memory.



The topic programme is supplemented by themed weeks throughout the year and visits/visitors linked to topics whenever possible.

Phonics is taught through Letters and Sounds in both the Foundation Stage and Key Stage One. We have recently audited our reading scheme and purchased new titles to ensure that all home readers, fiction and non-fiction (Big Cat phonics) are fully decodable. Our Guided reading books for EYFS and Key Stage One (OUP Traditional Tales and Floppy's Phonics) are also decodable texts and cover both fiction and non-fiction.

For History, Geography, Art and Design and Design Technology we are referencing Learning Ladders. However, the curriculum is currently under review as we are adjusting planning to reflect our new school vision.

The Structure of Our Curriculum

Teachers plan in phases (Y1 and Y2; Y3 and Y4; Y5 and Y6, with YR as the exception). We have a two-year rolling programme of topics in place. Our Curriculum Map document details the objectives covered within each unit and highlights where there are opportunities to revisit learning across the key stages. In selecting the focus for our learning we begin in the Early Years and Key Stage One with a focus on our **LOCALITY** in order that our children develop a clear understanding of self and of our school community. As our children mature, our curriculum focus widens to include an understanding of **SOUTH GLOUCESTERSHIRE AND OUR LOCAL CITY, BRISTOL**, with a focus on the River Severn and the historic port of Bristol, with a history of travel, transport and trade. We also begin to study **NATIONAL** concepts including significant periods of history, democracy, invasion, conflict, and migration. Our oldest students experience a wider exploration of the world as they study **GLOBAL** issues, including sources of energy, sustainability and climate change.

Curriculum 2020 - 2021

By Summer 2021, the Gillingstool Primary School curriculum will be fully in place. This will include:

- A revised **schedule of topics** reflecting the curriculum vision;
- A **schedule of themed weeks and visits** to supplement the national curriculum;

Year A and B Reception											
Aut 1	Aut 2	Y1/2			Y3/4			Y5/6			
All About Me	Celebrations	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	
		Geography	Thornbury and Cardiff			Disasters			Energy		
		Local Study		Pioneers			WW2 In Thornbury and Bristol			Medicine	
		History			Pirates			Stone Age – Iron Age			Ancient Greece
		Science	Habitats and Living Things	Plants	Animals including Humans	Plants Animals including Humans	Sound Electricity	Rocks	Electricity Forces	Animals including Humans	Earth and Space / Light
Spr 1	Spr 2										
Superheroes	Journeys	Themed Weeks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
			Cultural Appreciation	Getting Along	Book	Take One Picture	Science	Sports			
			Decades	Getting Along	Book	Careers	Art	Sports			
		Year B	Y1/2			Y3/4			Y5/6		
		Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	
		Geography	Weather Around the World		Greece / Crete			Climate			
		Local Study		Flight			Romans / Invaders and Settlers		Slave Trade/ Fair Trade		
		History			Castles			A Journey Down the Nile		The Maya / Amazon Basin	
		Science	Seasonal Changes	Everyday Materials	Uses of Materials	Living Things and Their Habitats / States of Matter	Animals including Humans	Light Forces and Magnets	Evolution and Inheritance	Properties and Changes of Materials	Living Things and Their Habitats
Sum 1	Sum 2										
Mini-beasts and Growing	The Farm	Themed Weeks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
			Cultural Appreciation	Getting Along	Book	Take One Picture	Science	Sports			
			Decades	Getting Along	Book	Careers	Art	Sports			

- A **long term plan** with a clear **overview** for teaching in **each subject** personalised to Gillingstool Primary School;



Gillingstool Geography Long Term Plan

		Autumn	Spring	Summer
Enquiry Focus		Geography: Greece / Crete	Local Study: WW2 Bristol and Thornbury	History: Stone Age to Iron Age
		<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>This will include the location and characteristics of a range of the world's most significant human and physical features.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>		
Year 3/4	A	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate countries 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-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 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • 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 	<p>Pupils should be taught to:</p> <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • 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

Example Long Term Planning Overview




- A **Learning Ladder** for each of the foundation subjects specifying the progression of knowledge and skills from YR to Y6, **personalised** to Gillingstool Primary School;

Computing					
Year 2	Computing Skills	E-Safety	Media	Handling Data	Programming - Probots
	Find and open a saved file.	Understand that information they put online leaves a digital footprint.	Use a range of tools to mix colour, create pictures and repeating patterns.	Ask questions that can be answered yes or no.	Plan and enter a sequence of instructions on a floor robot specifying distance and turn to achieve a given outcome.
	Learn how to copy and paste text, images and files.	Understand what information is safe to share and what shouldn't be shared online.	Import images from a file.	Create decision trees using objects and photographs.	Debug a sequence of instructions.
	Import an image from a camera.	Recognise that some websites are safer than others and identify why.	Change images using the brush, fill and shape tools.	Explore a branching database.	Plan and test a sequence using distance and turn instructions to achieve a given algorithm.
	Use search engines to find information from different sources.	Understand how to avoid inappropriate websites, apps and games with safer searches.	Change colour, size and font of text.	Use data to create charts and graphs.	Find an alternative algorithm to one already given.
	Learn the six keys above the home row the home row (Dance Mat Typing Level Two: Stage 4, 5 and 6).	Understand how to communicate online appropriately.	Plan and take digital images with consideration to the framing of the image.	Answer questions from charts and graphs.	Edit a given algorithm to achieve a different outcome.
		Identify what to do when communication is inappropriate.	Review and delete unwanted photographs.	Save data and retrieve it.	Replicate an algorithm using programming software and debug.
			Review and delete unwanted video recordings.		Write an algorithm to produce a shape.
					Use repeat in a real life context.
					Predict what a given algorithm will do and test their predictions by creating a program using it.

Example Learning Ladder



- A bank of **knowledge organisers** in order to **assess the impact** of the curriculum.

Gillingstool Primary School – History Knowledge Organiser																																		
Topic: A Journey Down The River Nile		Year B: Summer Term	Years 3 and 4																															
What should I already know? <ul style="list-style-type: none">I can describe the changes and differences in lifestyle in the past and present.I can talk about the impact of events on the lives of the people of the time.I can use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc.I can use simple sources of information such as artefacts, photos and books to answer simple questions about the past	Important Facts <ul style="list-style-type: none">The River Nile is about 6,670 km (4,160 miles) in length and is the longest river in Africa and in the world. It flows through Egypt, Uganda, Ethiopia, Sudan and Burundi.The first people to settle on the banks of the River Nile were hunters and fishermen. They arrived there about 8,000 years ago. The river provided water, food, transportation and excellent soil for growing food for themselves and their animals.The Nile River gave them excellent soil to grow their own food because when the river would overflow, it left the soil full of nutrients.Egypt was ruled by Kings who were later called pharaohs. These kings built massive temples, pyramids and other monuments, many of which you can still see today.The river was their greatest source of their wealth. As the Egyptians mastered the art of irrigation and were able to use the water from the Nile, they grew wealthy with their very profitable crops of wheat, flax (linen clothing) and papyrus (paper and boats).They also made building materials from the river. They used mud to make bricks from which they built homes, walls and other buildings. They also got limestone and sandstone from the hills along the Nile.Ancient Egyptian culture was filled with a mix of government, religion, arts and literature, among other things. Pharaohs led the country and they were also considered to be gods.Scribes, were considered to be very powerful. They were the only people who could read and write and they helped run the country.The pyramids are world-famous and are where the Pharaohs were buried. To help themselves in the afterlife, they believed that they needed to be buried with treasure.After about 1500 B.C. the pharaohs stopped building pyramids for burials, and instead they buried them at The Valley of the Kings. One tomb that was discovered with much of the treasure and tomb still intact was that of Tutankhamun. The tomb was packed with awesome things including King Tut's mummy, a gold mask, and a solid gold inner coffin. The tomb had several chambers, which just goes to show how important he was.	Vocabulary <table><tr><td>Afterlife</td><td>Where Egyptians believed they would go after they died.</td></tr><tr><td>Akhet</td><td>The season in which the Nile flooded.</td></tr><tr><td>Amulet</td><td>An object to protect its owner from harm or danger.</td></tr><tr><td>Aswan dam</td><td>Dam built to control flooding and generate electricity.</td></tr><tr><td>Canopic Jars</td><td>Special jars that held the organs (lungs, intestines, liver and stomach) of a mummy.</td></tr><tr><td>Dynasty</td><td>A period of rule when the pharaohs all came from the same family.</td></tr><tr><td>Hieroglyphics</td><td>Writing that uses pictures or symbols</td></tr><tr><td>Ibis</td><td>Long legged wading bird.</td></tr><tr><td>Mummy/ mummification</td><td>A dead body that has been preserved/ the process of making a mummy.</td></tr><tr><td>Papyrus</td><td>A plant from the banks of the River Nile used to make paper, boats, sandals, baskets etc.</td></tr><tr><td>Pharaoh</td><td>The supreme ruler of Ancient Egypt- considered a god.</td></tr><tr><td>Pyramids</td><td>Monuments providing tombs for Pharaohs.</td></tr><tr><td>Sarcophagus</td><td>A large stone coffin for a mummy.</td></tr><tr><td>Scarabs</td><td>Amulets, often in the form of beetles.</td></tr><tr><td>Shaduf</td><td>A machine to lift water from a lower place to a higher place.</td></tr><tr><td>Sphinx</td><td>A mythical creature with the body of a lion and the head of a pharaoh.</td></tr></table>	Afterlife	Where Egyptians believed they would go after they died.	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Historical Skills and Enquiry <ul style="list-style-type: none">Place events, artefacts and historical figures on a time line using dates.Be able to describe the characteristic features of the past including Ancient Egyptian ideas, beliefs, attitudes and the experiences of men, women and children.Use evidence to ask questions and find answers about the Ancient Egyptians.Suggest causes and consequences of some of the main events in the Ancient Egyptian lives.Understand that our knowledge of the past comes from many different sources.	Diagrams <div><p>Egyptian wall art and hieroglyphs.</p><p>Sphinx and pyramid at Giza</p></div>																																	
Timeline <table><tr><td>6000 BC Early people settled in the Nile Valley.</td><td>5000 BC Farming of sheep, cattle, wheat and barley on fertile valley.</td><td>4500 BC Sails on ships. First used ships used as transport.</td><td>3500 BC Craftsmen made first wall paintings using hieroglyphics.</td><td>3000 BC Walled towns and villages built using mud and bricks.</td><td>2500 BC Egyptians build the Great Sphinx and Great Pyramid at Giza.</td><td>1800 BC Many of the Royal Tombs are built in the Valley of the Kings.</td><td>1325 BC Tutankhamun is buried.</td><td>1472 BC Pharaoh becomes overwater ruler. Later the heartland of Egypt.</td><td>332 BC Egypt is invaded by Alexander the Great and ruled by Greek kings.</td><td>196 BC Rosetta stone carved.</td><td>90 BC Egypt becomes a Roman Province.</td><td>1502 AD Carter discovers Tutankhamun's tomb.</td></tr></table>				6000 BC Early people settled in the Nile Valley.	5000 BC Farming of sheep, cattle, wheat and barley on fertile valley.	4500 BC Sails on ships. First used ships used as transport.	3500 BC Craftsmen made first wall paintings using hieroglyphics.	3000 BC Walled towns and villages built using mud and bricks.	2500 BC Egyptians build the Great Sphinx and Great Pyramid at Giza.	1800 BC Many of the Royal Tombs are built in the Valley of the Kings.	1325 BC Tutankhamun is buried.	1472 BC Pharaoh becomes overwater ruler. Later the heartland of Egypt.	332 BC Egypt is invaded by Alexander the Great and ruled by Greek kings.	196 BC Rosetta stone carved.	90 BC Egypt becomes a Roman Province.	1502 AD Carter discovers Tutankhamun's tomb.																		
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Measuring the Impact of Our Curriculum

Teachers will assess prior knowledge at the outset of a topic through the use of knowledge organisers and mind-maps as cold tasks. Throughout a topic, children will be able to demonstrate their short-term retention of knowledge through mini-quizzes and regular re-visiting of the knowledge organiser. The mind-map and knowledge organiser will be revisited at the end of a topic as an end of unit assessment.

However, we recognise that nothing is truly learned until it is embedded in the long-term memory. With this in mind we will plan a range of opportunities for children to demonstrate their knowledge at a distance from the point of learning.

Wherever possible this will be through Transference Tasks which allow pupils to showcase what has been learned and display their knowledge whilst reflecting our school value of creativity. Transference Tasks may take many different forms examples being: drama productions; podcasts and exhibitions. This will be a focus of school development in 2020 -21.

Gillingstool Curriculum: Subject Specific Aims

Reading

It is our intent at Gillingstool Primary School to provide our students with a high-quality education in English, which will enable them to speak, listen read and write fluently. This, in turn, will allow our students to communicate their ideas and emotions to others effectively.

Reading at Gillingstool will be at the centre of our curriculum and through quality-first teaching in this subject we will be able to underpin all the skills the children will need to succeed in English. In response to the demographic at of attainment at Gillingstool Primary School (a third of each cohort being a low or high prior attainer) our curriculum must be designed in order to enable all learners to maximise progress and succeed.

This journey will begin in EYFS with the teaching of early reading through high-quality phonics provision and phonically decodable reading books. It is our intent that by the time our students leave us, they will have developed a true love of reading both fiction and non-fiction texts. Through these books, children will be able to develop their knowledge of themselves and the world in which they live as well as gaining knowledge and comprehension skills across the whole of the curriculum.

It is our intention to ensure that by the time our children leave our school, they are able to read fluently and with confidence and enjoyment.

Writing

It is our intent at Gillingstool Primary School to provide our students with a high-quality education in English, which will enable them to speak, read and write fluently. This in turn will allow our students to communicate their ideas and emotions to others effectively.

Writing at Gillingstool will be underpinned by our reading curriculum. Our intent is that during their time with us, our students will develop a love for writing – from mark making in EYFS to writing for a range of purposes in Year 6. Writing and grammar skills will be built upon as students move through the year groups but with the basic non-negotiable skills being revisited regularly to ensure a solid foundation upon which to build.

It is our intention that by the time our children leave our school, they will see themselves as authors who have a well-developed and secure skill set which they will be able to build upon at secondary school.

Mathematics

At Gillingstool the purpose of our maths curriculum is to teach a rich, balanced and progressive programme of study which allows pupils to develop fluent conceptual understanding and become confident in using maths to reason and problem solve in each area.

Our curriculum aims to use maths to support children in better understanding the mathematical world around them and as such link maths to real life experiences and ensure it is cross curricular and pertinent to the lives of the children of Gillingstool.

Art and Design - Purpose of study

A high-quality art and design education should engage, inspire and challenge pupils, develop their creativity to foster an enjoyment and appreciation of art and enable them to express themselves. It should equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Pupils should be able to think critically and develop a greater understanding of art and design. They should also know how art and design both reflect and shape our history, our locality, and contribute to the culture of our nation.

Computing

Our computing curriculum is based upon the paramount principle of keeping children safe online. It equips pupils to use computational thinking and creativity to keep in touch with the current world in a safe and secure manner. Computing has deep links with mathematics, science, design and technology, music and English and our curriculum maximises this links whenever possible.

Our computing curriculum aims to ensure that all pupils:

- ❖ are fully aware of the need for e-safety, that pupils are responsible, competent, confident and creative users of information and communication technology;
- ❖ can understand and apply the fundamental principles and concepts of programming, data, media and the impact of technology;
- ❖ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- ❖ can use information technology, including new or unfamiliar technologies, analytically to solve problems.

Design and Technology - Purpose of study

Design and technology is a practical subject in which children can use their creativity and imagination. Our curriculum is designed so that pupils design and make products that solve relevant problems within a variety of contexts, considering their own and others' needs.

Drawing on other subject areas such as mathematics, science, engineering, computing and art, pupils learn how to take risks and innovate. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Geography

We strive to provide our children with the opportunities to become global citizens, deepening their interest and wonder in exploring their own place in the world. We believe it is important to provide 'Living Geography' concerned with children's lives, their futures and their world.

Through our curriculum our children will develop a sense of their world at the local, national and global scales understanding the interconnections between how people and the environment interact. They will have an adept understanding of their responsibilities within their own society whilst also having a coherent insight into sustainability of a dynamically changing world.

Pupils learn to think critically, think spatially, use maps, visual images and new technologies to analyse and present information.

History

Our history curriculum aims to inspire our pupils' curiosity to know more about Britain's past and that of the wider world. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time.

Our history curriculum will equip the children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment.

Music

Music education should engage and inspire pupils to develop a love of music and their talent as musicians. The curriculum should increase their self-confidence, creativity and sense of achievement.

As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to musical pieces.

P.E.

A high-quality physical education curriculum inspires all pupils to enjoy, succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness and equips them with the knowledge needed to ensure a healthy lifestyle. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

PSHE

The overarching aim for PSHE education is to provide pupils with:

- ❖ Accurate and relevant knowledge.
- ❖ Opportunities to turn that knowledge into personal understanding.
- ❖ Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- ❖ The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- ❖ Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. PSHE develops an understanding of themselves, empathy and the ability to work with others and will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens. PSHE education also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing. PSHE education contributes to personal and relationship development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.

RE

Religious Education should develop pupils' knowledge and understanding of Christianity and other major world Religions and value systems found in Britain. A high-quality Religious Education should develop pupils' knowledge and understanding of religious traditions and to appreciate the cultural differences in Britain today. The curriculum for RE should promote reflection, empathy, comprehension, investigation, interpretation and analysis.

Through RE at Gillingstool we aim to:

- ❖ To develop pupils' skills, concepts and attitudes identified in the South Gloucestershire Agreed Syllabus.
- ❖ To develop pupils' respect for other peoples' views and to celebrate the diversity in society.
- ❖ To foster attitudes such as curiosity, open-mindedness, self-understanding, respect, wonder and appreciation.
- ❖ To develop investigative and research skills and to enable pupils to make reasoned judgments about religious issues.
- ❖ To develop pupils' awareness of spiritual and moral issues in life experiences and to develop a personal response to the fundamental questions of life.

Science

A high-quality science education provides the foundations for understanding and appreciating the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and it is vital to the world's future prosperity and sustainability. All pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Our curriculum for science aims to ensure that all pupils:

- ❖ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;
- ❖ develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them;
- ❖ are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.