

Creative Curriculum Policy

“Together We Succeed”

We aim to work in collaboration with families and the local community and the church to deliver a truly creative curriculum and to achieve the 2 main aims of the national curriculum.

“Aim 1 : The school curriculum should provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.”

“Aim 2: The school curriculum should aim to promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life”.

National Curriculum 2014

“The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum”

National Curriculum 2014

The aims of our creative curriculum

Pupils’ individual responsibility, success and confidence are key to our curriculum. Our creative curriculum includes all subjects as listed in the national Curriculum and covers both key stages one and two. The learning objectives for each individual subject continue to be covered but in a more creative and imaginative approach. It prioritises core subjects while promoting learning opportunities across the curriculum and encouraging personal development. Across Years 1-6 the curriculum has been organised into overarching themes. Each theme lasts for a term. The themes cover a wide range of different topics and have been carefully mapped out to ensure children have access to a broad and balanced curriculum. The EYFS curriculum is also organised into overarching themes, ensuring all children have access to achieve the requirements of the EYFS curriculum and still incorporating the children’s interests and ideas.

We strive to make our curriculum

- **Interesting and engaging** – whole school topics will reflect topics of interest to the children.
- **Relevant and motivating** – topics will reflect the time, interests and environment in which children live.
- **Flexible** – our curriculum will change and evolve in line with the needs and interests of our school.
- **Based on real, first hand experiences** – we will provide a rich, broad and exciting set of learning experiences taking full advantage of the local and wider community.
- **Encourage children to lead their own learning** – the topics chosen and the direction the learning takes will be driven as much as possible from the children themselves.
- **Promote standards and excellence** – our curriculum must promote standards as a key driver to all learning experiences.
- **To link learning experiences across subjects** – learning in a holistic, meaning way taking advantages of links between subjects both core and foundation.
- **Supports and encourages the individual** – in the belief that “every child matters”.
- **Encourages learning through a global perspective.**

Curriculum Drivers

The core beliefs on which our curriculum has been developed are

- Social and emotional well being through spiritual, moral, social and cultural development.
- Community links including local, national and global communities.
- Appreciation of the outdoor environment.
- Quality, creative learning in preparation for life.

The creative curriculum is delivered through the core and foundation subjects as laid out in the national curriculum. Learning will take place across subjects and in a meaningful way. Topics will be taught through Literacy, Numeracy, Science, ICT, P.E., Art, Design and technology, History, Geography, PSHE, Music, PE, RE. Subject links will be made to make the breadth of learning broad and rich.

We accept that some subjects will also require explicit teaching in order to effectively cover the statutory coverage e.g Science, RE, Numeracy, French, PE.

Topic Grids (appendix 1)

Statutory Coverage

A broad, rich school experience must be rooted in statutory coverage of the National Curriculum. We will ensure and monitor this coverage by consistently recording those areas, skills and experiences covered in each topic in each subject area. This will be recorded for each year group with records clearly laying out those areas, levels covered by each cohort of children. The records will follow the cohort group through the school to ensure that skills and learning is truly varied for each individual child.

Teaching the subjects both core and foundation will take place in a variety of ways based on the knowledge the teacher has of both the subject and the children/cohort. Teaching may be as a discrete subject, a session which takes advantage of cross curricular links or as a block of sessions timetables to reflect the needs of the individual subject or the individual class/child.

Environment

We believe the learning environment plays a crucial part in a child's development and can have an impact on their learning. By changing the classroom environment to reflect the theme, we hope to engage our children and ignite that spark that makes them want to question why and how things happen and plant that seed that makes them want to go and find out more. We pride ourselves on transforming our learning environment. We believe that by immersing the children in an environment, which stimulates all the five senses, we develop and provoke the want and deeper need to learn; questioning why and how things happen.

In doing this, we encourage children to have a choice and choose their own personal learning style which suits them best. We are very conscious and aware that not all children learn and develop in the same way, and therefore in order to help them succeed we think 'outside the box' and offer them a variety of different ways in which to achieve the desired outcome.

Enhancing the Curriculum

We promote an ethos where we encourage visitors to come into school and for children to go out on visits which will extend and develop their knowledge and understanding of what they are learning. These opportunities enable our children to have first-hand experiences, which brings their curriculum alive and gives it purpose and meaning.

Assessment – Core Subjects

Literacy, numeracy, ICT, Science, will be assessed in line with the assessment policy and individual subject policies. Records will be collected half termly and recorded/monitored/analysed in the whole school tracking systems.

Assessment – Foundation Subjects

Each curriculum coverage cohort file will have half termly assessment sheets inside for each topic covered. The subject areas assessed within these topic files include both core and foundation subjects including, science, art, D.T, music etc. These records will record those children who have under or overachieved in relation to year group expectation. These children can then be monitored with appropriate interventions used to assess individual learning needs.

Subject Specific Information

Art

Curriculum 2014 states that

“During key stage 1 pupils should be taught to use a range of materials creatively to design and make products. They use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

“During key stage 2 pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.”

At Hutton Henry C of E Primary School we aim to deliver a rich topic based curriculum in which Art is taught in an exciting, inspiring way where children are given opportunities to explore and develop specific skills. The

topic titles used to deliver art can be seen in the topic grids. Children will be given a range of experiences that promote,

- **Exploring and developing ideas.**
- **Investigating and making art, craft and design.**
- **Evaluating and developing work.**
- **Knowledge and understanding.**

It is an important element of our topic based creative curriculum that children experience a wide breadth of study. Children will work in practical first hand situations, work individually and alongside others, explore a range of tools and techniques and use a range of art, crafts and a range of work by different artists as a starting point and reference to their work. Children being able to evaluate their own and the work of others is an important feature of our art curriculum.

Design and Technology

Curriculum 2014 states that

“During key stage 1 pupils learn through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment. They learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and could start to use ICT as part of their designing and making.”

“During key stage 2 pupils learn through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. Pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people’s designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in range of ways”.

At Hutton Henry C of E Primary School we aim to deliver a rich topic based curriculum in which Design and Technology is taught in an exciting, inspiring way where children are given opportunities to explore and develop specific skills. The topic titles used to deliver Design and Technology can be seen in the topic grids. Children will be given a range of experiences that promote,

- **Developing, planning and communicating ideas.**
- **Working with tools, equipment, materials and components to make quality products.**
- **Evaluating processes and products.**
- **Knowledge and understanding of materials and components.**

It is an important element of our topic based creative curriculum that children experience a wide breadth of study. Children will investigate familiar products, work in a first-hand practical way, both individually and alongside others, explore a range of techniques, skills and processes and be encouraged to make a range of products/assignments using the knowledge gained. Evaluating the product explored and made is an important feature of Design and Technology teaching at Hutton Henry.

Geography

Curriculum 2014 states that

“During key stage 1 pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs”

“During key stage 2 pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.”

At Hutton Henry C of E Primary School we aim to deliver a rich topic based curriculum in which Geography is taught in an exciting, inspiring way where children are given opportunities to explore and develop specific skills. The topic titles used to deliver Geography can be seen in the topic grids. Children will be given a range of experiences that promote,

- **Geographical enquiry and skills.**
- **Knowledge and understanding of location and places.**
- **Knowledge and understanding of patterns and processes.**
- **Knowledge and understanding of environment change and sustainable development.**

It is an important element of our topic based creative curriculum that children experience a wide breadth of study. Children will study a range of localities both locally, nationally and globally. Learning about their immediate environment will be very important. Carrying out field work outside of the classroom is valued as a crucial way of developing essential geography skills. Children will be encouraged to learn about important world events as they happen and become relevant to them eg global geographical disasters such as floods, earthquakes etc.

History

Curriculum 2014 states that

“During key stage 1 pupils learn about people’s lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present, investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there.”

“During key stage 2 pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and

organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.”

At Hutton Henry C of E Primary School we aim to deliver a rich topic based curriculum in which History is taught in an exciting, inspiring way where children are given opportunities to explore and develop specific skills. The topic titles used to deliver History can be seen in the Creative curriculum topic grids. Children will be given a range of experiences that promote,

- **Chronological Understanding**
- **Knowledge and understanding of events, people and changes in the past.**
- **Historical interpretation.**
- **Historical enquiry**
- **Organisation and communication**

It is an important element of our topic based creative curriculum that children experience a wide breadth of study. Children will think about their own life and that of their family members as well as people in the more distant past including significant people from Britain and the wider world. Children will be encouraged to find out about topics that become relevant to them through new events or major events that happen both nationally and globally e.g the Olympic Games/Royal Wedding.

Music

Curriculum 2014 states that

“**During key stage 1** pupils will be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will play tuned and untuned instruments musically. They will also listen with concentration and understanding to a range of high-quality live and recorded music. They will experiment with, create, select and combine sounds using the inter-related dimensions of music.”

“**During key stage 2** pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils will be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They will improvise and compose music for a range of purposes using the inter-related dimensions of music. They will also listen with attention to detail and recall sounds with increasing aural memory. Pupils will use and understand staff and other musical notations. They will be encouraged to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. They will also develop an understanding of the history of music.”

At Hutton Henry C of E Primary School we aim to deliver a rich topic based curriculum in which Music is taught in an exciting, inspiring way where children are given opportunities to explore and develop specific skills. Children will be given a range of experiences that promote,

- **Improvising and composing.**
- **Listening.**
- **Appreciating.**

It is an important element of our topic based creative curriculum that children experience a wide breadth of study. Children will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

NB

- For information on other subjects refer to separate subject policies.
- See appendix 1 for further details on precise topics covered.
- Refer to safe guarding policy for details on health and safety issues specific to curriculum coverage and content.

Co-ordinator Role

Core subjects will have individual subject co-ordinators and individual policies and frameworks for assessment.

The other foundation subjects are reviewed and monitored as a whole staff body. This takes place termly and staff are expected to review the work carried out over the year and the achievement of the children. As a staff body, resources will be monitored, assessments and the policy content will be reviewed annually.

Reporting to parents

Parents will be invited into school termly to share children's work and to talk to teachers on a one to one basis. Written reports will be issued for each child annually referring to all subject areas.