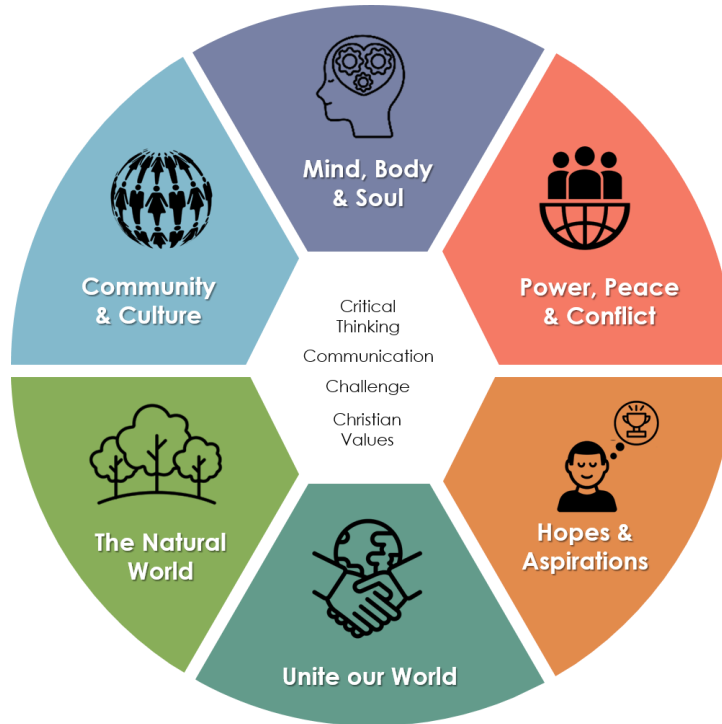
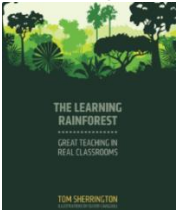
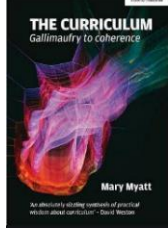
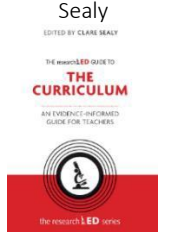
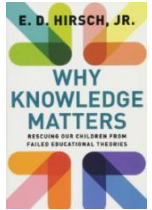
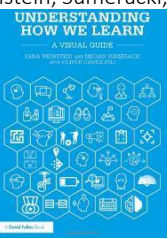
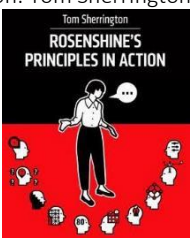
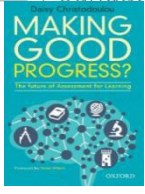
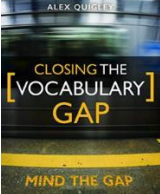


Curriculum Policy



To read in conjunction with the: 'Teaching and Learning Policy', 'Home Learning policy', 'Assessment Policy', 'Feedback Policy' and subject specific policies. Below is a selection of the books and research used to underpin our approach to curriculum development:

<p>The Learning Rainforest: Tom Sherrington</p> 	<p>The Curriculum: Mary Myatt</p> 	<p>The Curriculum: Clare Sealy</p> 	<p>E.D. Hirsch: Why Knowledge Matters</p> 
<p>Understanding How We Learn: Weinstein, Sumeracki, Caviglioli</p> 	<p>Rosenshine's Principles in Action: Tom Sherrington</p> 	<p>Education Endowment Foundation</p> 	<p>Closing the Vocabulary Gap: Alex Quigley</p> 

Purpose and Intent

All children have a right to a broad, balanced and relevant education, which provides challenge, continuity and progression and takes individual differences into account. Our curriculum aims to inspire children, allow them to have belief and take on challenge with resilience and, ultimately, achieve and be the best they can. Through our curriculum, our children will live out our school vision of 'Inspire-Believe-Achieve' and make a difference to their world around them.

We believe that learning is an enjoyable lifelong process through which everyone can achieve their potential and exceed expectations. We will challenge and support all our pupils to do their best by providing an extensive range of learning experiences within and beyond the statutory requirements by adopting an approach to curriculum planning that offers exciting learning opportunities that have a real purpose as well as building on previously learnt knowledge and skills.

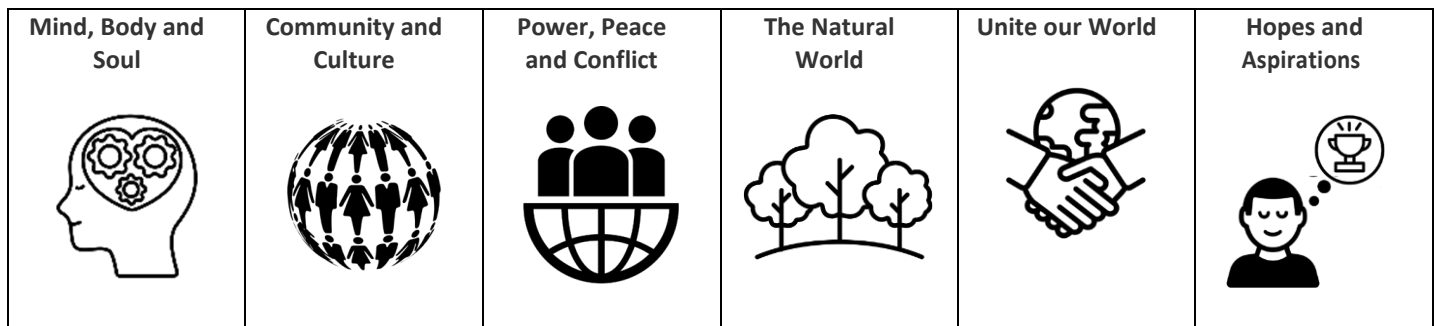
Here is a selection of what Milldown Academy offers as part of its curriculum:

			
Forest School	A mastery approach to teaching and learning	Focus on mental well-being	Huge range of sports and clubs
			
Drama, theatre and the arts	Enriching off-site trips and visitors	A coherent phonic and spelling approach from EYFS to year 6	A focus on the spoken word as a driver to improve reading and writing

Our curriculum is underpinned by the 'National Curriculum 2014' and sets out to ensure our children acquire an in-depth knowledge and understanding of each of the different subjects. Driving this are the following six curriculum themes (see below). These six themes have been designed to disrupt the status quo and challenge children to drive society towards equality. Our curriculum content and these themes will ensure we give children the powerful knowledge needed for them to *change the world and not just join it, living out our vision: Inspire, Believe, Achieve*. This 'powerful knowledge' is abstract or rarefied; it is not easily picked up by children and requires expert teaching. Our curriculum design supports teacher's delivery of this ambitious and empowering knowledge. In addition, woven throughout our curriculum and approach to teaching and learning, are our drivers of 'critical thinking,' 'communication' and 'challenge.' Our Christian values – love, peace, joy, kindness, self-control and patience – underpin our ethos and how we approach school life.

Our curriculum seeks to build on the richness of our local and global communities, taking it deeper and wider so that our children can achieve heights that not even we (with all our ambitiousness) think is possible.

Milldown's 6 Curriculum Themes



How will the curriculum be delivered? The implementation.

The approach taken with all subjects is to ensure that memory is strengthened at all opportunities. As Kirschner, Sweller and Clarke (2006) stated: "Learning is a change in the long term memory. If nothing has been changed in the long term memory then nothing has been learned."

This will be achieved in different ways but can be summarised as below:

1. Acquisition of knowledge is fundamental: children's schemas of knowledge (their web of connected knowledge) will be developed and built through approaches such as spaced retrieval practice and linking knowledge. In science and foundation subjects, through careful sequencing of lessons children will have sufficient knowledge to answer the 'big question';
2. Knowledge and skills learnt, including vocabulary, is specified in detail;
3. Key concepts are identified for each subject and act as the threads that weave through a unit of learning and between units of learning;
4. Knowledge is acquired in the long term memory;
5. Knowledge is carefully sequenced over time;
6. A focus on subject disciplines, where appropriate.

Subject specific pedagogical approaches will be taken for English and Maths (see separate policies).

How do we know how well our children are doing?

English and maths will be tracked via ongoing formative assessment and termly summative assessments. There will also be end of unit assessments. EYFS, Year 1 (phonics), Year 2 and Year 6 will be assessed against national assessments. Other strategies to track the progress of our children against our curriculum include end of unit and end of year quizzes and extended writing opportunities that aim to answer 'big questions'. Our curriculum acts as its own progression model: progress is knowing more and understanding more.

Rationale for our 6 Curriculum Themes

Our six curriculum themes act to a coherence to our whole-school curriculum. After consultation with staff, our pupils and families, six clear themes emerged. These will have a whole-school focus each half-term. Each theme will be explored in its own right but will also, where appropriate, be explored in other subjects.




For a comprehensive progression of our 6 curriculum themes, see appendix 1.

Rationale for our Curriculum Drivers.

Research conducted by Pearson and the Partnership for 21st Century Learning concluded that amongst other skills, communication, and critical thinking were pivotal in ensuring academic success and providing children with the necessary skillset to equip them for whatever challenges lie ahead both academically and in the wider-working world. We also placed high importance on ‘challenge.’ Challenge at Milldown involves pushing ourselves out of our comfort zone, applying learning in different ways in, taking risks and having the confidence to make a stand to challenge prejudice, injustice and inequality.

In short, our children need to have the foundations to allow them to excel in jobs that may not exist yet.

Our drivers focus our pedagogy and curriculum – they shape and scaffold our practice and curriculum design

Critical Thinking 	Communication 	Challenge 
<ul style="list-style-type: none"> • Thinking hard • Applying learning • Reviewing own & other’s learning • Challenging questioning and work • Small-step lesson design and scaffolds allow all to think deeply at some point in the learning • Understand what I have been successful with, what I need to improve and how to go about it 	<ul style="list-style-type: none"> • Understanding and using a wide-ranging vocabulary • Speaking like an expert • Public speaking • Presenting • Partner talk and support • Peer feedback 	<ul style="list-style-type: none"> • Challenging other’s ideas and viewpoints • Group projects • Applying prior learning to solve real-life problems • Challenging prejudice and injustice • Pushing out of our comfort zone • Making a positive difference to our world • Perseverance

In addition to this, our Christian Values are at the heart of our school ethos and underpin our expectations for how everyone behaves, interacts with one another and approaches school life. As part of our Christian ethos, we deem the community to be an integral part of what we do. The children need an understanding of where they come from, their heritage, how they can have a positive effect on those around them, how their role within the community fits in with the wider world and how their actions can have far-reaching impact. *For further reading on our drivers, see appendix 2.*

Who/What was consulted?

Staff and Governors were consulted in the formation of this policy. The *National Curriculum Handbook*, White Rose Maths Hub Schemes of Learning, Maths No Problem! textbooks, Understanding Christianity RE syllabus, and the Talk for Writing (T4W) literacy spine, Plymouth Science scheme, Collins Connected, Get Set 4 PE, Kapow and the Ofsted subject reviews were used to form this policy and individual year group curriculums.

Aims of the Milldown Curriculum:

- Develop the skills and knowledge identified within our drivers – identified skills/dispositions to support effective learning and success in life
- Be aware of and have a growing understanding of significant concepts such as social injustice, inequality, diversity, power and governance and the impact these have
- Ensure children leave with necessary reading, writing, mathematical and scientific skills and knowledge, as well as that of other subject disciplines, as in the National Curriculum 2014, to support the next stage of their education
- Learn to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced. Be enthusiastic and eager to put their best into all activities
- Develop a set of moral values, such as honesty, sincerity, responsibility, on which to base their own behaviour
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school
- Develop respect and appreciation of the feelings and capabilities of others in an unbiased way
- Be capable of communicating their knowledge and feelings through various art forms including art and music
- Know about geographical, historical and social aspects of the local environment and national heritage; be aware of other times and places and recognise links among family, local, national and international events and famous people from history who have shaped the world
- Have a secure knowledge of the Christian faith and understanding of the beliefs of the major world faiths

These aims will be reviewed every 5 years.

Roles and responsibilities of Headteacher, other staff and Governors

The Headteacher will ensure that:

- All statutory elements of the Curriculum and any additional subjects the school offers, have aims and objectives that reflect the aims of the school.
- The amount of time to teach the curriculum is adequate and reviewed by the Curriculum Committee annually.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum
- The procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information on their progress, how they compare with national expectations and what is required to help them improve.

Other Staff will ensure that the school curriculum is implemented in accordance with this policy.

The governing body will ensure that:

- It participates actively in decision making about the breadth and balance of the curriculum
- Progress towards annually statutory targets are monitored
- It receives an annual report from the Headteacher on standards, detailing:
 - Comparisons with national averages and similar schools nationally and for the LEA
 - Gender; ethnicity; special educational needs
 - Pupils for whom the curriculum was disapplied
 - The evidence of the impact of national strategies on standards
 - The views of staff about the action required to improve standards
 - The nature of any parental complaints concerning the curriculum

This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

<i>Policy approved by</i>	<i>(Governing Body)</i>	<i>Date: July 2022</i>
<i>Policy implemented on</i>		<i>Date: September 2022</i>
<i>Policy review date</i>		<i>Date: July 2023</i>

Appendix 1.

Milldown Curriculum Theme Progressions

Our school vision is 'Inspire-Believe-Achieve', based on the following biblical quote by Jesus: "I am the way, the truth, the life." Through this, we will develop children that have an in-depth understanding of themselves and the world around them so they are empowered to make a difference to the world and not just join it.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our Mind, Body & Soul	Community and Culture	Power, Peace & Conflict	The Natural World	Unite Our World	Hopes and Aspirations
EYFS	<p>Understand that it is important to look after yourself.</p> <p>Understand that just like we have physical health we also have mental health.</p>	<p>Understand that everyone is unique and has their own value.</p> <p>Understand that people can be different in some ways but similar in others.</p>	<p>Understand the difference between right and wrong and that actions have consequences.</p> <p>Understand and show the importance of listening, taking turns and sharing.</p>	<p>Understand that people have a responsibility to look after their immediate environment.</p> <p>Understand that the local area/environment has resources that we can use.</p>	<p>Understand what is fair and unfair.</p> <p>Understand the Importance of caring and sharing.</p>	<p>Understand that hard work has helped them to learn new things.</p> <p>Understand that there are lots of people that help others.</p>
Y1	<p>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).</p> <p>Understand how talking about feelings helps and where to find help.</p>	<p>Understand the different communities (e.g. family, clubs, school, church/religion) that help make you, you.</p> <p>Understand that others might be part of your community but also other communities.</p> <p>Understand some local traditions and where they come from.</p>	<p>Understand causes of disagreement/conflict (personal, classroom and household).</p> <p>Understand some ways to avoid or resolve conflict/disagreements.</p>	<p>Understand the positive and negative impacts of people's actions on the school and local environment.</p> <p>Understand the possibility of changing the future.</p>	<p>Understand the rights that children have.</p> <p>Understand that everyone has similarities and differences, that these make us unique and that we can learn from each other.</p> <p>Understand the importance of playing and working cooperatively.</p>	<p>Understand how to set a simple goal which is based on a time frame.</p> <p>Understand that learning a new skill requires practice and that you may sometimes fail and that is OK.</p>
Y2	<p>Understand that certain activities can change the way you feel.</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</p> <p>Understand what resilience looks like in action.</p>	<p>Understand the customs, traditions and beliefs that are important to others and how to be respectful of these.</p> <p>Understand that we make a difference to the people in our communities and they make a difference to us too.</p>	<p>Understand that body language, tone of voice and choice of words can upset others.</p> <p>Understand uneven sharing of power/decisions and that some people are excluded from decision making.</p>	<p>Understand that people can damage or improve the environment, including local habitats.</p> <p>Understand whose responsibility it is to look after the local environment</p>	<p>Understand children's basic human rights and that sometimes these are not met.</p> <p>Understand similarities and differences between different places around the world.</p> <p>Understand simple links with other places, e.g. where food comes from.</p>	<p>Understand how to set a goal which is realistic.</p> <p>Understand the stages of the learning line (dip) to help maintain a positive attitude when learning becomes tough.</p> <p>Understand that talents and skills can be improved through commitment and hard work.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our Mind, Body & Soul	Community and Culture	Power, Peace & Conflict	The Natural World	Unite Our World	Hopes and Aspirations
Y3	<p>Understand how to get help for your mind, body and soul through the five ways to well-being.</p> <p>Understand the character strengths needed to be resilient and successful.</p>	<p>Understand the impact that our actions can have on our own community.</p> <p>Understand that communities can make a change through their collective voice.</p>	<p>Understand examples of conflicts, past and present, from own society and others.</p> <p>Understand the importance of treating others how you would like to be treated (golden rule).</p>	<p>Understand how the natural world can help people to find peace and happiness.</p> <p>Understand people's dependencies on the environment and how they can live responsibly.</p>	<p>Understand global connections between peoples ad countries, e.g. through trade.</p> <p>Understand how fairness may not always mean equal treatment.</p>	<p>Understand how people can use their talents and skills to make a difference.</p> <p>Understand some strategies to overcome barriers to achieving our goals - e.g. taking away emotions, keep trying, look from another person's point of view.</p>
Y4	<p>Understand that suffering with mental health issues is nothing to be ashamed of and affects lots of people.</p> <p>Understand how to use the five fays to well-being to support a positive mental health.</p>	<p>Understand the impact that our actions can have on other communities.</p> <p>Understand ways to celebrate and recognise the value of other cultures.</p>	<p>Understand some causes and effects of conflict at all levels – personal and global.</p> <p>Understanding strategies for preventing, managing and resolving conflict, including 'win-win' solutions.</p>	<p>Understand cause and effect, including the basics of deforestation and climate change and their impact.</p>	<p>Understand some causes of poverty and inequality (including gender inequalities) at local, national and global levels.</p> <p>Understand the contributions of different countries to our lives and vice versa.</p>	<p>Understand that there are times when they will make the same choices as their friends and times when they will not.</p> <p>Understand the need to plan steps to success within a realistic time-frame.</p>
Y5	<p>Understand the factors that affect young people's mental wellbeing.</p> <p>Understand the importance of being empathetic, showing tact and the language around mental well-being.</p>	<p>Understand how communities can come together to bring about positive change, e.g. prejudice.</p> <p>Understand that we can learn from our community's history.</p> <p>Understand inequalities within our local community.</p>	<p>Understand local and national governance structures and systems.</p> <p>Understand the importance of resolving conflict fairly.</p> <p>Understand the impact of decisions made at local, national or global levels on people and the environment.</p>	<p>Understand how global inequalities affect the impact people have on the environment (e.g. link to deforestation and plastic pollution/recycling)</p> <p>Understand 'taming' nature and its purpose.</p>	<p>Understand inequalities within and between societies and how these change.</p> <p>Understand how local actions can affect the wider world.</p>	<p>Understand how people in history/today have used their skills and talents to make a change and the problems/ difficulties they had to overcome.</p> <p>Understand the importance of engaging others in your personal growth process (jobs/ careers available to them)</p>
Y6	<p>Understand how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p> <p>Understand social pressures and how the need to conform can squash individuality and uniqueness.</p>	<p>Understand the reasons why communities have changed, and will continue to change, over time.</p> <p>Understand the importance that diversity brings to a community.</p> <p>What would we be without them?</p>	<p>Understand global governance structures and systems.</p> <p>Understand the power of collective action and the role of social movements and governments in tackling injustice.</p>	<p>Understand that people have differing views about development and quality of life and measure them against the UN Sustainable Development Goals.</p> <p>Understand the importance of biodiversity, where to look for it and how to make an impact.</p>	<p>Understand the nature of prejudice, racism and sexism and ways to combat these.</p> <p>Understand the benefits and challenges of diversity and the importance of language, beliefs and cultural identities.</p>	<p>Understand that there are people who can support someone who is dealing with a challenging time of change or who is working towards a goal.</p> <p>Understand how to set realistic yet aspirational goals (SMART goals) that may impact positively on the world around them.</p>

Appendix 2 – Drivers

Critical Thinking



Key Findings:

- Employers say job applicants should have critical-thinking skills.
- People with better critical-thinking skills are more prepared for the workforce.
- Critical-thinking skills do not develop on their own but must be explicitly taught.
- Critical-thinking skills predict real-world interpersonal, business, and financial outcomes.
- Training students in critical-thinking skills can improve academic outcomes related to writing and argumentation.
- There are several improvements to how critical thinking should be taught.

Critical thinking underpins reasoning and problem solving within all subjects but particularly mathematics and science. Increased critical thinking skills has the potential to raise attainment in these subjects.

What Does Good Critical Thinking Look Like?

Many frameworks for critical thinking exist. Broadly, critical thinking is defined as a multifaceted skill that involves problem-solving in the face of ill-defined information. Based on the literature, Pearson has defined critical thinking as consisting of four core skills:

1. systems analysis: the ability to determine the relationship between variables in a system;
2. argument analysis: the ability to draw logical conclusions based on data or claims;
3. creation: the ability to construct a strategy, theory, method, or argument based on a synthesis of evidence (the artefact that is created goes beyond the information at hand);
4. evaluation: the ability to judge the quality of procedures or solutions. Evaluation involves criticism or a work product using a set of standards or specific framework.

Communication



Why Is Communication Important?

Communication skills are central to success in school, work, and life. The P21 Framework for 21st Century Learning includes communication as one of the four Cs, along with collaboration, critical thinking, and creativity. Research indicates that developing strong communication skills is important for a variety of reasons:

- Strong communication skills are associated with improved familial stability and interpersonal relationships.
- Students with stronger communication skills graduate high school and college at higher rates.
- Large majorities of business executives report that communication skills are central in growing their organizations and that they seek out employees with strong communication skills.
- Effective communication between doctors and patients is linked to improved health outcomes.

What Communication Skills Do Learners Need?

Communication can be defined as a social process in which information is exchanged in order to convey meaning and achieve desired outcomes. Communication takes many forms, from reading the news to delivering a speech to conversing with a friend or colleague. Numerous theoretical frameworks of communication have been proposed. From those frameworks, we identify the following core communication skills:

- Identifying desired outcomes: determining desired results or consequences of the communication.
- Crafting clear messages: creating messages that clearly convey intended meaning, appropriately utilizing nonlinguistic cues such as body language and visual aids.
- Modelling others' minds: recognizing and accounting for others' knowledge, beliefs, dispositions, and emotions.
- Adhering to conventions: following the rules or norms of specific disciplines or communicative contexts.
- Accounting for social and cultural differences: identifying and accounting for variability in social and cultural norms.
- Selecting appropriate channels: utilizing the most appropriate communicative channel.
- Active listening: actively attending to communication, withholding judgment, and monitoring and clarifying understanding.
- Deep reading: critically analyzing text or speech, monitoring comprehension, drawing inferences, questioning, and reflecting.

Christian Values and Community



Our Christian Values (love, peace, joy, kindness, self-control and patience) are at the heart of our school ethos and underpin our expectations for how our children and adults behave, interact with one another and approach school life. As part of our Christian ethos, we deem the community to be an integral part of what we do. The children need an understanding of where they come from, their heritage, how they can have a positive effect on those around them, how their role within the community fits in with the wider world and how their actions can have far-reaching impact. Through our school ethos of 'Inspire, Believe, Achieve' we allow the children to think bigger than themselves and, just like Jesus, make a difference to those around them.