Curriculum at Sun Hill Junior School

Wednesday 20th November 2019

Intent
What drives our curriculum?

Implementation
How does our curriculum fit together and how is it delivered?

Impact
How can our curriculum be measured?

Sun Hill Junior School

Vision Statement

"To foster a safe and secure environment in which to flourish"

We worked with all staff, children, governors and members of the Parent Forum to formulate the School Vision Statement, School Aims and our Values.

Our 'STARS' values drive all of our behaviours, beliefs and actions.

STRIVE

TRUST

ASPIRE

RESILIENCE

SUPPORT

At Sun Hill Junior School, we believe that everyone within the school community should work together to create a place where everyone thrives and is provided with the opportunities and support to reach their own personal goals. We aim to create a diverse, stimulating learning environment that enables confidence and initiative to flourish. By working closely with pupils, parents and the wider community, we encourage children to become confident and compassionate young people who value and respect others and have a strong sense of belonging.

Curriculum Intent at Sun Hill Juniors

Diversity

Confidence

Initiative

Strive

Trust

Aspire

Resilience

Support

Make a difference

The drivers for our curriculum:
- **CONFIDENCE**
- **INITIATIVE**
- **DIVERSITY**

Skills emerging from our curriculum

Competent and Confident to:

- Read and write purposefully and reflectively
- Listen and speak respectfully to convey ideas
- Calculate efficiently and apply skills to solve problems
- Use new technology confidently and appropriately

Use Initiative to:

- Undertake and embrace challenges
- Work independently and in collaboration
- Commit with focus and resilience
- Reflect individually and collaboratively

Use Diverse and Creative Thinking to:

- Ask questions to extend thinking
- Generate ideas and explore possibilities
- Overcome barriers by trying out alternatives and adapting or developing ideas
- Connect ideas and experiences in inventive ways

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Maths
- National Curriculum
- Hampshire Assessment Model

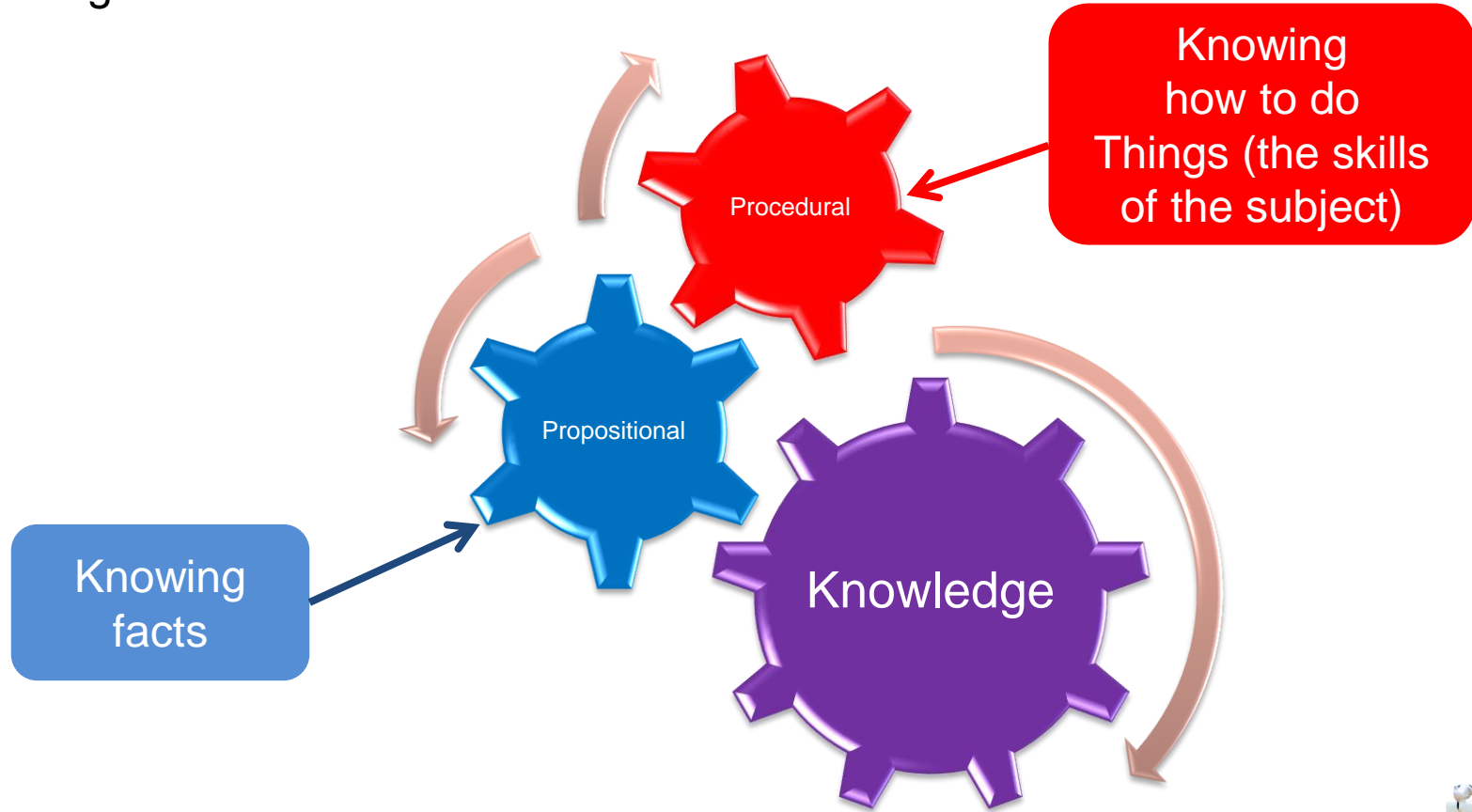**Project**
- National Curriculum
- Concepts
- Key question

English
- National Curriculum
- Hampshire Assessment Model

Discreet Subjects
- National Curriculum

"Knowledge-Based Curriculum"

Two-Yearly Overview

Lower School/Upper School		
Year one		
Autumn	Spring	Summer
History based	Arts based	Geography based
Year two		
Autumn	Spring	Summer
Geography based	History based	Arts based

Themes based around a two year cycle

Year	Term	Lower school	Upper school
Year One	Autumn	Eurovision (Geography)	Conflict (History)
	Spring	Trade & Transport (History)	Strike a Pose (creative)
	Summer	Environmental art (Creative)	Ever-changing Earth (Geography)
Year Two	Autumn	Buildings (History)	Rich & Poor (History)
	Spring	Land of Hope and Glory (Geography)	Sustainability (Geography)
	Summer	Stories (Creative)	Beliefs (Creative)

The process we go through when designing each curriculum project.

Skills progression
(sets out procedural knowledge, underpins learning and provides rigour)

Content and concepts
(determines proposition knowledge, adds relevance, creates connectedness and cohesion

Enquiry question
(Promotes curiosity and interest)

Authentic outcomes and critical audience
(Builds motivation and raises expectations and expertise)

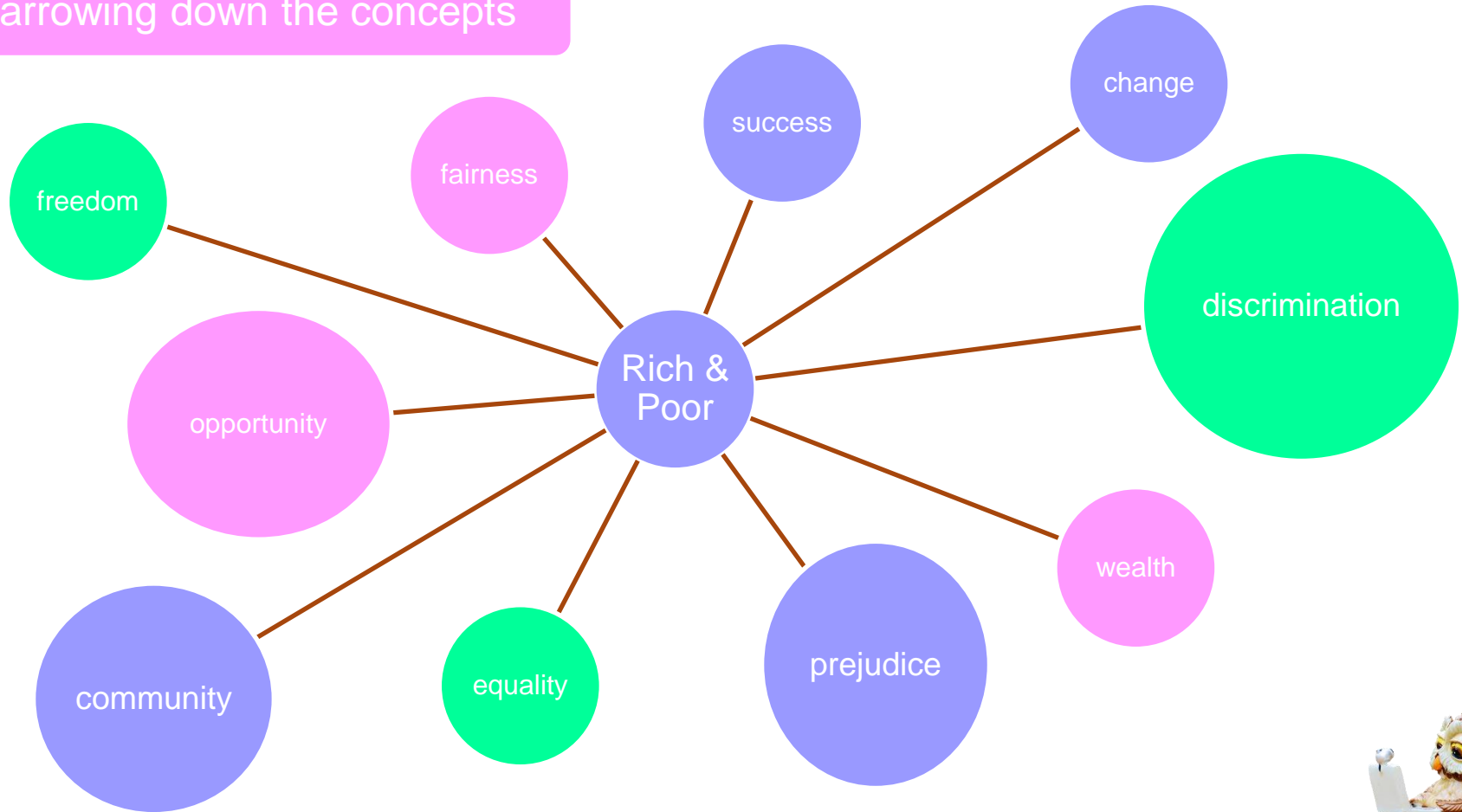**Critique**
(Enables the production of beautiful work)

adversity	compassion	failure	individuality	power	success
aspiration		judgement	prejudice	sustainability
belief		justice	resilience	transformation
belonging		forgiveness	knowledge	responsibility	trust
change	diversity	freedom	loyalty	sacrifice	truth
choice	dreams	guilt	morality	segregation	virtue
cohesion	duty	hope	oppression	spirituality	wealth
community	equality	identity	passion	stewardship	wisdom

Each topic will be designed around an e nquiry question and 3 or 4 concepts.

CONCEPTS

Narrowing down the concepts

freedom

fairness

success

change

discrimination

Rich & Poor

opportunity

community

equality

prejudice

wealth

Rich & Poor

class

segregation

fairness

oppression

How does wealth create opportunity?

Concepts:
Class, segregation, fairness, oppression

History: Rich & Poor – RMS Titanic

Connections to concepts:

Tickets were divided into three classes on wealth and social class – microcosm of Edwardian society.

PSHE: Living in the wider world

Connection to concepts:

Human rights and discrimination of individuals and communities

RE: The common good

Connections to concepts:

Kindness, unselfishness, a commitment to justice and community cohesion
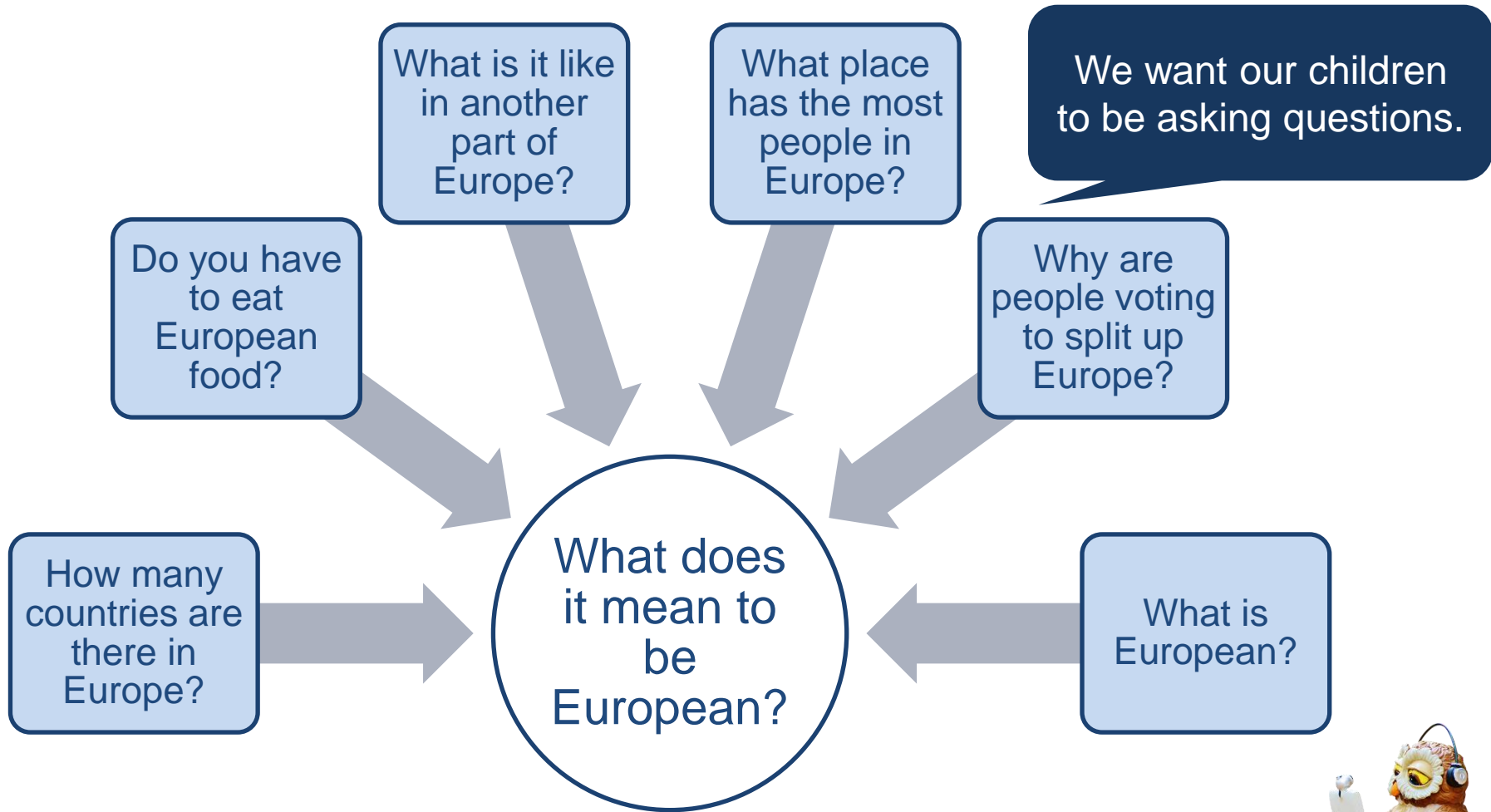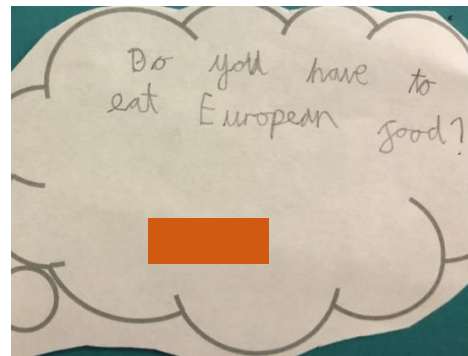
Creating the space
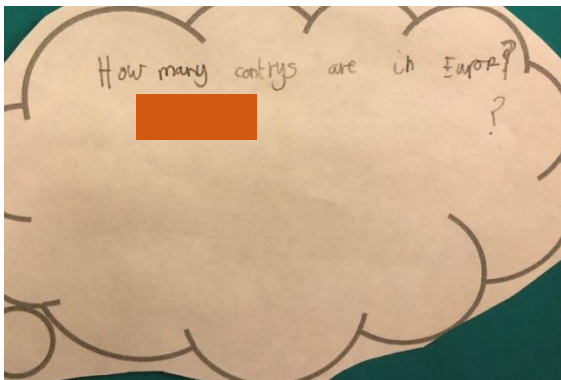
Eurovision

| Tradition | Beliefs | Diversity | Identity |

What does it mean to be European?

What is it like in another part of Europe?

What place has the most people in Europe?

We want our children to be asking questions.

Do you have to eat European food?

Why are people voting to split up Europe?

How many countries are there in Europe?

What does it mean to be European?

What is European?

Conflict

Discrimination

Duty

Forgiveness

Power

Does conflict unite or divide?

together, act as one. Same ideas.

Separate

Does conflict unite or divide?

unity

working together to defend something

countries might work together — WWI + II

Being outnumbered

Others might join to right a wrong.

division

Religious — Syrian war (from same country)

disagreements — about how to run something

fighting over resources — land food water

Can conflict end a stalemate?

Does conflict actually get you anywhere? Does conflict separate?

How long can conflict go on for? Does conflict stop you from doing stuff?

Does conflict both unite and divide? Does conflict hurt your feelings?

Can conflict heal? Does conflict kill people? Can conflict spread?

History
· Use evidence
· Consider propaganda and social context
· Describe characteristics of the past
· Use dates and terms accurately
 Learning through a selection of British and World conflicts through time.

PDL

Autumn 2019   Upper School   Theme: Conflict

Key Question: Is the impact of conflict the same for all?

CONCEPTS:
POWER   FORGIVENESS   DUTY DISCRIMINATION

OUTCOME:
White Space exhibition

Science

Geography

Music	PE	STEM	French	Computing	RE	Art
Listen to me						

History
· Use evidence
· Consider propaganda and social context
· Describe characteristics of the past
· Use dates and terms accurately
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Personal Development Learning
• Form and express reasoned opinions
• Value the diversity of lifestyles
• Recognise that actions have consequences
• Value the interdependence of communities
• Use different modes of communication to express personal and group views

Autumn 2019   Upper School - Year 5   Theme: Conflict

Key Question: Does Conflict Unite or Divide?

CONCEPTS:
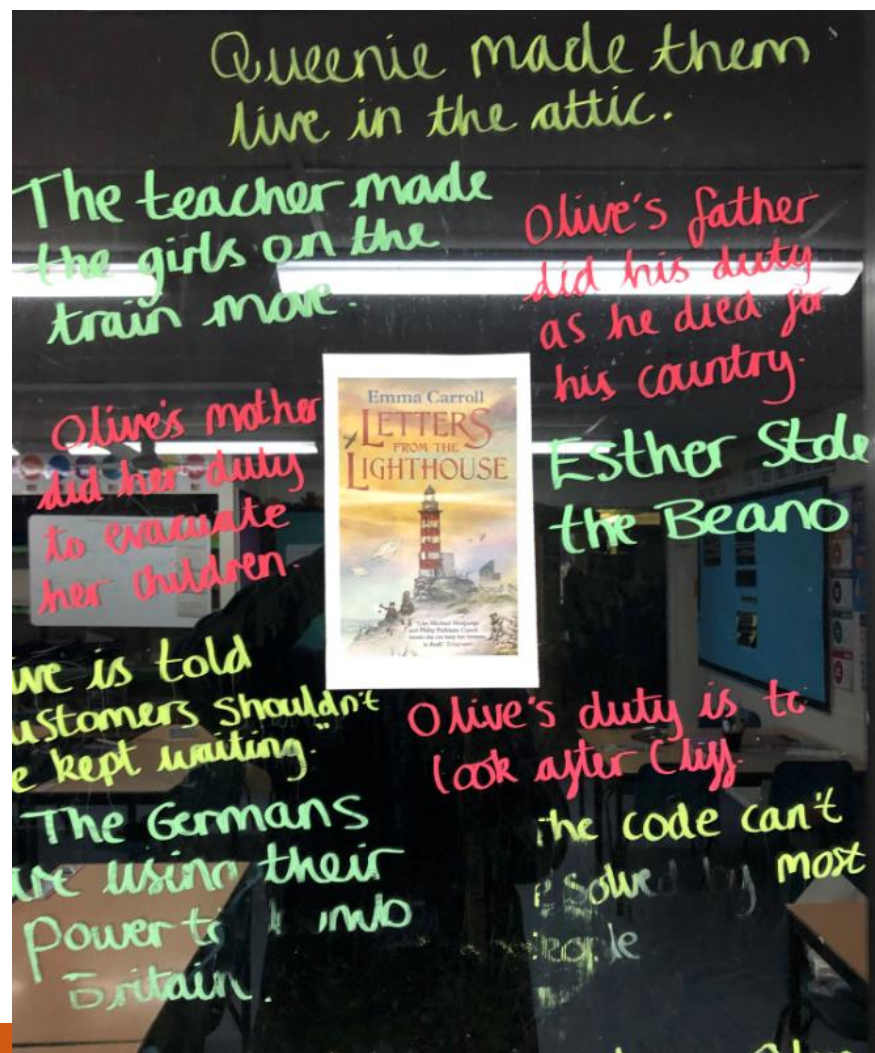POWER FORGIVENESS DUTY DISCRIMINATION

OUTCOME:
Wall exhibit

Using project builders to ensure coverage

Science
Forces – Pulleys and Levers
Electricity – Simple, series and parallel circuits
Science Investigation skills:
• Planning a scientific enquiry to answer questions
• Recognise and control variables
• Report and present findings

Music	PE	Geography	MFL	Computing	RE	Art
Listen to me Drumming	• Circuits • Tchoukball • Basketball	Use maps and atlases to locate countries	Introduction to Spanish	E-Safety - Safe and sensible use of the internet	• Belonging • The Two Birth Narratives	• Convey feelings and moods in painting • Explore work from other cultures and times • Experiment with colours and textures for effect

The photograph shows a window covered in handwritten notes in green, red, pink, and yellow marker, with a copy of the book cover "Letters from the Lighthouse" by Emma Carroll in the centre.

Queenie made them live in the attic.

The teacher made the girls on the train move.

Olive's father did his duty as he died for his country.

Olive's mother did her duty to evacuate her children.

Esther Stole the Beano

...ve is told customers shouldn't ...e kept waiting."

Olive's duty is to look after Cliff.

The Germans ...e using their power to ...e into Britain.

...he code can't ...e solved by most ...

Linking our Literacy texts to the concepts being covered in the project.