



City of Rochester School
Learning Means the World Curriculum
Key stage 1-3

Intent

- Our personalised, cohesive 'Learning Means the World' (LMTW) curriculum is innovative, forward-thinking, and highly relevant – dealing with tomorrow's issues today. Our curriculum aims to excite and enthuse learners, create purposeful, immersive, and memorable learning, and equip learners to become agents of change, exploring and championing global causes.
- It is devoted to providing pupils with a broad and deep level of learning, developing fully rounded individuals, fuelling creativity, and resulting in positive change. LMTW develops and deepens pupils' skills, knowledge and understanding across the curriculum through a diverse range of themes.
- 'Learning Means the World' reflects the real world. It is a brave, forward thinking, buzzing, relevant curriculum that promotes independence, creativity, and curiosity to help pupils become collaborators, innovators, and leaders. Our curriculum supports pupils in exploring challenging and controversial global and social justice issues
- At the forefront of 'Learning Means the World' are world issues centred around the four Cs of Communication, Conflict, Conservation and Culture:
 - ✓ **Communication**
The main barrier for all our pupils is communication. They need to be able to make their voices heard, so teaching them how to communicate to different audiences, using a range of methods, is a priority for us across the school. We passionately believe that communication is the key to securing future success, so we want our pupils to see the value of good communication skills. We are committed to developing functional literacy skills, as well as the other more subtle facets of communication, such as understanding body language and features of positive and negative communication. We feel we are best able to develop our pupils' skills in these areas through the strong communication focus in this curriculum model.
 - ✓ **Conflict**
As pupils are always going to have to deal with conflict throughout life, we need to equip them with the skills to be able to do this well. As well as possessing good inter-personal communication skills, they need to learn how to disagree well. They need to react to conflict in a measured and proportionate way, using self-regulation as a conflict resolution tool. Teaching them empathy, self-awareness, and other viewpoints and perspectives is an important part of this.
 - ✓ **Conservation**
We also feel that, whilst some individuals are eco-aware, many pupils are egocentric and insular, and don't actually apply their 'head knowledge' when it comes to their role as stewards of our planet. We wanted a more structured approach to developing greater awareness and appreciation of local, national and global conservation issues and initiatives, with pupils understanding how they have an important role to play in global sustainability. There are practical implications for us as a school and we are looking to become more proactive in the area of sustainability.
 - ✓ **Culture**
As a school that predominantly represents a white British demographic, we want our pupils to understand the wider world and their place in it. We want to challenge mindsets and help them to become more outward facing. Some of our pupils have expressed a desire to travel when they get older, so it is especially important to prepare and equip them for these future experiences by helping them appreciate and understand cultural similarities and differences.
- A wealth of experts in SEN and ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs.
- We actively and explicitly promote cross-cultural respect, tolerance and understanding, linked to British Values and SMSC through our 'Learning Means the World'.
- Our learning means the world curriculum is hands on and experiential as this is important for children on the autism spectrum for them to be able to make cohesive links that are not abstract a fully immersive experience is required. Each unit has a learning experience embedded and all lessons are delivered with a heavy focus on practical tasks.
- We have designed a curriculum that is as practical and experiential as possible, in order to cater for the specific needs of our pupils, providing them with a wide range of learning opportunities. We want them to become educated and responsible citizens, developing their cultural capital, whilst teaching them all about human creativity and achievement.
- LMTW has been written to empower pupils and boost their confidence. This is achieved by helping pupils to understand their place in the worldwide community, so that they understand their own worth and the worth of others. By championing inclusivity through an accessible and relevant curriculum we promote and celebrate cultural diversity and help our students to understand our inter-connected world and the possibilities open to them within it.

Implementation

- Our curriculum is knowledge-rich and skills-based, providing the perfect blend of learning for pupils in a fast-changing and inter-dependent world.
- As well as these four core areas (communication, conflict, conservation and culture), our curriculum also incorporates history-based aspirational Competency Theme Units, which draw inspiration from a range of diverse historical role models like Thomas Barnardo and Ada Lovelace, helping to promote courage, commitment, creativity and a sense of community in our pupils.
- 'Learning Means the World' takes an inter-disciplinary approach to learning and puts great emphasis on curriculum depth. It is 'hands-on', 'minds-on' and 'hearts-on' and makes pupil agency a key feature of the curriculum.
- Classes are organised by stage, not age, and the majority of the pupils are curious, hands-on learners.
- The thematic approach to teaching and learning is designed to support children's natural curiosity, stimulate their creativity, and promote an appetite for, and love of, learning. It is theme based and broken down into the following phases: Pathfinders (KS1 level), Adventurers (upper KS1 level), Navigators (key stage 2) and Pioneers (key stage 3)
- LMTW offers children the chance to engage in deep learning giving them the time they need to reflect, consolidate, and transfer their learning.
- Elements such as our Catalyst Questions, Pupil-Led Activities and Essential Learning Experiences also ensure a greater depth of learning.
- As well as the full breadth of subject coverage, our curriculum includes the use of a breadth of pedagogical approaches and offers a broad range of learning experiences.

Subject Coverage

English

Each thematic unit has literacy elements, including suggested core texts, which cover the broadest range of genres. These are linked to other areas of the curriculum, to provide rich learning experiences. Speaking and Listening is a key focus of our curriculum, highlighted by the 4Cs Communication thread. The Skills Ladder shows the progression of learning from Early Years to Year 6. Our themes are closely linked in to our English curriculum.

Mathematics

Thematic units have a maths links section, covering specific mathematical skills. This is an opportunity for pupils to apply learning through discrete maths lessons into different theme-related contexts. These are linked to other areas of the curriculum, to provide rich learning experiences.

Science

Science is taught directly through thematic units. Science is taught through working scientifically (involving practical investigation, observation and application skills, enquiry, and research) alongside specific taught subject knowledge. Learning takes place both inside and outside the classroom.

Foundation Subjects

The foundation subjects of Art and Design, Design Technology, Geography, History, ICT / Computing, Music and RE are taught through thematic units. Each subject is taught using a combination of specific subject knowledge, subject skills, enquiry and, where relevant, fieldwork. Learning takes place both inside and outside the classroom.

PSHE is taught throughout the themes and is also delivered through the accompanying 3D PSHE Programme.

- Quality Assurance activities include half-termly book monitoring, learning walks, formal and informal lesson observations, including peer to peer observations, pupil surveys, data analysis and curriculum team meetings.
- City of Rochester school ensures that we have the highest learning expectations for our students. Following a consistent approach, to guarantee that teaching styles and resources meet the needs of all our pupils.
- Our approach enables us to focus in on and deliver personalised learning with a multi-sensory method to promote a love for learning.
- LMTW curriculum is delivered to build on learning beyond school.
- Our Skills Ladder is the bedrock of our curriculum model, giving a clear upward trajectory of subject-specific, skills-based learning. Coupled with a system of knowledge progression, called Knowledge Building, this ensures rigour and coverage and provides subject leaders with a clear, birds-eye view of progression.
- Knowledge is sequenced and mapped deliberately with six distinct fundamental learning pillars for each subject using progressive cognitive blocks. These are then applied to each thematic unit in the form of knowledge statements, that increase in complexity through the key stages and provide a big picture of knowledge progression throughout the school.
- Concept Flows give a logical sequence to learning and the Learning Pathways ensure pupils experience clear progression in the defined characteristics of effective learning.

Impact

- Attainment is measured using CoR levels on Solar and is designed for continuous use. Teachers record the small steps pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidence through case studies.
- The impact of knowledge and skills gained through our LMTW curriculum by learning about world issues centred around the four Cs of Communication, Conflict, Conservation and Culture is:
 - ✓ **Communication**
Pupils will be able to define conflict and explain the key reasons as to why conflict exists. They will also be able to give specific examples of conflict, both past and present, on a local, national, and global scale. On a personal level, they will learn how to handle disagreements constructively and resolve their differences peaceably
 - ✓ **Conflict**
Pupils will be able to communicate in ways that build and maintain positive relationships through focused listening, confident speaking, sharing ideas and explaining clearly. They will know how communication has developed through time and the chronology of technology, now our current main means of communicating. They will also learn how to communicate in an assertive way, avoiding conflict through mutual respect.
 - ✓ **Conservation**
Pupils will be able to define conservation, outline key areas e.g., biodiversity and understand why it is such an important world issue. They will learn how we can live more sustainably, understanding the importance of natural resources and renewable energy. On a personal level, they will learn how they can make a difference by reducing their carbon footprint and behaving in a more environmentally responsible way.
 - ✓ **Culture**
Pupils will be able to define and identify the characteristic features of culture and understand why cultural diversity is important. They will be able to talk about the features of a range of different cultures from around the world, explaining some of their similarities and differences. They will also learn how culture affects perception and influences behaviour.
- Class teachers ensure that students individual outcomes and targets are prioritised across all subjects. Core concepts are revisited, and questions enable the retrieval of sticky knowledge to ensure the pupils fluency and mastery is incrementally improving.
- Teachers have high expectations of all children and provide challenge, stretch and enrichment in learning because they know the starting points of the children and understand the progression required to reach the end goal. This is achieved using a range of assessment and analysis strategies: timely testing, moderation of work, pupil interviews, use of assessment grids and data tracking systems. The results are seen in outcomes of work, feedback from the community and in the pride the children have of themselves and their school.
- Monitoring shows that children are active in their learning, can construct their own knowledge and are able to think flexibly and creatively.
- We help our pupils make links across themes and subject disciplines, by providing a cohesive, well-planned learning journey. The curriculum is connected in a meaningful way, evidencing clear progression, and demonstrates a consistent approach throughout school.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupil's engagement in learning.

Statutory Guidance – Curriculum

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum. All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The national curriculum aims to ensure that all pupils:

- Are provided with an introduction to the essential knowledge that 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.

And that

- 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.

Links to Other Subjects

'Learning Means the World' takes an inter-disciplinary approach to learning. Our curriculum intertwines subjects to support the development and deepen our pupils' skills, knowledge and understanding through diverse themes.

Our pupils are curious, hands-on learners. We have designed a curriculum across the board that is as practical and experiential as possible, to cater for the specific needs of our pupils, providing them with a wide range of learning opportunities. We want our pupils to become educated and responsible citizens, developing their cultural capital, whilst teaching them all about human creativity and achievement. We are committed to helping our pupils make links across themes and subject disciplines, by providing a cohesive, well-planned learning journey. Our curriculum is connected in a meaningful way, evidencing clear progression, and demonstrates a consistent approach throughout school.

Careers Education

The varied subject content and approaches used in our LMTW lessons will equip pupils with the skills and knowledge for further academic study and a wealth of training and career options.

Curriculum Overview

Our curriculum is designed with our children in mind but is subject to change. Units may be moved around to suit children's interests, current affairs and to make better use of resources. If this happens staff, ensure that there is breadth and balance across the year to ensure coverage.



	Explorers Neptune	Adventurers A Neptune/Callisto	Navigators A Jupiter, Mercury	Navigators B Earth
Theme 1 06.09.23 – 19.10.23 	'Happy To Be Me!'	'That's All Folks!' Film and Animation	'A World of Bright Ideas' Inventions and Developments	'Mission Control' Earth and <u>Beyond</u>
NC Essentials / Comp. Unit 06.11.23 – 24.11.23	'Jurassic Park'	'Three Giant Steps'	'Time Team'	'Pharaoh Queen' The Story of Hatshepsut
Theme 2 27.11.23 – 31.01.24 	'Come Fly <u>With</u> Me!' Asia	'Come Fly <u>With</u> Me!' Africa	'Come Fly <u>With</u> Me!' America	'I Have a Dream' Discrimination and Prejudice
NC Ess. Geography/Science 01.02.24 – 29.02.24	'Over the Rainbow'	'Out and About'	'Go with the Flow' Humans and Animals	'In Your Element' Earth, Fire, Water, Air
Whole School Theme Week 01.03.24 – 08.03.24				
Theme 3 04.03.24 – 26.04.24 	'Let's Play'	'Athens v Sparta' Conflict in Ancient Greece	'You're Not Invited' Invaders and Settlers	'Wars of the World' Wars, Past and Present
Theme 4 29.04.24 – 14.06.24 	'No Place Like Home'	'Under the Canopy' Rainforests	'Full of Bean's' Energy	'Global Warning' Waste and Pollution
Competency Unit 17.06.24 – 12.07.24	'Ticket to Ride' or 'Way Back When – Bicycles'	'Out and About'	'The Rescuers' The Story of Heroes of the Titanic	'True Crime' The Pendle Witches

