



# **Bleasby Church of England Primary School**



## **Whole School Curriculum Intent, Organisation and Implementation**



# The Bleasby Curriculum



This curriculum was revised during the academic year 24/25 due to a change in class structure. This was to continue to meet the needs, opportunities and aims of the school and to maintain the opportunity for staff to work in teams, sharing their expertise and creativity.

## **Intent:**

- To cover the requirements of the National Curriculum and RE in a way that is relevant and engaging, with each subject distinct to the children, but the acquisition of learning from each, where appropriate, being linked and applied to a common purpose ('Enquiry Question' and 'Outcome').
- To have high expectations of all children, giving them the opportunity to excel in many different ways – an open-ended curriculum, with understanding that learning will be shared, often through gentle competition, public speaking, with an audience and for a purpose.
- To increase the children's knowledge of their local area and community, and how this compares and contrasts with the experience and contributions of diverse people living in different places and at different times, giving children a sense of both appreciation and of responsibility. Promoting diversity, inclusion and equality.
- To reinforce the Christian distinctiveness of the school with clear consideration of how our ABC actions are woven into the taught curriculum, so that our children are given a good understanding of Achieving (through wisdom and perseverance), Belonging (through respect and friendship) and Caring (through service and compassion) along with structured opportunity to put these into action.
- To build spirituality into the children's learning experience through big enquiry questions, wonder and appreciation of the achievements and impact of others and awe at the natural world and phenomenon.
- To support the well-being of children through specific themes (such as Cycle C Spring Term), varied and enjoyable experiences, providing opportunity to excel in a range of areas including creative and sport, time to reflect and through the RHSE programme.
- To enhance and capitalise on the family-feel of the school – a community of learning, achieving and contributing by having whole school themes and big questions with final learning and outcomes shared. This will also enable the staff to work in teams, sharing their expertise, skills and creativity.
- To increase retention of knowledge through a clear spiral of learning and regular reference to where new learning links to prior learning. Components building over time and leading to carefully designed composite tasks, with pupils applying their acquired learning.



# The Bleasby Curriculum



## Organisation:

- The curriculum is spread over a 3-year cycle, to allow for mixed year group classes and to enable team planning.
- Each term begins with a whole school enquiry question – this is then further broken down into an enquiry question for each team – Orchard (F1 and F2), Woodland (Y1, 2 and 3) and Forest (Y5 and 6).
- Although lessons are taught as discrete subjects, children will be told when the lesson is supporting them in reaching an answer to their question so that the lessons are purposeful and links to prior learning are made.
- At the end of the term, children have a final outcome in which their learning is shared and the answer to their team's and the whole school question is agreed.
- As the whole school work on a whole school question and share their learning, over the 7 years in school, children are guided in thinking back to and making links to the learning they experienced themselves and heard from older children.
- Not all subject areas naturally link into enquiry questions, but many have skills that will naturally support. For example, IT skills can be used to research and present learning for the enquiry, but computing needs to be taught separately. Subjects usually planned separately are: Maths, Phonics, SPAG, Computing, RSHE, PE, MFL.
- Teachers are given time termly to work in their planning teams to share ideas and expertise. They work from the termly framework document, supported by the subject knowledge progression maps to ensure coverage and progression and subject Intent and Implementation documents to support pedagogy.
- This curriculum is evolving and needs to do so to keep pace with our changing world – where teachers have a new idea (for example a different text or artist to study) this is discussed and agreed with the subject leader.
- Our enquiries are literature-rich with teachers using high-quality texts to engage and enrich children's learning and to instil a love of reading. The suggested texts are reviewed each cycle to keep them fresh.
- Our curriculum is enriched by visitors, visits and residential. This includes working with the local community.

## Enhancement:

The curriculum is supplemented by special theme days and weeks. These are planned for a variety of reasons, such as national or community events, Christian festivals or for coverage of the curriculum and include Science Week, Arts Week, Sports Week, Mental Health Day, Odd Socks Day, MFL Day and Internet Safety Day.

In addition, a range of clubs are available, including choir, art, forest school, sports and Spanish.

## Supporting Documents:

- Subject knowledge progression maps
- Subject Intent and Implementation documents
- Termly overview documents
- Mid-term enquiry planner



# The Bleasby Curriculum



Bleasby Curriculum Cycle A	Autumn	Spring	Summer
<b>Theme and Big Question</b>	<b>Changing the World</b>  Which explorers, invaders and settlers had the greatest impact?	<b>Changing Life</b>  How have creative, curious and inventive people changed life over time?	<b>Pyramid Builders</b>  Who were the greatest pyramid builders and what else did they achieve?
<b>FS1 and 2</b>	<b>The History of Me</b>  <i>What is special about me?</i>	<b>Traditional Tales</b>  <i>Who lives happily ever after?</i>	<b>Superheroes</b>  <i>What makes a person a hero?</i>
<b>1/2/3</b>	<b>Intrepid Explorers</b>  <i>What impact did British explorers have?</i>	<b>Great Inventors and Artists</b>  <i>What difference do materials make to great makers?</i>	<b>Pyramid Builders</b>  <i>Were the Ancient Egyptians the greatest pyramid builders?</i>
<b>4/5/6</b>	<b>Invaders and Settlers: Scots, Anglo Saxons and Vikings.</b>  <i>What impact did invaders and settlers have?</i>	<b>Great Scientists and Designers</b>  <i>What impact did their discoveries have?</i>	<b>Pyramid Builders</b>  <i>Were the Ancient May the greatest pyramid builders?</i>



# The Bleasby Curriculum



Bleasby Curriculum Cycle B	Autumn	Spring	Summer
<b>Whole School Driver, Theme and Big Question</b>	<b>British History Timeline</b> <i>What can we learn from people of the past?</i>	<b>World Achievements</b> <i>What does it mean to leave a legacy?</i>	<b>Plants &amp; Habitats</b> <i>Are we looking after our local environment as well as we could?</i>
<b>FS1 and 2</b>	<b>The History of Me</b> <i>What is special about me?</i>	<b>Explorers and inventors</b> <i>What do explorers and inventors do?</i>	<b>My Garden</b> <i>How does your garden grow?</i>
<b>1/2/3</b>	<b>Significant events</b> (Great fire of London, Gunpowder Plot)  <i>What can we learn from the Great Fire of London and The Gun Powder Plot?</i>	<b>People that changed the world</b> (range of cultures and genders, contrasting times)  <i>Who would we give our ABC awards to?</i>	<b>Living Things, Their Habitats and Plants</b>  <i>Is Bleasby a good home to wildlife?</i>
<b>4/5/6</b>	<b>Chronologically secure knowledge of British history.</b> (Stone Age to Iron Age)  <i>How have people of the past shaped the present?</i>	<b>Peoples that changed the world</b> (Ancient Romans and Greeks)  <i>Who left the greatest legacy?</i>	<b>Living things. plants and their habitats and rocks/soil</b>  <i>Why is farming so important?</i>



# The Bleasby Curriculum



Bleasby Curriculum Cycle C	Autumn	Spring	Summer
<b>Whole School Driver, Theme and Big Question</b>	<b>Impactful periods in British history – local history.</b> <i>When would you prefer to have lived?</i>	<b>Healthy Bodies</b> <i>Are we looking after our bodies as well as we could?</i>	<b>Knowledge of the World</b> <i>Why is it important to be globally connected?</i>
<b>FS1 and 2</b>	<b>The History of Me</b> <i>What is special about me?</i>	<b>My Body</b> <i>How can I stay healthy?</i>	<b>This Wonderful World</b> <i>Where am I?</i>
<b>1/2/3</b>	<b>Victorians into changes within living memory</b> <i>Would you like to be a Victorian?</i>	<b>Contrasting an area of UK with a non-European, non-American country</b> <i>How am I connected to India?</i>	<b>Animals including Humans</b> <i>How can we look after our bodies?</i>
<b>4/5/6</b>	<b>World War II</b> <i>How did WW2 change life in Britain?</i>	<b>Contrasting an area of UK with a European country and an American region</b> <i>How am I connected to Brazil and Portugal?</i>	<b>Animals including Humans</b> <i>How can I stay healthy in the future?</i>



# The Bleasby Curriculum



## Bleasby Primary School Curriculum Example Termly Overview

*(These will be used to inform planning – one per term. Per planning team. They are less detailed than knowledge progression maps but outline the purpose behind the chosen learning)*

**Whole school Enquiry:** A question that the whole school will answer in our end of term 'enquiry share'

<b>Enquiry Question:</b> The open question that will be posed at the start of the term and reviewed at the end – learning progresses towards finding an answer	
<b>Final Outcome:</b> The 'finished product' of the term that gives purpose and audience to the learning	
<b>Career Link:</b> Careers that could be linked – further purpose to learning	
<b>Visits/Visitors/Local Link:</b> Ideas for enrichment, aiming to link locally as much as possible	
<b>Spirituality:</b> The opportunities this enquiry will bring to experience spirituality and inspire awe & wonder	
<b>ABC &amp; BV:</b> Which of our values and British Values can be explored through this enquiry & how	
<b>Writing Genres:</b> Genres to be focused on because they support/are supported by the theme	
<b>Texts:</b> Suggested quality texts – not all will be used	
<b>Oracy/Drama:</b> In addition to the enquiry share. To take place termly to develop confidence, give high expectations and reduce barrier of literacy for some children.	
<b>Maths skills to be applied:</b> Maths is standalone, but there will be skills applied to the theme work – reinforcing purpose of maths	
<b>Significant Figures/Events:</b> Role models and events, reflecting diversity and the impact of history on today	
<b>Science Knowledge:</b> The area of knowledge to be covered and how to make links with the enquiry.	<b>Working scientifically focus:</b> Ensuring that practical, investigative work is given time and how it links.
<b>History:</b> The area of knowledge to be covered and how to make links with the enquiry.	
<b>Geography:</b> The area of knowledge to be covered and how to make links with the enquiry.	
<b>Artist/Style:</b> Models to consider and take inspiration from	<b>Art Skill:</b> Broad area of focus for this term
<b>D&amp;T Media &amp; Skill:</b> Broad area to develop	<b>Outcome:</b> What the design, make, evaluate process will lead to
<b>IT skill to be applied:</b> Previously covered IT skill that will be applied in support of the enquiry	<b>Standalone IT:</b> Broad area of focus for this term
<b>Linked RE:</b> Where relevant an area of RE that fits with the enquiry or festivals in this term (light touch)	<b>Standalone RE:</b> Broad area of focus for this term
<b>Linked Music:</b> Focused listening & response linked to the enquiry	<b>Standalone Music:</b> Broad area of focus for this term
<b>Linked RHSE:</b> Aspects that ink into the enquiry	<b>Standalone RSHE:</b> Broad area of focus for this term
<b>Linked PE:</b> Where relevant, activity that supports the enquiry	<b>Standalone PE:</b> Broad area of focus for this term
<b>Linked MFL:</b> Vocabulary to support the enquiry, where relevant	<b>Standalone MFL:</b> Broad area of focus for this term
<b>Special days/weeks/events this term:</b> Festivals, national days and whole school events to be included	

Please also see:

- Knowledge Progression Maps
- Intent and Implementation Plans