



Growing at Meadowside Primary School



Meadowside Primary Curriculum Intent

*“Don't tell me the sky's the limit when there are **footprints on the moon.**”*





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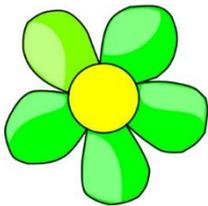
Mission Statement

Our Vision

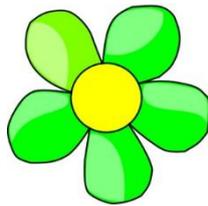
Meadowside is a nurturing community primary school with a strong sense of pride and belonging. We believe that all pupils have the potential to thrive.

Our Purpose

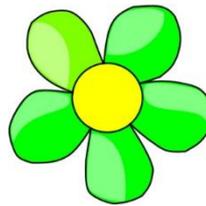
We exist to cultivate a love of learning by broadening horizons and opening minds to new possibilities. Through our School Values, we grow confident individuals who aspire to shape the future.



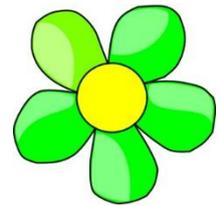
Responsibility



Reflection



Respect



Resilience



"We are very, very small, but we are profoundly capable of very, very big things."

Stephen Hawking 1942-2018

Curriculum Intent

We want the children of Meadowside Primary School to be not only as academically brilliant as they can be, but also great citizens of their locality, their country and the world.

Curriculum Drivers

Our curriculum drivers are derived from an exploration of the backgrounds of our pupils, our beliefs about high quality education and our school values. We aim to ensure that we give our pupils appropriate and ambitious curriculum opportunities. Meadowside's Curriculum Drivers are:

- ✓ Arts
- ✓ Creativity
- ✓ Possibilities
- ✓ Diversity
- ✓ Inclusion



Cultural Capital

We aim to give our pupils the vital background knowledge necessary to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum Breadth

Our curriculum breadth is shaped by our curriculum drivers, cultural capital and subject topics.

Our ambition is for all pupils to study the best of what has been thought and said by many influential people throughout history.



*Thomas Cooper Gotch, Alfred East, Walter Bonner Gash
19th Century Kettering Artists*

Key Concepts 🚶

Key Concepts tie together the subject topics into meaningful learning. The same concepts are explored in a wide variety of topics. Through this 'forwards and backwards engineering' of the curriculum, the pupils revisit the same concepts and gradually build understanding of them. For each 'Key Concept' there are three **Milestones** which build on knowledge throughout the school thus ensuring progression.

Milestone 1 – Years 1 & 2

Milestone 2 – Years 3 & 4

Milestone 3 – Years 5 & 6

Within each milestone, pupils' knowledge and understanding gradually progresses through three stages of development, **basic**, **advancing** and **deep**. Our aim is for pupils to display mastery at the advancing stage by the end of each milestone. The timescale for sustained mastery or 'greater depth' within their milestone is two years. This is based on the research of *Sweller*, *Kirschner* and *Rosenshine* who believe in direct instruction in the early stages of learning and discovery based approaches later.



“Remember to look up at the stars and not down at your feet. Try to make sense of what you see and wonder about what makes the universe exist. Be curious.”

Stephen Hawking 1942-2018

Curriculum Implementation



Learning is most effective with:

- ✓ **Spaced repetition**
- ✓ **Interleaving** – which helps pupils to discriminate between topics and supports long term retention
- ✓ **Retrieval** – frequently retrieving previously learnt content increases pupils' learning

Our content is subject specific, making intra-curricular links to reinforce learning.

Knowledge and Understanding

We provide our children with detailed subject specific 'Knowledge' with the aim of committing it to their long term memory. For our children to understand and enjoy their learning as deeply as possible, we believe that this is essential.

The advantages of children acquiring deep knowledge are:

- ✓ It inspires creativity
- ✓ It helps children with reading comprehension
- ✓ It improves their vocabulary
- ✓ It prepares them for life in modern Britain and helps them understand their social context

To assist with the learning and acquisition of knowledge, we use 'Knowledge Organisers'. Please see an example below:



ANCIENT GREEKS

Timeline									
3000 B.C.	1200 B.C.	750 B.C.	770 B.C.	776 B.C.	600 B.C.	500 B.C.	431 B.C.	334 B.C.	146 B.C.
Minoan Civilization begins on Crete	The Trojan Wars	Greeks set sail to set up colonies	First Greek alphabet created	First Olympic Games	First Greek coins are used	Democracy used in Athens	The Peloponnesian Wars begin	Alexander the Great conquests	Greece becomes part of the Roman Empire

Key Vocabulary

acropolis A large hill where city residents sought shelter and safety in times of war. Also, a meeting place for discussing issues. On their terms with each on all sites where singing, dancing and even sacrificing took place.

chiton The chiton was a single sheet used as clothing wrapped around the body.

democracy A system of government in which citizens are able to vote in order to make decisions.

Olympics Athletes competing against each other. Began in Olympia and included religious festivals in honour of Zeus.

Parthenon A famous temple on the Athenian Acropolis dedicated to the goddess Athena.

philosophy The practice of asking big questions with no clear/straight answer. It means the 'love of wisdom'.

pyxis A cylindrical box with a separate lid used to store trinkets, ornaments or cosmetics.

Trojan Horse Wooden horse constructed by Greeks to obtain entry into the city of Troy. Soldiers hid inside and then sprung out.

vase Pots made on a potter's wheel often painted with aspects of daily life from which historians have learned from.

GENERAL KNOWLEDGE

Zeus - God of the sky and the rain god who hurled thunderbolts of those who displeased him. The most powerful of the gods.

Athena - Goddess of love, rising from the sea, enchanting anyone who sees her.

Aphrodite - Daughter of Zeus, Goddess of the city and farming. Her tree is the olive and the bird is the owl.

Artemis - Brother of Zeus and god of the underworld, ruling over the dead and god of wealth. He wears a helmet which makes him invisible.

Hermes - Son of Zeus. Messenger of the gods with winged sandals making him the fastest of the gods. Carries a staff.

Poseidon - Brother of Zeus and the second most powerful god. God of the sea who has a three-headed spear trident which can shake the earth.

Zeus - Lord of the sky and the rain god who hurled thunderbolts of those who displeased him. The most powerful of the gods.

Government, Democracy and Slavery
Men were chosen as the only citizens and they could democratically vote. Women and slaves were not allowed. A jury of 500 citizens acted as jury and decided if anyone was guilty of law-breaking (punishments included death). They could also vote on who they disliked and could get others banished from their city.

FAMOUS FIGURES

Archimedes (287-212 B.C.)
Mathematician and philosopher who found a way of measuring water by placing an object in it and seeing how far it rose (hydrostatics). He jumped out of the bath and shouted 'Eureka!' meaning 'I found it!'.

Alexander the Great (356-323 B.C.)
King of Macedonia who conquered Greece, Persia, Egypt and the India Valley, extending the empire as far away as India.

Hippocrates (460-370 B.C.)
A famous doctor known as the father of Western medicine. Doctors today still take the Hippocratic Oath, promising to be good at their job and do their best for patients.

Pericles (495-429 B.C.)
Athenian general who led Athens during the war with Sparta. He made sure that the poor, as well as the rich citizens could take part in government and valued art and education.

END PAGE KNOWLEDGE

The Peloponnesian Wars took place between the city-states of Sparta and Athens between 431-404 B.C. The Athenians stood for democracy but lost to the Spartans, leaving Athens bankrupt and destroyed.

These knowledge organisers are used both at school and at home to help consolidate knowledge.

Vocabulary

The acquisition of vocabulary is a vital part of our curriculum. Children are exposed to 3 main types of vocabulary. These consist of:

- ✓ **Tier 1 words** – Every day words mostly found in everyday talk eg. *the, be, to, of etc*
- ✓ **Tier 2 words** – General academic and literary words eg. *relative, vary, formulate, accumulate etc*
- ✓ **Tier 3 words** – Subject specific words eg. *lava, missionary, timbre, circumference etc*

At Meadowside, children keep a log of the Tier 3 Subject specific vocabulary in their books. This is called **Vital Vocabulary**. See an example below:

Great Fire of London - Vital Vocabulary		
Word	Definition	Clue
London	The capital city of England and the UK.	

The children will add key vocabulary to this 'log' as they progress through a unit of learning, along with a picture and definition. The Knowledge Organiser can be used to support this process.

"Learning is defined as an alteration in long-term memory. If nothing has altered in long term memory nothing has been learned."

Ofsted 2019

Oxfam Curriculum

As well as subject specific learning, children at Meadowside will be learning how to become **Global Citizens** through the Oxfam Curriculum's Global Citizenship curriculum.

In order to help pupils understand their place in the world, we need to have some idea of our own place and our perspective on the world.

We aim for our children to be able to **learn, reflect** and **re-train; think** and **work in teams** and to **be flexible, resilient** and **creative**. We want our children to acquire these skills so they can be prepared for a fast-changing world with a wide choice of careers.

They also need to develop a **sense of responsibility** for themselves, for their health, for their environment, and for their society.

They need to develop **respect and understanding** for those from different backgrounds, and the **confidence and skills** to make a positive contribution to their community.

What is global learning?

Global learning involves:

- ✓ Critical and creative thinking
- ✓ Self-awareness and open mindedness towards difference
- ✓ Understanding of global issues and power relationships
- ✓ **Optimism and action for a better world**

Through their Topic learning, the children will be participating in a range of '**environmental projects**' which will aim to promote a more just and sustainable world.

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela (1918-2013)

A 'global citizen' according to Oxfam...

- Is aware of the wider world and has a sense of their own role as a world citizen
- Respects and values diversity
- Has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally
- Is outraged by social injustice
- Participates in and contributes to the community at a range of scales from local to global
- Is willing to act in order to make the world a more equitable and sustainable place
- Takes responsibility for their actions.

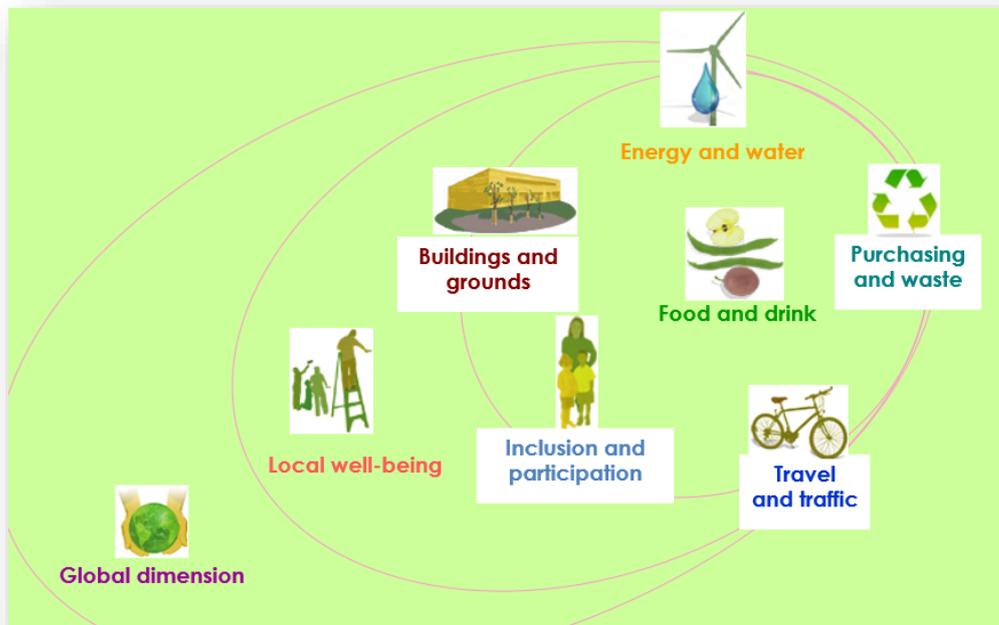


The Oxfam Curriculum uses learning approaches which are:

- active (engage in discussion, higher order thinking etc.)
- participatory (allow negotiation of areas of what and how we learn)
- democratic (allow for shared decision-making)
- inclusive (recognise individual needs / diverse backgrounds)
- critical (develop a constructively questioning habit of mind)
- experiential (learn from reflection on doing)
- empathic (able to understand and communicate the context of others)
- dialogical (use the power of talk to extend thinking and understanding)

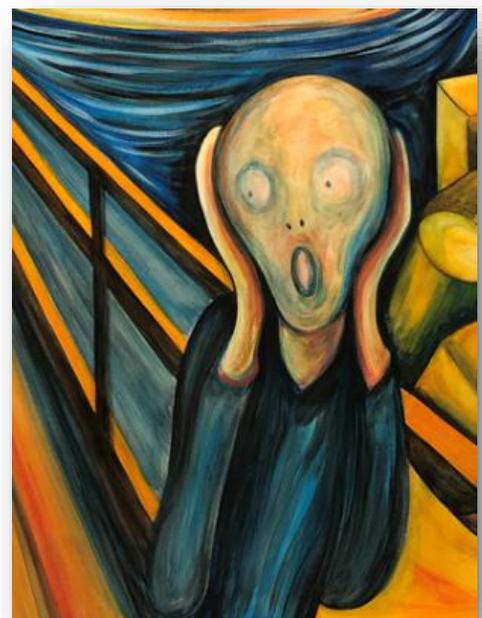
Environmental Projects

The environmental projects the children lead and participate in can be based on a number of themes or doorways.



The environmental projects the children will take part in will be:

- **real** – actually affect people’s lives
- **topical** – current today
- **ultimately moral** – relate to what people think is right or wrong, good or bad, important or unimportant in society
- **sometimes sensitive** – can affect people at a personal level, especially when family or friends are involved
- **often controversial** - people disagree and hold strong opinions about them.



Benefits of Global Citizenship and environmental projects 🌱

“From whichever point one starts, and however one defines it, a global dimension in 21st century education is **essential**.”

“Where schools had started engaging children with global and local realities as aspects of their education they were noticeably more upbeat.”

“In several schools children were involved in environmental projects and the sense that 'we can do something about it' seemed to **make all the difference**”

(Children, their World, their Education: Final Report and Recommendations of the Cambridge Primary Review, 2010)

“Tell me and I will forget. Show me and I may remember. Involve me, and I will understand.”

Confucius 551 – 479 BC



Extracts from The Meadowside Mural