



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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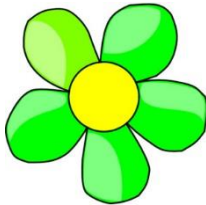
Mission Statement

Our Vision

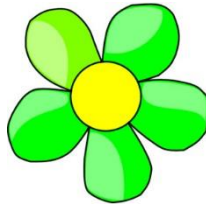
Meadowside is a nurturing community primary school with a strong sense of pride and belonging. We believe that all pupils have the potential to thrive.

Our Purpose

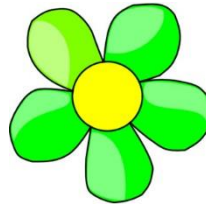
We exist to cultivate a love of learning by broadening horizons and opening minds to new possibilities. Through our School Values, we grow confident individuals who aspire to shape the future.



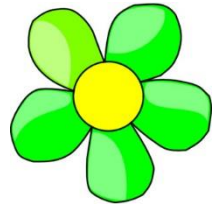
Responsibility



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.

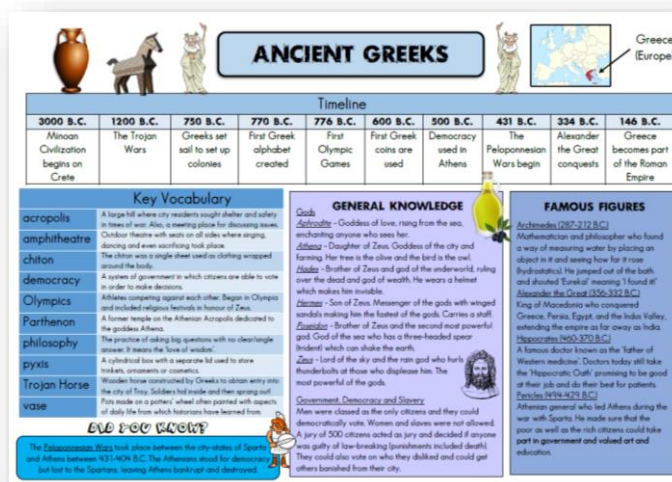
Knowledge and Understanding

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 conquers	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. Often there was an altar on top where people worshipped and even sacrificing took place.
- amphitheatre**: A large semi-circular building with tiered seating for spectators, used for public performances and games.
- chiton**: A long tunic worn by both men and women. It was often made of wool or linen and could be decorated with patterns.
- democracy**: A system of government in which citizens are able to vote in order to make decisions.
- Olympics**: A series of games held every four years in honor of Zeus. Athletes competing against each other. Began in Olympia and included religious festivals in honor of Zeus.
- Parthenon**: A famous temple on the Acropolis dedicated to the goddess Athena.
- philosophy**: The practice of asking big questions with no clear right answer. It means 'love of wisdom'.
- pyxis**: A cylindrical box with a separate lid used to store trinkets, cosmetics or cosmetics.
- Trojan Horse**: A 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 at those who displeased him. The most powerful of the gods.
- Athena**: Goddess of wisdom, warfare, and crafts. She was born from Zeus's head.
- Apollo**: God of the sun, music, and poetry. He was the son of Zeus and Leto.
- Demeter**: Goddess of agriculture and the harvest. She was the sister of Zeus.
- Perseus**: A hero who slayed the Medusa. He was the son of Zeus.
- Heracles**: A hero who performed twelve labors. He was the son of Zeus.
- Odysseus**: A hero who was known for his cunning. He was the son of Laertes.
- Achilles**: A hero who was the greatest warrior of the Trojan War. He was the son of Peleus.
- Hector**: A Trojan prince and warrior. He was the son of Priam.
- Pan**: God of the wild, shepherds, and flocks. He was the son of Zeus.
- Eros**: God of love. He was the son of Aphrodite.
- Hephaestus**: God of fire, metalworking, and craftsmanship. He was the son of Zeus.
- Ares**: God of war. He was the son of Zeus.
- Dionysus**: God of wine, festivity, and theater. He was the son of Zeus.
- Artemis**: Goddess of the hunt, wilderness, and chastity. She was the daughter of Zeus.
- Aphrodite**: Goddess of love and beauty. She was the daughter of Zeus.
- Hestia**: Goddess of the hearth and domestic life. She was the daughter of Zeus.
- Posidon**: God of the sea, earthquakes, and horses. He was the son of Poseidon.
- Demeter**: Goddess of agriculture and the harvest. She was the sister of Zeus.
- Persephone**: Goddess of the underworld. She was the daughter of Demeter.
- Hades**: God of the underworld. He was the son of Cronus.
- Titanes**: A race of powerful deities who preceded the Olympians. They were overthrown by Zeus.
- Cyclopes**: A race of one-eyed giants who were the children of Uranus and Gaia.
- Centauri**: A race of beings with the upper body of a human and the lower body of a horse. They were the children of Ixion and a Centaur.
- Minotaur**: A creature with the head of a bull and the body of a man. It lived in the Labyrinth.
- Hydra**: A multi-headed serpent. It was the child of Typhon and Echidna.
- Chimera**: A fire-breathing monster with the head of a lion, the body of a goat, and the tail of a serpent. It was the child of Typhon and Echidna.
- Medusa**: A Gorgon with snakes for hair. She was the daughter of Phorcys and Ceto.
- Pegasus**: A winged horse. It was the child of Poseidon and Medusa.
- Cerberus**: A three-headed dog that guarded the entrance to the underworld. It was the child of Typhon and Echidna.
- Orion**: A hunter. He was the son of Poseidon.
- Arcturus**: A star in the constellation of Bootes. It was the son of Zeus.
- Antares**: A star in the constellation of Scorpius. It was the son of Zeus.
- Rigel**: A star in the constellation of Orion. It was the son of Zeus.
- Sirius**: A star in the constellation of Canis Major. It was the son of Zeus.
- Procyon**: A star in the constellation of Canis Minor. It was the son of Zeus.
- Altair**: A star in the constellation of Aquila. It was the son of Zeus.
- Vega**: A star in the constellation of Lyra. It was the son of Zeus.
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FAMOUS FIGURES

- Alexander the Great**: A Macedonian king who conquered most of the known world. He was born in 356 B.C. and died in 323 B.C.
- Archimedes**: A mathematician and physicist who found a way of measuring water by placing an object in it and seeing how far it rose. He was born in 287 B.C. and died in 212 B.C.
- Hippocrates**: 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. He was born in 460 B.C. and died in 370 B.C.
- Plato**: A philosopher who believed that there was a world of perfect forms. He was born in 428 B.C. and died in 348 B.C.
- Aristotle**: A philosopher who believed that everything was made of four elements: earth, water, air, and fire. He was born in 384 B.C. and died in 322 B.C.
- Socrates**: A philosopher who was executed by drinking poison. He was born in 470 B.C. and died in 399 B.C.
- Democritus**: A philosopher who believed that everything was made of atoms. He was born in 460 B.C. and died in 370 B.C.
- Pythagoras**: A mathematician who discovered the Pythagorean theorem. He was born in 570 B.C. and died in 495 B.C.
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END OF KNOWLEDGE

The Peloponnesian Wars took place between the city-states of Sparta and Athens between 431-404 B.C. The Athenians started the war 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.

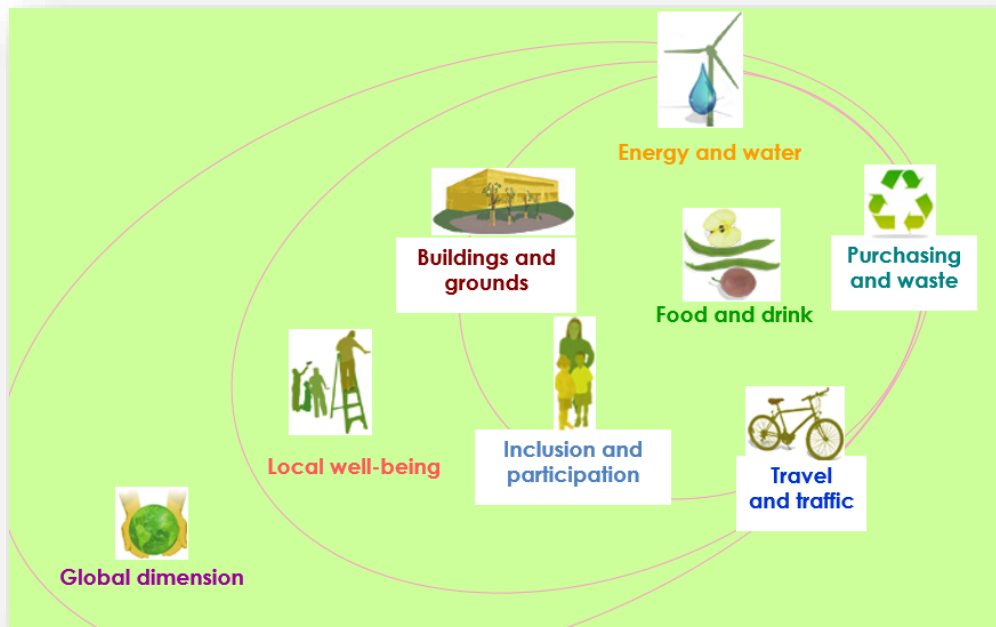


The Oxfam Curriculum uses learning approaches which are:

- 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