

Brown Clee C.E. Primary School

CURRICULUM POLICY



Most recently reviewed: **Summer '26**
Approved by governor: **Becki Ratcliffe**
Future review date: **Summer '28**

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SUMMARY OF POLICY

Responsible individuals:

Governing Body,
Headteacher,

Class Teachers,
Teaching Assistants

Relevant documentation used in the formation of this policy:

[National Curriculum in England: Primary Curriculum](#) (Department for Education)

[Education Act](#) (1996)

[Curriculum Research Reviews](#) (Ofsted)

[Special Educational Needs and Disability Code of Practice](#) (2014)

[Equality Act](#) (2010)

[Maintained Schools: Governance Guidance](#) (Department for Education)

[Teaching and Learning Policy](#) (Brown Clee)

Policy developed to ensure:

1. ...that a clear consistent approach in development and deliver of subjects is maintained
2. ...that our curriculum aims are at the forefront of any and all curriculum developments and delivery

Implementation:

The school will...

- ...ensure that all staff, governors, volunteers and visitors are aware of the following policy
- ...ensure that the policy is followed at all times
- ...ensure that any questions are raised with the headteacher if unsure about any aspects of the policy

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Curriculum Aims:

- All curriculum subjects have a clear consistent approach in development and delivery.
- We provide a broad and balanced curriculum that forms the foundation of high-quality teaching and learning to help support all children to be well-rounded individuals
- Curriculum designed to help children to develop knowledge sequentially to help them understand concepts and be able to apply these to relevant situations
- Pupils' spiritual, moral, social and cultural development is at the heart of what we always do
- Promote a positive lifelong attitude to learning
- Ensure equal access to learning for all pupils – with high expectations for all through appropriate levels of challenge and support

Our curriculum aims, as all we do at Brown Clee, are underpinned by our Christian Values:

- Respect
- Perseverance
- Compassion
- Thankfulness
- Forgiveness
- Courage

Central to our school ethos and vision is unity. Teamwork is, therefore, a vital aspect of our curriculum - whether it be on a leadership/development level for collaborative working or affording opportunities for collaboration in pupils' learning.

Organisation and Planning:

Our curriculum is organised into a two-year rolling programme based around six themes (one per term). Whilst each term does have a theme and cross-curricular learning will take place, the distinctness of each subject will always be maintained.

Subjects Organisation

As per the national curriculum, we cover the following subjects at Brown Clee:

- Core Subjects
 - English
 - Mathematics
 - Science
- Foundation Subjects
 - Art and design
 - Computing
 - Design and Technology
 - Geography
 - History
 - Languages (French)
 - Music
 - Physical Education

Curriculum Design

Our curriculum is designed around four key principles:

- **Relevant:** our curriculum is designed to be relatable to our children's lives and experiences, now and in the future, and offer thought-provoking and real-life contexts for learning. This includes carefully planned exposure to ideas, concepts, cultures and beliefs that are less familiar within this context.
- **Inspiring:** we aim for our curriculum to be memorable and inspiring – where opportunities lead to high-quality, deep learning and where the learning of knowledge within subjects empowers children with the bedrock to explore life-long interest in areas of learning
- **Challenging:** our curriculum should challenge all pupils in an adaptable manner. It should develop a culture of high aspirations, through independent thinking and resilience, and encourage all members of the school community to persevere in order to achieve these aspirations
- **Holistic:** it is important that our curriculum considers the whole child and their development. All areas of the curriculum are valued as important, and time is dedicated to them as such. This aims of this, alongside our wider curriculum opportunities, is for all children to achieve socially, emotionally, spiritually and academically to become well-rounded individuals when leaving us at the end of Year 6.

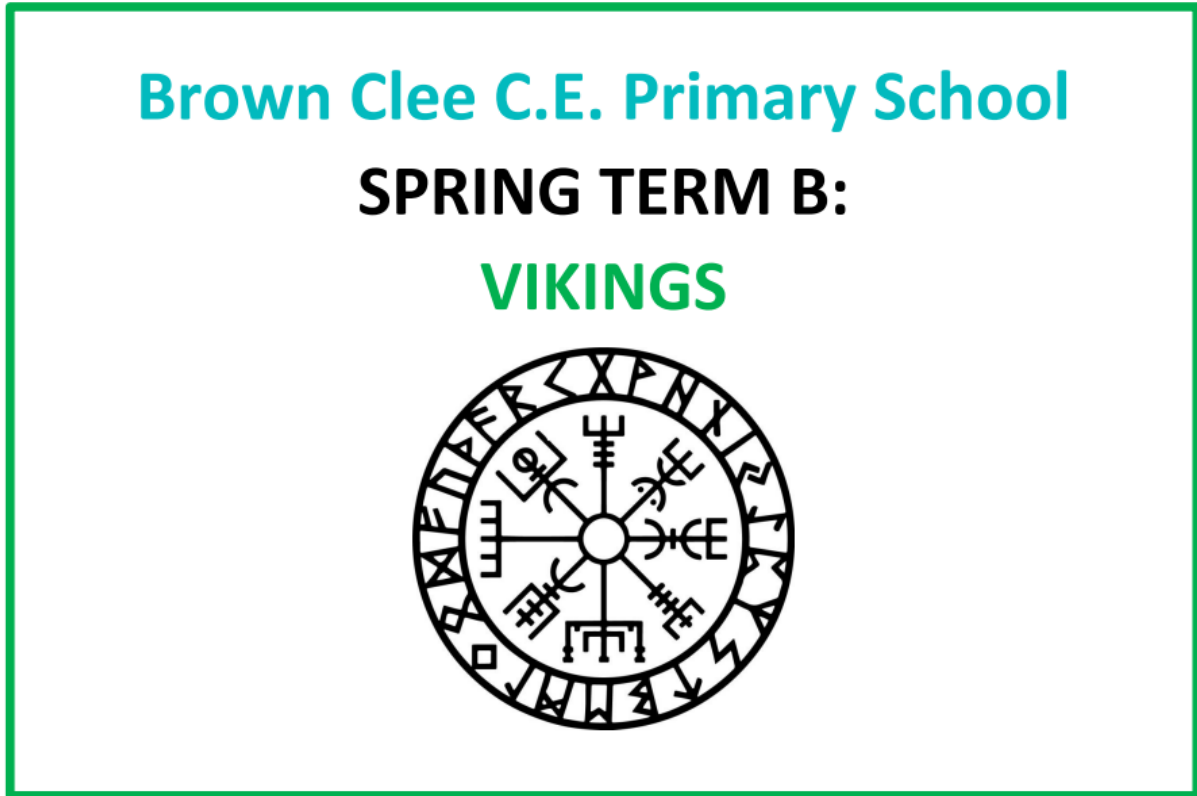
Central to our curriculum design and subject organisation is the shared belief that that all children can succeed.

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Curriculum Maps

Our curriculum is mapped out for each class. These maps adapt evolve to suit the needs of the children and ever-evolving shifts of being a remote rural school (i.e. regular class structure changes). These can be found on the “Curriculum” section of our website: <https://browncleeschool.org.uk/home/learning/curriculum/>. These maps were created based on the 2014 National Curriculum objectives.

An example section of a curriculum map can be seen below:



B History: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor					
Key Lines of Historical Enquiry: Why did the Vikings invade Anglo-Saxon Britain?					
SPRING: VIKINGS	Chronological Understanding: <ul style="list-style-type: none"> Know and understand where a historic period fits within the wider context of British, local and world history. Establish a clear narrative within and across the historic period. 	Historical Knowledge: <ul style="list-style-type: none"> Know and understand the nature of ancient civilisations. Know and understand the history of the UK as a coherent, chronological narrative. Know how people's lives have shaped this nation. Know how Britain has influenced and been influenced by the wider world. Know and understand significant aspects of the history of the wider world. Know and understand the expansion and dissolution of empires. Know and understand the characteristic features of past non-European societies. Know and understand the achievements and follies of man. 	Historical Concepts: <ul style="list-style-type: none"> Understand the following key historical concepts: <ul style="list-style-type: none"> Continuity and change Cause and consequence Similarity and difference Historical significance. Use these concepts to: <ul style="list-style-type: none"> make connections draw contrasts analyse trends frame historically-valid questions create own structured accounts, including written narratives and analyses. 	Historical Enquiry & Skills: <ul style="list-style-type: none"> Understand there are different methods of historical enquiry. Know how evidence is used rigorously to make historical claims. Understand how and why contrasting arguments and interpretations of the past have been constructed. Construct informed responses involving thoughtful selection and organisation of historical knowledge. 	Contextual Historical Vocabulary: <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms.
	<ul style="list-style-type: none"> Place the Viking invasions on a pre-1066 timeline Recall that the Anglo-Saxons invaded Britain after the Romans had left. Recall that the Normans conqueror Anglo-Saxon Britain Order the key events of the Viking and Anglo-Saxon struggle: <ul style="list-style-type: none"> Anglo-Saxons settle in Britain Lindisfarne invaded by Vikings Danelaw Pact Viking Chief Rollo founds Normandy Danelaw invaded and Kingdom of England formed Second set of Viking invasions Cnut the Great becomes King of England, Denmark and Norway King Harold (Godwinson) defeats Norwegian King (Harald Hardrada) in Battle of Stamford Bridge William the Conqueror defeats King Harold in the battle of Hastings signalling the end of Anglo-Saxon Britain 	<ul style="list-style-type: none"> Name and describe some key Norse gods. Summarise some key stories from Norse culture. Describe the key Viking cultures and explain how religious beliefs have influenced these cultures. Describe the basic features of typical Viking life. Label the 7 Anglo Saxon kingdoms and recognise how they changed over time Describe how the kingdom of England and eventually Britain formed. Explain the purpose of the Danelaw pact. Investigate and analyse the typical structure of Viking buildings 	Similarities and difference: <ul style="list-style-type: none"> Compare and contrast invasion to other forms of conflict. Cause and consequence: <ul style="list-style-type: none"> Assess the impact of the Viking invasion on the Anglo Saxons. Continuity and change: <ul style="list-style-type: none"> Recognise how the kingdoms of Britain changed during the Anglo-Saxon period eventually shaping modern Britain and the United Kingdoms Make connections between current place names from Anglo-Saxon and Viking Kingdoms and place names Frame historically-valid questions Create written analysis around Key Enquiry 	<ul style="list-style-type: none"> Recall that the Viking and Anglo-Saxon struggle occurred during the "Dark Ages" Appreciate why the Dark Ages was a period of time where little written evidence is available (Anglo-Saxon chronicles / Treaty of Alfred the Great and Guthrum (13th Century copy) Conjecture that a lack of evidence means the historical reliability is more questionable and there are more contradictions Explain how archaeological evidence is significant for our understanding of this period of time Summarise how archaeological evidence is discovered and interpreted 	<ul style="list-style-type: none"> Invasion vs. war vs. raid vs. settlement Runes Danelaw Raid Jarl vs. Earl Valhalla Folkvangr Valkyrie Aesir Vanir Jotnar Yggdrasil Realms
Geography: Nordland, Norway					
Key Lines of Geographical Enquiry: Why is Norway the shape it is?					
SPRING: VIKINGS	Locational Knowledge: <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night) 	Place Knowledge: <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. 	Physical Geography: <ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	Human Geography: <ul style="list-style-type: none"> Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	Geographical Skills: <ul style="list-style-type: none"> Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use the eight points of a compass, four and six figure grid references, symbols and key (Including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.
	<ul style="list-style-type: none"> Name and locate Europe, Scandinavia Norway, Oslo and Nordland. Name and locate the key physical geographical aspects of Nordland: mountains, fjords, glaciers, lowland, lake, rivers, islands, Baltic Sea, North Sea, Norwegian Sea, Barents Sea, fjord, glacier, mountain, Bodo. Identify the position and significance of the latitudes and longitudes relevant to Norway. Identify the position and significance of which time zones cover Norway. Identify the position and significance of the position and significance of Northern Hemisphere and Arctic. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of Nordland (Norway), Shropshire (UK) and Peten (Guatemala). 	<ul style="list-style-type: none"> Describe and understand which climate and biome zone, Nordland and Norway are in. Understand what a glacier and a fjord is. 	<ul style="list-style-type: none"> Identify the key human geographical aspects of Nordland: village, town, airport, tunnel, bridge, fishing, oil exploration, tourism, farming, mining, export, import. Describe and understand the types of settlement and land use, economic activity and distribution of natural resources. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Europe, Scandinavia Norway, Oslo and Nordland, Baltic Sea, North Sea, Norwegian Sea, Barents Sea, fjord, glacier, mountain, Bodo.

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Subject Curriculum Progression

Currently, we are working on progression documents that clearly map out how each subject progresses from Reception to Year 6. These group each subject into sections/areas of learning specific to that subject and then core threads throughout the curriculum. These can be found on the "Subject" section of our website:

<https://brownleeschool.org.uk/home/learning/subjects/>.

An example section of a subject progression document can be seen below:

Threads	Historical Enquiry						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evidence/ sources	<ul style="list-style-type: none"> - Recall something seen or heard in the past - Recognise that evidence suggests whether something is true or false - Identify pieces of evidence - Identify whether evidence implies something is true or false - Begin to suggest what evidence could imply - Identify evidence as being "old" or "new" 	<ul style="list-style-type: none"> - Recall something seen, read or heard in the past - Recognise that evidence can come in different forms - Give suggestions as to what evidence could imply - Begin to recognise historical pieces of evidence - Begin to speculate as to how old a piece of evidence is 	<ul style="list-style-type: none"> - Recall that evidence can be oral, written, visual or physical - Recognise that some evidence is "stronger"/"weaker" than others - Give multiple suggestions as to what evidence could imply - Identify and describe historical pieces of evidence and begin to suggest what they imply - Begin to sort evidence into approximate chronological order 	<ul style="list-style-type: none"> - Identify the type of source a piece of historical evidence is (oral, written, visual or physical) - Recall that sources of evidence can be primary or secondary - Recognise that evidence only gives us part of the picture - Describe the reliability of a piece of simple historical evidence - Give suggestions as to what historical pieces of evidence could imply 	<ul style="list-style-type: none"> - Recall that primary sources of evidence show first-hand experience whilst secondary sources of evidence show experiences of others - Identify pieces of historical evidence as primary or secondary - Describe the reliability of historical evidence (inc. reference to its type of source) - Begin to estimate which time period a piece of historical evidence come from 	<ul style="list-style-type: none"> - Identify and describe historical pieces of evidence and suggest what they could imply - Explain the reliability of historical evidence (inc. reference to its source) - Recall that historical evidence can be interpreted differently - Recall that multiple pieces of historical evidence are collated to draw conclusions - Recall ways in which historical evidence is discovered 	<ul style="list-style-type: none"> - Describe differences in interpretations of historical evidence - Explain how historical evidence can be misinterpreted (inc. reference to its reliability) - Recognise that historical evidence can be misrepresented and deliberately misinterpreted) - Estimate which time period a piece of evidence and justify this with historical context
Historical Questioning	<ul style="list-style-type: none"> - Recognise when a question has been asked - Begin to ask simple relevant questions about something they have never seen before 	<ul style="list-style-type: none"> - Ask simple relevant questions about something they have read, seen or heard about the past - Begin to ask relevant questions about a historically significant individual 	<ul style="list-style-type: none"> - Ask relevant questions about pieces of historical evidence - Ask relevant questions about a historically significant individual - Begin to draw simple conclusions based on evidence 	<ul style="list-style-type: none"> - Begin to ask more considered and wider range of questions about pieces of historical evidence or historically significant individuals - Use the answers to historically relevant questions to ask further questions 	<ul style="list-style-type: none"> - Ask a wide range of open-ended questions about historical evidence and historically significant individuals (including their impact on today) - Begin to question the validity of historical evidence - Begin to draw meaningful conclusions based on the questions asked about historical evidence 	<ul style="list-style-type: none"> - Ask deeper and open-ended questions about pieces of historical evidence (inc. questioning its validity and reliability and historically significant individuals - Begin to ask questions about the deliberate or accidental misinterpretation of historical evidence 	<ul style="list-style-type: none"> - Ask theoretical questions about historically significant events and people - Ask critical questions about the reliability and validity of pieces of evidence - Draw meaningful conclusions based on deliberate questions asked about historical evidence

For some subjects, knowledge is broken down into smaller progressive steps within a unit. An example of a section of the sequencing can be seen below:

Light (Autumn A)					
Lesson Title	New Knowledge		Prior Knowledge		
	Substantive	Disciplinary	Substantive	Disciplinary	
1 What is light?	<ul style="list-style-type: none"> d.) Light acts like wave and particle e.) Light comes in different colours f.) Nothing can travel faster than light 	<ul style="list-style-type: none"> d.) Complex multi-properties: theoretical. d.) What evidence is there of each? e.) Prisms used to split light (Newton) f.) Einstein vs. Newton 	<ul style="list-style-type: none"> a.) Darkness is the absence of light b.) Light originates from a light source c.) Direct light from the sun is dangerous 	<ul style="list-style-type: none"> a.) What type of questions could we ask, as scientists, about this? c.) How do we know this? (Al-Haytham) 	
2 How does light travel?	<ul style="list-style-type: none"> a.) Light appears to travel in straight lines 	<ul style="list-style-type: none"> a.) Identify evidence that supports this a.) Predict an outcome of a simple experiment based on this fact. a.) What is meant by "appears"? 	<ul style="list-style-type: none"> b.) Light is reflected from surfaces b.) Draw diagram showing reflection 	<ul style="list-style-type: none"> b.) Predict an outcome of a simple experiment based on this fact. 	
3 How do we see light?	<ul style="list-style-type: none"> d.) We can see light sources because the light from them goes to our eye d.) Draw a light diagram showing this e.) We see objects by the light from sources that reflects off them and into our eye e.) Draw a light diagram showing this 	<ul style="list-style-type: none"> d.) Measuring light using a photometer d.) Investigate variables with light sources (e.g. distance from light source) [fair test] e.) Investigate variables with light reflecting from objects (e.g. colour of object) [fair test] 	<ul style="list-style-type: none"> a.) Light travels in a straight direction b.) Light reflects from some objects c.) The absence of light is darkness (therefore, black objects do not reflect [much] light). 	<ul style="list-style-type: none"> c.) Investigate shining lights on dark and light surfaces [pattern seeking] c.) Suggest conclusions based on this 	
4 What causes shadows	<ul style="list-style-type: none"> e.) Light travelling in a straight direction causes shadows to have the same shape as the objects that cast them. 	<ul style="list-style-type: none"> e.) Investigate how the shadows caused by sun (as a light source) change over time [changes over time] 	<ul style="list-style-type: none"> a.) Light travels in a straight direction b.) The absence of light is darkness c.) Objects allowing differing amounts of light pass through them (transparent, translucent, opaque) d.) Opaque objects cast shadows 	<ul style="list-style-type: none"> d.) Investigate patterns in the way that the size of shadows change [pattern seeking] 	
5 How does the eye work?	<ul style="list-style-type: none"> c.) Refraction occurs when light hits a surface (e.g. water) d.) The parts of the eye: retina, pupil, lens, cornea, iris e.) Refraction occurs when light hits the cornea and lens, focussing light into the retina 	<ul style="list-style-type: none"> c.) Make observations on refraction in action e.) Make observations on the shape of the cornea and lens 	<ul style="list-style-type: none"> a.) Light directly from light sources allow us to see them b.) Light reflected from a reflective object allows us to see them 		

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Unit Planning

From our curriculum maps and subject progression documents, class teachers will create unit plans – which they will use to break down a unit for a subject into a termly (these may take more or less than a term to complete, depending on the needs of the pupils and the size of the terms – which vary year-on-year). Our unit plans are not sharing publicly – but, if a parent/carer wants further information regarding what will be taught within a unit, then please feel free to contact your child’s class teacher, who can provide further information.

Unit plans will vary subject to subject – and individual teachers may make tweaks - so that these are relevant, workable documents. However, the following core concepts and principles are upheld in their creation/usage:

- Identification of relevant prior knowledge
 - Broken into substantive and disciplinary knowledge
- Sequencing of objectives within unit (by focussing on knowledge)
- Summary of learning activities
- Consideration of transferable concepts
- Identification of vocabulary and definitions

All of the above will be based on objectives within curriculum maps and progression documents.

Early Years and Foundation Stage

Our curriculum development works involves integration of Reception (EYFS) into progression documents. As part of this, a long-term EYFS plan is in place that runs alongside curriculum maps. This can be found in the “Curriculum” section of our website: <https://browncleeschool.org.uk/home/learning/curriculum/>.

Our EYFS curriculum is based upon the [DfE’s Development Matters guidance](#) – and sets out objectives which are covered each term against the seven areas of the [Early Years Foundation Stage Statutory Framework](#).

Inclusion:

A Brown Clee, our sense of unity means that it is vitally important that every effort is made for our school environment to be as inclusive as possible.

Challenge

Central to our curriculum design and delivery is high expectations for all pupils. Teachers will plan stretch and challenge work for pupils who quickly secure intended understanding of concepts, and they will plan in support for those that require additional help to reach a more secure understanding. Teachers will use appropriate assessment to set targets which are deliberately ambitious.

Pupils’ needs and barriers to learning

All pupils will have varying needs. Some of these will be more significant and have a greater impact on learning than others. Lesson will be planned to ensure that there are no barriers to every pupil achieving. This will also include consideration of pupils with disabilities and those with English as an additional language.

Further information on our SEND identification and support process can be found in our SEND Policy.

Subject Leadership and Monitoring:

Subject leaders are given the licence and responsibility in developing their subjects. Subject leaders maybe senior leaders, class teachers or, with the right skillset, knowledge and inclination, teaching assistants/support staff.

Given the small staff size of our school, individuals will have responsibility for multiple subjects – which will involve whole-school prioritisation of subject developments. Staff subject leadership responsibilities can be found on the “Staff” section of our website: <https://browncleeschool.org.uk/home/about/our-team/staff/>.

Subject leaders will work closely with Senior Leaders in developing their subjects. This will broadly include:

- Developing a vision (based upon the school’s vision and curriculum aims) for their subject

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- Monitoring of their subject to ascertain strengths and weaknesses within said subject across the school
- Identification of priorities – largely based upon its significance, identified improvements when monitoring and latest national/regional developments and school improvement priorities
- Formulation of action plans
- Ongoing monitoring and review of subject development based upon their subject vision and identified action plans – which will include lesson observations, book/planning looks and pupil/staff voice

The Governing Body monitor and review the development of subjects through the curriculum committee. Within the curriculum committee, several key areas will be assigned to individuals – which can be found on the “Governor” section of our website: <https://browncleeschool.org.uk/home/about/our-team/governors/>.

Governor will monitor through learning walks, curriculum committee meetings and meetings with subject leaders.

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