

The Creative Curriculum

We have a very exciting and engaging curriculum at WSA - our children tell us they love to learn! Above all other things, the curriculum is the heart of the school: the skills, knowledge and understanding our children gain, and the ways in which the children are taught and learn, make each school day vibrant and engaging for pupils and teachers alike.

One of the main objectives when designing our school's curriculum intent is ensuring sequencing, so that knowledge is built over the years.

We need to bear in mind the school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards those defined end points.

(Ofsted framework -Curriculum intent)

By tracking the knowledge and skills and how subjects are built upon, the integrity of the subjects is guaranteed with the statements supporting pupils' changes in long-term memory. As a result, there is a reduced number of statements so as to achieve this.

Our Creative Curriculum, which ensures coverage of History, Geography, Art and Design and Design Technology as well as embedding core subject objectives, is based around the Learning Challenge Concept which requires deep thinking and encourages children to work using a question as a starting point.

The Prime Learning Challenge, the 'Big Question', is just a starting point. Through the use of pre-learning tasks and school context subsidiary challenges are then planned.

As a precaution our teachers will be wary of assuming that pupils have securely learnt material based on evidence drawn close to the point of teaching.

Pre-learning tasks ensure pupils are directly involved in the planning process. Well planned pre-learning tasks should help bring out what children already know; what misconceptions they may have and what really interests them. The outcomes of these tasks help plan the subsidiary challenges.

Continuity and progression in our curriculum is built around the essential skills and knowledge within the different subjects, the essential elements of the National Curriculum 2014. These are broken down into year group expectations and managed carefully within our mixed age classes.

KS1 operates a two-year rolling programme whilst KS2 runs over a four-year programme. Where possible topics will be taught within the context of our locality however teachers will ensure that a 'local area study' is planned every year. Science is taught as a discrete subject as well as contributing to the Creative Curriculum.

Key Stage 1	Autumn Term	Spring term	Summer Term
Year A	Land ahoy!	Who burnt the cakes?	Where does my breakfast come from?
Year B	Where should I build my castle?	How did my banana get in the fruit bowl?	Oh, I do like to be beside the seaside. Do you?

Key Stage 2	Autumn Term	Spring term	Summer Term
Year A	Should we dig up the past?	Why does the Earth get angry?	If you lived in a cave, would you survive?
Year B	What was the impact of the Roman Empire on Britain?	How was time told before the invention of clocks?	What influence did the Ancient Greeks have on the Western World?
Year C	Who'd choose to live in a place like this?	Why does a river bend?	When I grow up, will I have a job like my parents?
Year D	How did England become a Kingdom?	Is anybody out there?	Who were the real Willy Wonkas?