



A Curriculum That Matters

The ambitious curriculum at Morley Victoria has been designed to enable the school to successfully deliver to its pupils the knowledge, skills and attitudes required for life in the ever-changing 21st century.

It is an aspirational curriculum designed to take all children beyond their own life experiences. It is rigorous in content so that all children can build on previous knowledge and develop the skills of independence, resilience, critical thinking, creativity, teamwork and active learning. End points are identified and learning is sequenced to meet these end goals. Every minute counts, we never miss a learning opportunity in every aspect of school life.

Our 'Curriculum That Matters' is a curriculum for ALL – it is scaffolded appropriately so that all children can reach their potential, whilst building cultural capital and character education, leaving no ceiling on learning. It is rich in knowledge and skills whilst extending a child's perspective and creating a sense of awe and wonder. All the while it remains loyal to the expected requirements of the National Curriculum - we aim for our children to know more, remember more and be able to do more!

The Whole Child Approach						
Confident Individuals				Responsible Citizens		
Motivation	Self-Regulation	Self-Awareness	Social Skills	Team work	Empathy	Know how to stay
Demonstrating goal orientated behaviours such as resilience and determination	Managing our emotions and behaviours to achieve our goals	Recognising our own emotions and values as well as our strengths and limitations	Forming positive relationships and dealing effectively with conflict. Seeking and giving help. Expressing emotions and attitudes appropriately	Forming and working collaboratively and effectively towards a shared goal	Understanding and caring to others diverse perspectives and experiences	Making ethical, constructive choices about personal and social behaviour

Key Skills			
Successful Learners			
Learn And Use Key Skills	Research & Understand The Past, Present & Future	Explore And Investigate The World Around Me	Appreciate And Enjoy The Arts

The content of the curriculum is based on the National Curriculum programmes of study. We recognise the significance every individual subject will have in a child's education and we have ensured our curriculum is broad and balanced. We still, where possible and it is relevant to the learning, look to make meaningful cross-curricular learning links. We aim to make learning connections so that children build their own extensive schema, in doing this it will help to make sense of their learning for our pupils and empower them to be inquisitive and curious about the world around them. Our progressive and carefully sequenced curriculum is rich in substantive and disciplinary knowledge and is designed to increase the vocabulary (Tier 2 and Tier 3 words) our children are exposed to.



Reading is our number one priority, we see it as the 'master skill' and the gateway to all learning within our curriculum, ensuring our young people read widely and often. We systematically teach reading which allows us to build confidence and for children to foster a life-long love of reading. We aspire to send our children to high school equipped with a strong set of reading skills.

Important key skills and understanding will need to be taught discretely before opportunities are created for pupils to apply these skills to other areas of learning. We also aim to develop learners that can confidently use metacognitive strategies in their learning journey and life beyond the classroom.

Our curriculum is specifically written for the children at Morley Victoria often using personal and local links to learning as a start point. All the themes chosen will have relevance and meaning for the pupils within the context of this school.

When planning the curriculum subjects for their year group all teachers should take account of the following points:

- **Start with a clearly defined end point in mind – why are we doing this? What are the desired outcomes?**

What is the learning intention?

Put it in context – make it meaningful – make it relevant. What are the personal links? What key concepts, component knowledge, vocabulary and facts do I want the children to know? What should the children know already? What do I need to teach them? What stimulating resources will help? What reading and linking opportunities can I make? And what will they need to know later on in their educational journey?

How can we share the end results/outcomes with a chosen audience? These will then be used to form our knowledge organisers, stages of knowing words and knowledge quiz documents for these subjects which will be referenced throughout - these documents are the minimum we would like our children to know and remember.

- **Pre-learning task**

At the start of work within a subject and throughout, the teacher will always seek out the pupils' prior knowledge to establish what learners already know; what misconceptions they have and what really interests them.

Future planning will be informed by this pre-learning task.

Children should be asked what they would like to know – this should be considered when planning but National Curriculum coverage is the driver.

- **Planning for knowledge, skills, understanding and progression**

The learning and application of knowledge, skills and understanding will drive the curriculum rather than the content or coverage. When planning and teaching a unit of work we must always make connections to experience/prior learning/learning in other subjects/learning in other year groups. Learning is an alteration in long-term memory. If nothing has changed from teaching our children that lesson, nothing has been learnt. We must always plan ways to transfer learning into our children's long term memory - we must plan in opportunities to revisit previous work covered and practise retrieving key facts regularly and in different ways to ensure that the knowledge given to our children 'sticks'.

Priority should be given to ensuring that the learning of key skills and the development of pupils', social, emotional and physical health and wellbeing, are always addressed first and the appropriate amount of time is allocated accordingly. We must be responsive in our teaching and make adaptations to the learning journey where possible. Learning should be scaffolded, guided, modelled, shared and practised in a number of different ways.



- **Links to English**

Where possible, subjects should be linked to English through a focused set of books (fiction, non-fiction and poetry) which covers the chosen theme. Reading around the chosen topic should be encouraged in a range of different ways including individual, group and whole class. This should also include poetry. Some of our fluency lessons are dedicated to reading around different subjects, eg, reading as a geographer. Teachers must place great emphasis on vocabulary development and general knowledge into the curriculum. This should be evident in the environment - books, working walls etc.

- **Links to Maths**

Where possible we must look at ways to link our subjects to maths. By doing this our children will gain an understanding of how maths is used in life and not just part of a maths session.

- **Memorable and Purposeful Learning**

The subject could be launched with an inspirational starter/inspirational person, book or activity to ensure all the children are hooked. All staff will seek to provide rich and varied first-hand experiences for the pupils to support the learning e.g. visits, visitors, artefacts etc using the outdoor environment.

- **Questioning**

Every lesson will include a range of question types.

“Putting questioning at the heart of the school’s ethos and culture will involve more learners in the process, deepen their thinking and improve oracy.” (Blooms Taxonomy).

- **Curriculum time**

Time allocation for each curriculum subject will be based on the need to provide pupils with an appropriate amount of time so that deep rather than shallow learning within each subject can take place. Consideration should be given to who is the best person to deliver the teaching and where is the most appropriate location for the learning to take place.

- **Independent research skills**

When planning teachers should consider how to develop metacognition in the classroom. How do we verbalise our thinking? How do we model active thinking and learning? How do we get children to think about thinking? What opportunities are given to the children to develop their research skills and present their findings? How are we teaching the skills of presentation? How do we stretch and challenge all learners?

We should be modelling how to present work to a high standard.

Work is completed independently at home.

- **Outdoor Learning/Active Learning**

Within a topic make sure, where possible, there is provision for outdoor learning and physically active learning – using the classroom, school hall, school grounds and the local area.

- **Reflection, Retrieval and Review time**

Structured time should be made available frequently to review, revisit, assess and celebrate whether or not the children have successfully met the learning challenges throughout the year/end points both formally and informally. This should involve parents coming in to share the children’s learning at least once a year.

When planning, teachers should also think about how each topic within a subject links to Investors in Pupils, CCQM, British Values, protected characteristics and our Growth Mindset approach to learning. Clarity and consistency is the key to maximise the impact of our curriculum. Expectations must be set high and learning must be challenging to ensure that all pupils reach the expected standard at the end of their key stage. Morley Victoria is an inclusive school and therefore has an inclusive curriculum which powerfully addresses social disadvantage. We have a duty to ensure that learning is scaffolded so that our most vulnerable pupils and our pupils with SEND thrive; so we expect them to achieve the very best that they can through challenge and encouragement. At Morley Victoria, our curriculum not only delivers the National Curriculum but a bespoke curriculum beyond that of the national curriculum.



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Aims Of The Curriculum

The curriculum should enable all young people at our school to become strong emotionally intelligent individuals who are:

- **Successful learners** who enjoy learning, make progress, have the courage to overcome challenges and achieve.
- **Confident individuals** who are able to live safe, healthy and fulfilling lives.
- **Responsible citizens** who make a positive contribution to society.



Successful learners	Confident individuals	Responsible citizens
<ul style="list-style-type: none"> • Have the essential learning skills of English, Maths, Science and Computing • Recognise the importance of movement and learning and physical activity in the learning process • Are creative, resourceful and able to identify and solve problems • Have a sense of pride in everything they do • Have skill sets which are subject specific but also have 'transferable skills' • Have enquiring minds and think for themselves to process information, reason, question and evaluate • Have good general knowledge • Communicate well in a range of ways and appropriate to a variety of situations • Understand how they learn and learn from their mistakes • Have metacognitive strategies to support learning • Are able to learn independently and with others • Know about big ideas and events that shape our world • Enjoy learning and are motivated to achieve the best they can; now and in the future • Will demonstrate the qualities of a growth mindset approach to learning • Will demonstrate resilience in particular, as a key skill • Can take part in quality debates clearly stating their point of view. • Can adapt and be flexible to what is happening around them. 	<ul style="list-style-type: none"> • Have a sense of self-worth and personal identity • Have a growth mindset to learning and life in general • Relate well to others and form good, respectful relationships • Recognise that bullying is not accepted and know what to do in this situation • Have high levels of self control • Have a strong moral compass • Are self-aware and deal well with their emotions • Are aware of the feelings and emotions of those around them • Have secure values and beliefs and have principles to distinguish right from wrong • Become increasingly independent in their learning and in real life situations • Are able to take the initiative and organise themselves • Make healthy lifestyle choices • Are physically and mentally competent and confident • Take managed risks and stay safe • Recognise their talents and the talent of others, and have ambitions • Have an idea of the career type they are interested in. • Are willing to try new things and make the most of opportunities • Are open to the excitement and inspiration offered by the natural world and human achievements • Move to the next year group or phase of their education with confidence. • Can take part in class discussions clearly stating their views and opinions. 	<ul style="list-style-type: none"> • Are well prepared for life and work • Are kind, honest, polite and well mannered • Are enterprising • Are able to work collaboratively and cooperatively with others • Respect others and act with integrity • Understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world • Appreciate the benefits of diversity - difference is valued and nurtured • Challenge injustice, are committed to human rights and strive to live peaceably with others • Sustain and improve the environment, locally and globally • Take account of the needs of present and future generations in the choices they make • Who know that they can make a difference to their future and to those of others • Have strong virtues, beliefs and values that can positively influence others to make the world a better place • Make tangible contributions to the life of the school and community • Can use the internet and social media appropriately and safely.