Curriculum at Britannia

Britannia
Primary School and Nursery

The Britannia Curriculum Concepts

- What are they?
- Why are we doing them?
- How we implement them across our school

Britannia
Primary School and Nursery

The Britannia Curriculum Concepts

<u>What are they?</u>

- A set of concepts that are followed in each subject from Years 1-6 with clear links to our EYFS curriculum.
- They enable us to track learning in these key concepts across the school.
- They are represented by symbols.
- A different set of symbols for each subject.

Britannia
Primary School and Nursery

The Britannia Curriculum Concepts

<u>Why are we doing them?</u>

Our subject Leaders have an excellent knowledge of their subject progression, as they have designed our long term plans, the next step is to make this explicit to the children, through teaching using the concepts.

Britannia
Primary School and Nursery

The Britannia Curriculum Concepts

<u>Why are we doing them?</u>

The national curriculum is knowledge based and we need to ensure that the our children can see the links in the knowledge they have learned from one year to the next in order to develop and progress. Using our concepts will help them with transferring this knowledge from their working memory to their long-term memory.

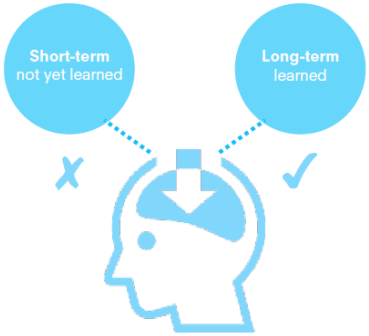
Britannia
Primary School and Nursery

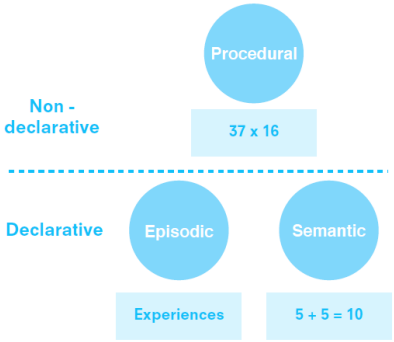
The Britannia Curriculum Concepts

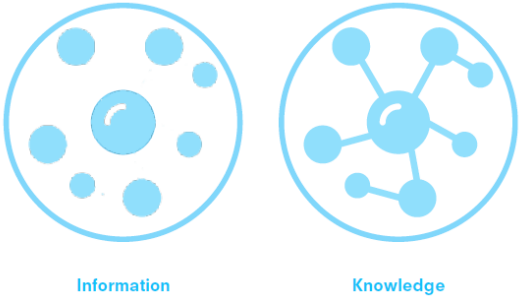
<u>Why are we doing them?</u>

The theory behind this is linked to the work of Chris Quigley and his research based approach. A model to show how repetition and knowledge are essential to the retention of learning is on the following slide.

Britannia
Primary School and Nursery







Learning is a change to long-term memory

Repetition is required for long-term retention

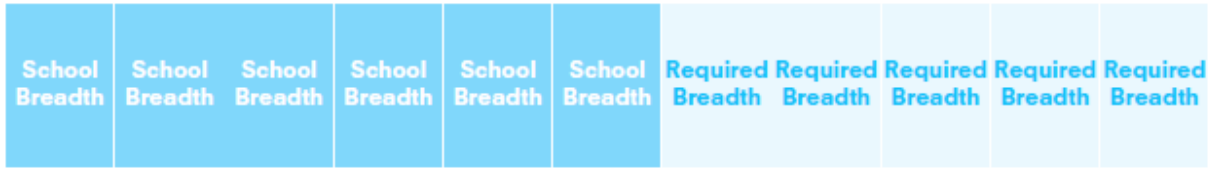
Knowledge is vital as it is required for thinking and the more one has the easier it is to learn and remember

Britannia
Primary School and Nursery

Example taken from Chris Quigley

Britannia curriculum planned by our Subject Leaders

The National Curriculum content



Britannia Curriculum Concepts

Progression skills for Years 1 and 2 mapped out by Subject Leaders

Progression skills for Years 3 and 4 mapped out by Subject Leaders

Progression skills for Years 5 and 6 mapped out by Subject Leaders

Britannia
Primary School and Nursery

Using this model means:

- Our curriculum aims at the end of each year group are clear (the progression of knowledge and skills).
- The bigger picture for where the children are coming from and what we want them to achieve is clear.
- Children are then assessed against these skills termly to identify gaps in learning, which will inform further planning.

Britannia
Primary School and Nursery

Improving outcomes

In order for children's learning to progress, it is necessary for repetition to occur:

- From lesson to lesson - retrieval quiz, low stakes
- From block to block - recap and mini quiz (concepts)
- From year to year - revisit (concepts)

Therefore, our Britannia Curriculum Concepts are a set of threads that run through each subject from Years 1-6, with strong links into our EYFS curriculum.

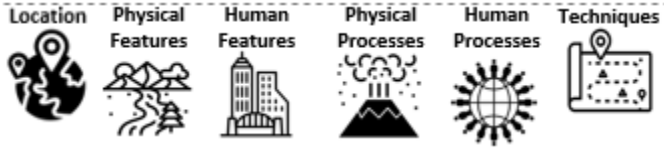
Britannia
Primary School and Nursery

Example:

Geography Unit of Learning
e.g. Year 1 African Adventure

To achieve successful outcomes we need to achieve the skills
e.g. Human and Physical Geography, fieldwork, locational knowledge, place knowledge.

We need to strengthen understanding in these key areas with knowledge (our Britannia Curriculum Concepts)
e.g. human features, physical features, techniques (maps)



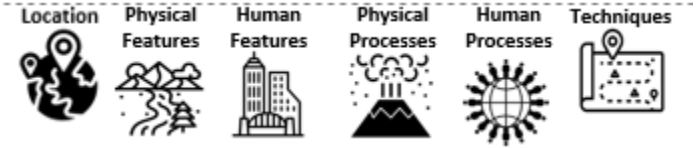
Britannia
Primary School and Nursery

Example:

Geography Unit of Learning
e.g. Y6 Isle of Wight

To achieve successful outcomes we need to achieve the skills
e.g. Human and Physical Geography, fieldwork, locational knowledge, place knowledge.

We need to strengthen understanding in these key areas with knowledge (our Britannia Curriculum Concepts)
e.g. human features, physical features, techniques (maps)



Britannia
Primary School and Nursery

Referring back to concepts - History example

Year 1 - Toys

Focus on toys from the past, using toys as primary source evidence. Children explore the toys and discuss how toys have changed based on our knowledge of our own toys.

Year 3 – Egyptians

In Year 1, we examined toys to help us learn about what toys were like in the past because they were primary sources. Now we are going to explore some Egyptian primary sources to see what historians have discovered about the Egyptian civilisation.

Year 5 – World War 2

In Years 1 and 3 we learned about toys and the Egyptians by exploring primary sources. Now we are going to use some varied primary sources from WW2. What do you think these sources tell historians about the war?

Britannia
Primary School and Nursery

Referring back to concepts - DT example

Materials, tools & Components

Year 2 – Catapult for a knight

Year 4 – Lighthouses

Year 6 – Fairground rides

Britannia Primary School and Nursery

Materials, tools & Components

Focus on basic measuring and cutting skills using tools safely to create a simple structure for our catapult.

Materials, tools & Components

In Year 2, we used tools to create a simple structure. Now we are going to use those accurate measuring and cutting skills to create a frame that will fasten to our junk model base and hold an electrical circuit for a lightbulb.

Materials, tools & Components

In Years 2 and 4, we learned about how to make simple structure and frame with tools and accurate measuring. Now we are going to use those skills to design and build a solid fairground ride structure that can encase an electrical circuit for a moving part (cam).

The Britannia Curriculum Concepts

Implementation

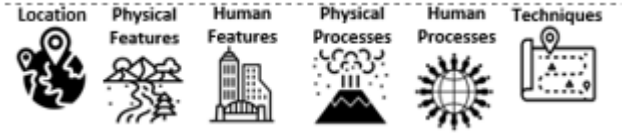
It is essential that the Britannia Curriculum Concepts are used throughout the school and therefore, they have become integral to our daily teaching of science and the foundation curriculum.

Britannia
Primary School and Nursery

What are the Britannia Curriculum Concepts for each subject?

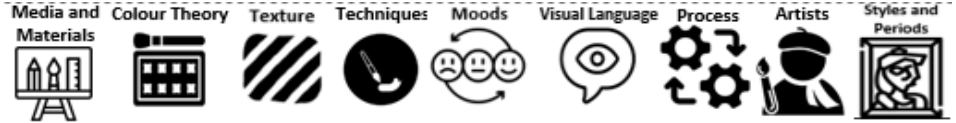
We have developed Britannia Curriculum Concepts for Science, Geography, History, Art, DT, RE, PE, French, Music, Computing, RSHE and Forest School. Examples:

Geography



History

Art



DT

Britannia
Primary School and Nursery

The Bigger Picture

Concept Map – Geography

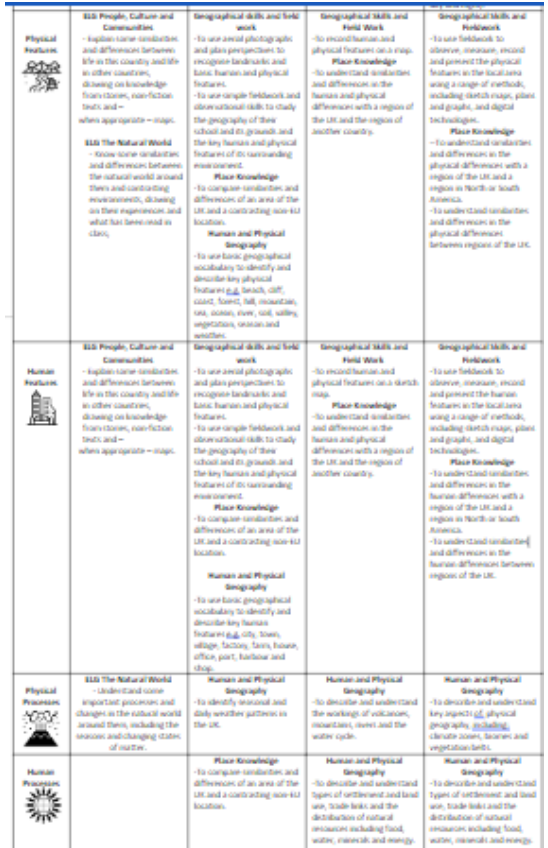
Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location	Amazing Me Animals and dinosaurs Growing and changing Seaside and pirates	Space Frozen – Antarctica African Adventure - Africa Journeys - Local area Dinosaurs	South America London Australia	India Italy	Rivers – China Mountains - China	UK Geography – Past and Present North America	Isle of Wight Fairtrade – How chocolate changed the world - Mexico
Physical Features	Amazing Me Celebrations Animals and dinosaurs Growing and changing Seaside and pirates	Into the Woods Frozen African Adventure Journeys Dinosaurs	South America London Pirates and the Ocean Australia	India Italy	Rivers Mountains	UK Geography – Past and Present North America	Isle of Wight Fairtrade – How chocolate changed the world
Human Features	Amazing Me Animals and dinosaurs Seaside and pirates	Into the Woods Frozen African Adventure Journeys Dinosaurs	South America London Pirates and the Ocean Australia	India Italy	Mountains	North America	Isle of Wight Fairtrade – How chocolate changed the world
Physical Processes	All	Frozen African Adventure	South America Australia	Italy	Rivers Mountains	North America	Isle of Wight
Human Processes				India	Rivers	UK Geography – Past and Present	Fairtrade – How chocolate changed the world
Techniques	Amazing Me Celebrations Seaside and pirates	Into the Woods Space African Adventure Journeys	London Pirates and the Ocean	India Italy	Rivers Mountains	UK Geography – Past and Present North America	Isle of Wight

In order to map out which concepts have been taught in each year group and through which themes, we have developed concept maps.

Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location	Amazing Me Animals and dinosaurs Growing and changing Seaside and pirates	Space Frozen – Antarctica African Adventure - Africa Journeys - Local area Dinosaurs	South America London Australia	India Italy	Rivers – China Mountains - China	UK Geography – Past and Present North America	Isle of Wight Fairtrade – How chocolate changed the world - Mexico

Britannia Primary School and Nursery

The Concept Skills



The skills associated with these concepts come directly from the National Curriculum. The knowledge is from our Britannia curriculum, designed by our curriculum team of subject leaders.

Concept	EYFS Curriculum Skills	KS1 Curriculum Skills	LKS2 Curriculum Skills	UKS2 Curriculum Skills
Location	**ELG People, Culture and Communities** - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **ELG The Natural World** - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	**Locational Knowledge** -To name and locate the world's seven continents and five oceans using globes, maps and atlases. -To use maps, atlases and globes to identify the UK and its countries and capital cities, as well as the countries, continents and oceans studied at this key stage. - To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Place Knowledge** -To compare similarities and differences of an area of the UK and a contrasting non-EU location. **Human and Physical Geography** -To identify hot and cold areas of the world in relation to the Equator and North and South Poles.	**Locational Knowledge** -To locate the world's countries, using maps to focus on Europe, North and South America and identify key human and physical characteristics, countries and major cities. -To name key topographical features of the UK (including hills, mountains, coasts and rivers). -To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.	**Locational Knowledge** -To name and locate counties and cities of the United Kingdom, 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. -To 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 -To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

How does this look on a Long Term Plan?

Britannia Primary School and Nursery

Year 6 Geography LTP

Isle of Wight

Knowledge	Skills and related Concepts
• Locate regions of UK on map/using atlas/digi map (eg East Anglia, South East) • Locate counties and cities of UK • Zoom in on Isle of Wight /South Coast (linking to IOW trip) • Look at topographical features of Isle of Wight (use Google Earth, atlases, digi map). Locate on OS Map using 6 figure grid references. • Plot them on map, research them, have photos of them and write about them. - 3 main rivers, coasts, hills (highest point of Isle of Wight) • Use photographs to create an accurate map of an area of the Isle of Wight. • Find alternate routes to hotel/attractions in Isle of Wight. • Learn about features of Isle of Wight including: - Rock types on Isle of Wight (chalk downs, clays, cretaceous - The Needles – different types of sand at Alum Bay) - Population (Newport, Ryde, Cowes are most populated. Sandown and Shanklin form 'The Bay' area.) - Landscape - Tourism - Length of coastline - Activities in Isle of Wight (cycling, sailing, walking) • Compare tourism (The Needles). • Compare human and physical features of Isle of Wight to Ipswich (use photos to support writing). • Impact of erosion on Isle of Wight. Look at photos from 50 years ago compared to now (areas affected are Blackgang Chine). How would The Needles be impacted by erosion. • Written piece at the end of the unit – similar to the Vocabulary Ninja inset with vocabulary at the top for children to use. At the end of the lesson, children can self assess and highlight the vocabulary that they have used, teachers could do this or both children and teachers could do this in different colours.	**Location** **Locational Knowledge** -To name and locate counties and cities of the United Kingdom, 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. **Physical Features** **Geographical Skills and Fieldwork** -To use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **Place Knowledge** -To understand similarities and differences in the human and physical differences with a region of the UK and the region in another country. **Human Features** **Geographical Skills and Fieldwork** -To use fieldwork to observe, measure, record and present the human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **Place Knowledge** -To understand similarities and differences in the human and physical differences with a region of the UK and the region in another country. **Physical Processes** **Human and Physical Geography** -To describe and understand economic activity and the distribution of natural resources including food, water, minerals and energy. -To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **Techniques** **Geographical Skills and Fieldwork** –To use maps, atlases, globes and digital mapping (google earth) to locate countries and describe features studied -To 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 United Kingdom and the wider world.

How does this look on a Medium Term Plan?

Medium Term Plan – Geography – Fairtrade – How Chocolate Changed the World

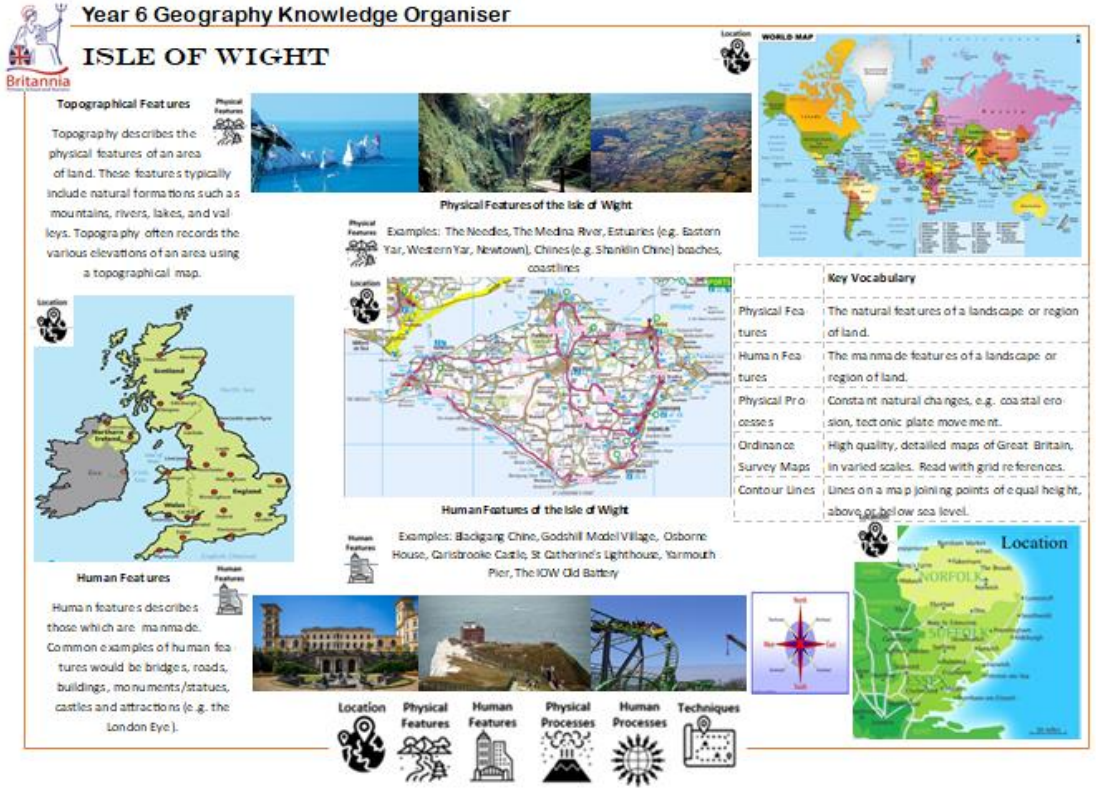
Year 6 – Summer

Location | Physical Features | Human Features | Physical Processes | Human Processes | Techniques

Prior Learning:		**Opportunities for Reading and Writing:** -2x guided reading based on non-fiction texts – Curriculum Visions, Fair Trade. True –Stories: The Story Behind Chocolate. -Link with T4W to be planned in at a later date -Longer writing task	**Opportunities for visit/visitor:** Chocolate workshop (visitor) links with Tosier Chocolate, Ipswich, postponed due to CV. tosierchocolate@gmail.com	
Session	**Objective –from National curriculum**	**Knowledge, Essential skills, and Content (inc scaffold for SEN/PP)**	**Resources**	**Vocabulary**
1 w/b	**Location** **Locational Knowledge** -To name and locate counties and cities of the United Kingdom, 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. -To 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 -To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	**Introduction:** -Recap previously taught geographical skills, linking to prior learning in the concepts studied. -Introduce knowledge organisers. **Where in the world is Mexico?** https://digimapforschools.edina.ac.uk/roam/map/schools -Use Digimap for the tasks below (username IP45HE, password zished2121). -Revise prior learning about the continents and countries of the world. Give children time to explore the globe, asking them to locate countries and quizzing them on the location of capital cities. -Revise the hemispheres, tropics, oceans etc. -Zoom in on Mexico. Where does it border? How big is it? Which bodies of water surround it? Knowledge: Basic knowledge of continents, countries, the equator, hemispheres and tropics. Locate Mexico on the world map. Outcomes: labelled world maps.	Knowledge organisers. World maps to label.	Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, continents, countries, capital city, Mexico, equator, ocean, sea, climate, biome, trade route, Fairtrade
2 w/b 3 w/b	**Techniques** **Geographical Skills and Fieldwork** –To use maps, atlases, globes and digital mapping (google earth) to locate countries and describe features studied **Physical Features** **Geographical Skills and Fieldwork** -To use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**What is Mexico like?** -Recap skills from the previous lesson with a mini quiz. https://digimapforschools.edina.ac.uk/roam/map/schools -Use Digimap for the tasks below (username IP45HE, password zished2121). -Explore the country of Mexico, carrying out research from books and the internet. What is the population? Weather? Biomes? Human and physical features? Create a double page spread, including images. Focus on the whole country or one particular region. Knowledge: the key features of Mexico.	Computers, images of Mexico	

Britannia
Primary School and Nursery

How does this look on a Knowledge Organiser?



Our knowledge organisers include the Curriculum Concepts so children can see how they directly link to their learning in any particular unit of work.

Britannia
Primary School and Nursery

What Next?

- We have been using the Britannia Curriculum Concepts in school since September 2020. Although the initial implementation was impeded by periods of lockdown, we have now had one complete school year of teaching using the curriculum concepts.
- The concepts are used by teachers to inform their long term and medium term planning.
- Children see the concepts on a daily basis, included in their teacher's modelling, displayed around the classroom, copied onto teaching resources and on subject display boards in central locations around the school.

The full impact of our science and foundation subject curriculum will be most noticeable as we revisit subjects, during block teaching within the academic year and in future years as children's retention of knowledge and skills becomes evident.

Britannia
Primary School and Nursery

Further Information

These slides provide the rationale behind the Britannia Curriculum Concept approach. Further information regarding curriculum coverage and teaching can be found under the ‘Curriculum’ tab on our school website. If you would like any further information regarding our curriculum, please contact our school office.

Britannia
Primary School and Nursery