



Willow Lane

Community Primary School

Introduction

At Willow Lane, we believe in the power of education to transform lives. We take a holistic approach to child development, which focuses on the mind, body and soul. This is the foundation of all that we do. We recognise that children spend many of their waking hours in school and that we are privileged to work with our children, families and the wider community to change and enhance lives. We celebrate the wide diversity of the backgrounds, beliefs, talents and interests of our learners. We know learning happens in communities and empowers them; as a school at the heart of its community, we understand and respect the positive impact we can have.

Note

Our school curriculum is constantly evolving to meet the needs of our children and to ensure that it remains informed by best practice and is of the highest quality. As such, we have recently invested in updating our curriculum and some subjects require further work to meet the full expectations set out in this document so there remains some variation in curriculum presentation and design. Subject curriculums for science, geography, art and design, and design and technology follow our implementation principles. We expect the full curriculum to meet the aims of this document by September 2023. For more details please contact the Deputy Headteacher (d.webster@willow.lancs.sch.uk).



Our curriculum

We have created an ambitious and bespoke curriculum to meet the needs of our children, our community and the requirements of the National Curriculum. It sets out the key concepts and knowledge our children will learn and the skills they will learn to apply in each unit. The learning is carefully sequenced and designed so our children develop strong foundations of knowledge and connections within and between subjects. Within this framework, teachers work with their children to adapt each topic to the strengths, needs and interests of their individual classes. Our curriculum places an emphasis on making connections, taking part, getting outside and being active to ensure our children achieve their full potential and develop their mind, body and soul. The characteristics of these three areas are detailed below:

Mind

Our children will:

- be inquisitive and receptive to new ideas
- achieve their full learning potential across the curriculum
- communicate and share their ideas and emotions
- have a voice, challenge and make independent and good choices

Body

Our children will:

- be physically active in school
- understand healthy choices
- know how to keep themselves safe
- be team players
- do things for themselves

Soul

Our children will:

- be empathetic and understanding
- accept and celebrate themselves and others
- value and take responsibility for the environment
- show grit and determination



Progression

I will know..

Declarative knowledge

Subjects are sequenced deliberately to build on earlier learning and to create connections between different areas of the curriculum. The required knowledge for achieving highly in each unit is identified through the 'I will know...' statements in each unit plan. This supports children in developing strong schemas and creates opportunities to recall past learning and strengthen memories. We have also chosen topics that are exciting, engaging and relevant to our children.

Foundational knowledge

This learning constitutes an entitlement for all children to gain essential learning from across the curriculum. It contributes to, but is not sufficient for, meeting age related expectations. This learning is the basis for the 'Learning Checks' built into each unit of learning. This knowledge is highlighted in bold throughout our curriculum and is revisited frequently in later topics and year groups, with opportunities for pupils to recall information so that we can support long-term learning.

I will know how to...

Procedural knowledge

Children are taught subject specific skills across the curriculum. These are identified through the 'I will know how to...' We gradually increase the challenge and demand of applying this learning as children move up through the school. We understand that declarative and procedural knowledge cannot be taught in isolation and they are inherently interdependent and so are taught together and in context.

I will say...

Vocabulary

We teach vocabulary explicitly everyday across the curriculum. We have identified and sequenced powerful subject-specific and academic/formal vocabulary in every unit. These words are introduced and taught in most lessons using examples, non-examples, contexts and graphics to support children's understanding. Children are encouraged to use them in classroom discussion and their written responses. Children are further supported by sentence stems, modelling and high expectations for children's verbal answers.



Enrichment

I will experience...

Our curriculum sets out in detail the sequence of declarative and procedural knowledge and vocabulary that ensures all of our children are well-prepared and able to take advantage of the opportunities provided by their next stage of education. However, this is not the limit of our curriculum. The Willow Lane curriculum create space and opportunity to follow children's interests, deepen their learning and provide them with a wide range of rich experiences. Each unit of learning highlights key experiences that are chosen to build on children's learning, but we also actively seek and take advantage of experiential learning opportunities as and when they arise. These experiences add joy and excitement to our curriculum. They motivate pupils and place their learning into wider-world contexts. They provide valuable opportunities for children to further develop our school values, embed their learning and vocabulary and provide the stimulus for exceptional learning outcomes.

Outdoor learning

We want our children to be knowledgeable and inspired by nature and to understand how they can help care for our environment. We have fantastic grounds with dedicated spaces for providing experiential learning experiences across and beyond the curriculum. These are vital for our children to develop their understanding of the world around them in a practical and concrete context. They are also essential for developing and embedding the wide vocabulary essential for achievement. Our outdoor spaces are further enriched by our school gardener, site team and our Forest School.

Visits and visitors

Every unit in our curriculum is further enriched through exciting visits and visitors. These are explicitly planned into our curriculum to give every child access to a rich cultural capital. They create exciting 'hooks' and memorable experiences on which to build strong connections and deepen our children's learning. They provide opportunities for a broader range of learning experiences and also support children in developing the values and learning traits set out in our curriculum intent. We want our children to feel a part of their community and appreciate their local environment, culture and history so we plan our visits to share the best of our wonderful home town and the North-West. We also want our children to find their place as active, positive global citizens and so use visits and visitors to enable them to learn about and be fascinated by the amazing people, places, culture and history of the wider world.



Outcomes and Assessment

Outcomes

The subjects taught in each term will lead children to create a range of high-quality outcomes. Children will have the time and guidance to develop, revisit and improve presentations of their learning. These could be written reports, ICT or video based presentations or live demonstrations of their learning (e.g. assemblies/class museums). They may be multi-discipline pieces, incorporating knowledge from across the curriculum. Outcomes are developed throughout the unit and are specially designed to allow children to apply and consolidate their learning.

Assessment

In our classrooms, great teaching is responsive. Our teachers probe children's understanding to know when to re-teach and when to move on. We use focused tasks to assess children's development of subject specific skills and we use no-stakes quizzes to find gaps and strengthen memory of essential learning. This foundational knowledge is underpinned by 'Learning Check' questions set out for each unit and which are revisited at regular intervals. Subject leaders use these to inform discussions with children about what they have learned and to evaluate our best approaches to teaching and find where we can further improve.

Achievement for all

Our curriculum design ensures that our children have repeated encounters with core concepts throughout their school life and our approach to quizzing, formative assessment and responsive teaching means that we are able to adapt quickly to support all children in achieving essential elements of the curriculum. This foundational knowledge is more frequently checked and gaps addressed by adapting the curriculum as necessary to ensure all children, especially those children with SEND, are able to develop strong schemas for each area of the curriculum.

Of course, we teach far beyond this foundational knowledge to provide children with an ambitious and exciting curriculum. Our teaching, learning tasks and outcomes encourage children to engage in deep and broad learning about each topic and demonstrate their confidence and success against clear criteria. This ensures all our pupils are challenged and motivated across the curriculum.



English

Reading

At Willow Lane, we understand that reading empowers children to become independent and successful learners. It enables them to fully participate in society and better make sense of the world around them. It also gives children access to the joy and fulfilment offered by the written word. As such, we consider teaching children to read confidently is one of our most important roles as a school. Our approach to early reading uses a rigorous approach to the teaching of systematic synthetic phonics based on the Red Rose scheme of learning. Children who struggle to make progress are quickly identified and additional high quality teaching interventions are put in place. Children continue to develop their use of phonics, and their fluency and comprehension through guided reading, shared and independent reading. As a school, we have identified foundational skills for reading, which are prioritised in each year group, especially for struggling readers. These sit alongside carefully selected books, which are used to gauge and benchmark children's progress.

Writing

Through the teaching of English, our children learn to communicate their thoughts and ideas clearly, both orally and through their writing. We explicitly teach a wide range of vocabulary and use sentence stems and teach listening skills to develop children's oracy. We understand that learning to write is a highly complex skill and so we focus on spelling, sentence construction and transcription to provide children with secure fundamental skills. Again, each year group has identified the foundational knowledge, which is prioritised for all learners from the start of the year. Children struggling to grasp this foundational knowledge are quickly identified and provided with additional high quality teaching. We continue to develop children's writing skills through exciting and relevant contexts that engage students in their learning and the writing process. We provide purposeful outcomes to motivate children in producing excellent pieces of writing, and we provide a wide range of writing opportunities to enable children to develop their English skills and apply them across the curriculum.

For more information, see our reading statement and English and Mathematics curriculum documents.



Mathematics

Mathematics is an essential tool for understanding the world and accessing learning across the curriculum. We believe that mathematics is for all and encourage the belief that all children can succeed and improve their understanding in mathematics by working hard. Children are taught through a whole-class, interactive, mastery approach to teaching. Learning is carefully sequenced and introduced in small steps to ensure sufficient time is given for children to master each concept and so that any children struggling to grasp new learning are quickly identified and supported. Key facts, such as multiplication tables and addition facts, are learnt to automaticity to build children's fluency and flexibility with number and reduce the possibility of cognitive overload when learning new material. We also consider these facts and other selected calculation skills and vocabulary to form the foundational knowledge in each year group. This is prioritised for all learners and carefully monitored throughout their journey through school.

For more information, see our reading statement and English and Mathematics curriculum documents.



Science, RE, HRE and Foundation Subjects

Each subject is broken down into units taught in specific year groups. The units are designed to develop children's understanding systematically, but also to be adaptable to meet the individual needs of each cohort. The unit plans (or cover sheets) detail the declarative and procedural knowledge, vocabulary and enrichment opportunities in child friendly language. They also identify how each unit meets the requirements of the National Curriculum, where it builds on prior learning, and key questions to assess children's grasp of the foundational knowledge.

Teachers also have access to a wider range of planning resources and background information to ensure that all teachers are well-equipped with the excellent subject knowledge required to engage, support and challenge our learners. Each subject has core themes and concepts that are revisited and developed from Reception Class to Year 6. This allows our children to explore ideas in a wide range of contexts and make connections between different strands of the curriculum. We use narrative approaches to help children organise and remember these concepts and ideas, and enable them to develop a wealth of background knowledge and broad, interconnected schema, through which they can make sense of the world and use as a basis to link later learning.

For more information, see our curriculum documents and overviews. An example unit from our Year 3 geography curriculum follows.



Year 3: Coasts and Caves

Enquiry Question:

How does the sea shape our land?

Overview:

This unit builds on the children's knowledge about oceans, seas and continents, which they learned in Years 1 and 2. They recall that coasts are places where the land meets the sea. They learn about erosion and deposition and how these processes create coastlines. They link this learning to Morecambe Bay and visit Silverdale to observe the different effects of erosion and deposition. They will gain another perspective of Morecambe by looking back across the bay to locate different features. This should be supported with maps and aerial photographs of the area. They also observe and record physical features of the coastline at Silverdale by creating sketchmaps. These should include sandy beaches, caves and cliff faces. Back in the classroom, the children will compare their records to images of other coastlines that exemplify the key physical features, such as Old Harry Rocks, Dorset; Stack of Duncansby, Caithness; Green Bridge of Wales, Pembrokeshire; Durdle Door, Dorset; Merlin's Cave, Cornwall; and Fingal's Cave, Inner Hebrides. This allows children to develop their place knowledge of the UK, including the names of coastal counties, and explore similarities and differences with our local coastline. The children then learn why people choose to settle in coastal areas and investigate the advantages and disadvantages of living in coastal towns. These may include other significant towns and cities around the UK. The children then go on to learn how coastal erosion affects coastal communities in the UK, including places along Morecambe Bay and Holderness, Yorkshire. The children will then learn why coastal management is necessary and they will be able to describe specific coastal management strategies, including those observable around Morecambe Bay. They will be able to compare hard engineering strategies (such as rock armour, groynes, sea wall and gabions) with soft engineering strategies (such as beach nourishment, dune regeneration and managed retreat). The children could then go on to design their own coastal community complete with suitable sea defences.

Resources:

<https://www.countryfile.com/go-outdoors/days-out/britains-best-coastal-caves-arches-and-stacks/>

<https://www.bbc.co.uk/bitesize/topics/z6bd7ty/articles/zhg8kty>

<https://www.bbc.co.uk/bitesize/clips/z8tyr82>

http://www.coastalandgeotechnicalservices.com/yahoo_site_admin1/assets/docs/SOBC-Case_Study_6-North-West_England.19185636.pdf

National Curriculum

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts) and understand how these have changed over time.
- describe and understand key aspects of human and physical geography.
- use maps to locate features studied.
- use the points of a compass, symbols and key to build knowledge of the United Kingdom and wider world.
- Use fieldwork to observe, record and present the human and physical features in the local area using a range of methods.



Year 3: Coasts and Caves

I will know:

- what coasts are and how they are formed by the sea.
- how Morecambe Bay and coastal physical features are shaped by the sea.
- the location of some coastal counties around the UK.
- the key advantages and disadvantages of living in coastal communities, including major UK towns and cities.
- how coastal erosion can affect coastal communities
- why coastal management is necessary and describe specific coastal management strategies.

I will say:

coast, coastal, community, shore, erosion, deposition, estuary, industry, cliff, cave, arch, stack, beach, county, advantage, disadvantage, management, landmark.

I will experience:

- exploring Morecambe Bay's coast line and coastal features at Silverdale.
- a caving adventure.

I will learn how to:

- make observations, notes and take photographs to record features and places.
- create simple sketch maps.
- use maps to locate UK counties and cities.
- use maps and digital mapping to explore features of coastlines.
- identify and use OS symbols for human and physical features.
- use four compass directions to orientate maps and describe the direction of features.
- describe and compare places and physical processes through talk, diagrams and writing.
- express views about places and geographical issues.

Learning check

1. Name 3 important physical features that may be found on coastlines.
2. How are coastlines changed by the sea?
3. How can people help to protect coastlines?
4. Name 3 UK coastal counties.

Learning links

In Yellow Class, we learned about the seas and oceans around the UK. We have also learned about physical and human features in landscapes. In this unit, we will learn how the sea shapes coastlines and creates the physical features we can find there.



Year 3: Coasts and Caves

Lesson number	Key question	Key learning
1	How are coastlines made?	<ul style="list-style-type: none">• Coasts are places where the land meets the sea or ocean.• Coastlines are shaped by the action of erosion and deposition.
2	How are coastal physical features created?	<ul style="list-style-type: none">• How caves, cliffs, arches and stacks are formed by the sea through erosion.• Where some landmark coastal physical features are found.• The location of coastal counties around the UK.
3	How can we use fieldwork to better understand coastlines?	<ul style="list-style-type: none">• How to orientate maps and use OS symbols to recognise human and physical features on maps.• To identify key physical features in coastal landscapes.• To create simple sketch maps.
4	Why do so many people choose to live near the coast?	<ul style="list-style-type: none">• Location of UK coastal cities.• Advantages and disadvantages of living in coastal areas.
5	How can erosion affect coastal communities?	<ul style="list-style-type: none">• Understand how erosion can impact coastal communities.• Describe how Morecambe Bay and Holderness are affected by coastal erosion.
6	How can we protect coastal communities?	<ul style="list-style-type: none">• Know about hard and soft defences to protect coastal communities.• To describe advantages and disadvantages of different coastal management strategies.
7	How can we protect coastal communities?	<ul style="list-style-type: none">• To apply knowledge of coastal management strategies to design a coastal community.