



ORCHARD PRIMARY SCHOOL

PROJECT BASED CURRICULUM POLICY

Rationale

In accordance with the Education Reform Act 1988, subsequent Education Acts, and the current National Curriculum for England school must provide History, Geography, Art and Design and Technology as part of the National Curriculum for all registered pupils.

At Orchard Primary School we believe that teaching and learning in these subjects is important because they stimulate creativity, enquiry, imagination and inventiveness. Together they form a core part of what we entitle the Creative Curriculum, taught through a project approach.

History stimulates the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Geography provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. We teach children to explore the relationship between the Earth and its people. Geography stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes. We encourage children to learn by experience and we value fieldwork as an integral part of geographical learning, through visits and school journeys.

Art gives children the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities.

Design Technology, including cooking, prepares children to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for children to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all pupils can become discriminating and informed users of products, and become innovators.

Aims

At Orchard Primary School we aim to offer opportunities for children to:

In History:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- To develop a sense of chronology.
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education.
- To understand how Britain is part of a wider European culture and to study some aspects of European and World history.
- To have some knowledge and understanding of historical development in the wider world.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

In Geography:

- To develop the knowledge, skills and understanding laid down in the Geography orders, to the maximum of their potential.
- To make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- To extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the World.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world about them and to respect other peoples beliefs, attitudes and values.
- To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To develop interest and enjoyment of geographical experiences and build confidence and understanding.
- To recognise and understand issues concerning the environment and sustainable development.

In Art:

- To foster an understanding and enjoyment of art, craft and design
- To experience a broad and balanced range of art activities and show progression within these experiences
- To show development of ideas and children's own skills through the use of a sketchbook
- To develop children's ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- To develop use of a range of tools, media and processes
- To develop an understanding of the work of artists, crafts people and designers
- And for children apply this knowledge to their own work
- To provide opportunities for studying historical, cultural and religious art through art, extend and enrich other curriculum areas

In Design Technology

- To make successful and satisfactory progress in the skills, knowledge, concepts and understanding of design and technology.
- To develop a confident and positive attitude towards design and technology.
- To enjoy and gain satisfaction from design and technology.
- To develop an appreciation of the man-made world around them.
- To develop observational skills to help them assimilate ideas to use in all their work.
- To develop skills to solve problems in an imaginative and creative way.
- To develop the skills to communicate effectively using specialised vocabulary relevant to design and technology.
- To develop the confidence to share their ideas and opinions on design and technological issues knowing that they will be valued.
- To recognise the importance of design and technology as a vehicle for using skills which have been learnt in other areas of the curriculum.
- To develop an appreciation of the variety and nature of materials and the ways in which they may be used to create products.
- To develop economic awareness and good organisational skills when using their materials.
- To use materials creatively, developing initiative and practical problem-solving skills.
- To develop an awareness of the potential dangers involved in design and technology together with an understanding of the need for safety and willingness to follow rules to develop high expectations of their own standards of achievement and to appreciate it in others.

Teaching and Learning

Class teachers plan for the Creative Curriculum by linking their planning to the Power of Reading in a Project Based planning approach. In their Long Term Plan, teachers indicate which elements of the National Curriculum programme of study for History and Geography allocated for their year group (see Appendix A) will be covered within each project. In the National Curriculum Contents and Skills documents (see Appendix B) teachers indicate which skills are to be covered in which project. This document also doubles as a record of skills coverage to ensure there are no gaps in coverage.

Staff use a variety of teaching and learning styles in lessons relating to the project theme and children's abilities and experience. Activities are planned using the CLPE Power of Reading text as a starting point and relate to a variety of cross-curricular links. Our planning includes opportunities for children: to work individually, in pairs or in larger groups; make preliminary investigations; have first-hand experiences; use a range of resources (primary and secondary, two and three dimensional); to evaluate their own work and to respond to teacher feedback. Children also wish to see that their work is valued, celebrated and displayed around the school.

If pupils are to gain maximum access to the Curriculum and demonstrate achievement, careful planning and thoughtful imaginative teaching will be essential. The school uses its own planning proforma to map planning.

The long-term plan (see Appendix C) maps projects studied in each term during each school year, indicating the core texts and the aspects of the curriculum to be covered as part of the project or as a discrete and separate subject if no obvious links can be made. Some projects will have a more obvious creative focus than others, but the core principle is for balance throughout the year.

As the basis for our medium-term plans (see Appendix D), we use the Power of Reading texts, and make links through the National Curriculum content, with a balanced planning focus on skills. These plans are kept and evaluated on a regular basis. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

The class teacher writes an outline for each lesson (short-term plans) on a daily/weekly planner (see Appendix E). These list the subjects covered, the specific learning objectives of each lesson, success criteria/steps for learning, learning activities, differentiation, assessment opportunities, resources and evaluation.

All planning is kept and organised in the 'All Other Planning' file.

Expectations of work

Children's work in the Creative Curriculum is kept in a project folder, changed each term.

History and Geography- there is an expectation of longer pieces of written work, as per the OFSTED report. There needs to be a balance of shorter explanations and extended pieces approaching the standard required in Big Writing for a year group, and it should be marked in accordance with the marking policy. Some extended writing can be seen in RE, Science and PSHE too.

The project folder should contain history, geography and related PSHE work, as well as art and DT (plans and photos). With emphasis on Creativity, there needs to be less in the way of worksheets as these are restrictive, less clear on differentiation and do not always encourage neatness of presentation. Maps and writing support frames are a clear exception here.

Role of the Subject Leader

- To advise and support staff in planning teaching and learning of the Creative Curriculum subjects.
- To monitor teachers' planning as part of on-going subject monitoring and evaluation of practice.
- To use feedback from monitoring to develop an action plan with realistic and developmental targets
- To audit, identify, purchase and organise resources, ensuring they are readily available and well maintained.
- To keep a portfolio of children's work to evidence progression and examples of good practice.
- To develop valid activities appropriate for children at different stages of development and which enable pupils to progress in the subject and to have regard to the three principles for inclusion: setting suitable learning challenges: responding to pupils' diverse learning needs: overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Producing annual development plans including costings and priorities which can help inform the school development plan.
- Liaising with relevant organisations regarding the subject.

Assessment

(Please cross reference the Feedback and Marking Policy and the Assessment and Record Keeping Policy)

We assess children's work in by making judgements as we observe them during each lesson and in feeding back to the children. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of

work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year. This is recorded on Classroom Monitor, the school's electronic record of attainment and progress. Progress in each subject is monitored on an ongoing basis and recoded at the end of each term by the Assessment Coordinator.

Resources

There are sufficient resources for all history and geography teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research.

Each class has a core stock of art materials. Additional resources for art, and equipment for DT is kept in the DT cupboard, and additional paper is stored in the stock cupboard.

Children will also use Secondary resources. The internet is an invaluable resource for historical and geographical information as well as artist's work and we have a good collection of school library books relating to a range of topics. All the major museums and galleries have sites that are informative and often child appropriate.

Monitoring

Monitoring of the standards of children's work and of the quality of teaching in the Creative Curriculum is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of each subject, being informed about current developments, and providing a strategic lead and direction for the subjects in the school. The subject leader gives the Headteacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Equal Opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

Differentiation

All children have access to all aspects of the curriculum, Regardless of their ability. The Creative Curriculum forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our creative teaching approach we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Teaching needs to take into account the varied abilities, attitudes and individual needs of the children. Lessons can be differentiated by task, resource, level of support or by outcome. If a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs. Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class. A number of children have been identified as having a real talent (see Gifted & Talented list)

The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils. As a school we have done this through improving the learning environment to increase the extent to which disabled pupils can participate and take advantage of the curriculum both inside and outside school.

Health and Safety

We enable pupils to have access to the full range of activities involved in learning history. Risk assessments are carried out by the class teacher for activities where a risk assessment is deemed appropriate. The risk assessment is completed using the school's proforma, which requires the signature of the Headteacher and Health and Safety Governor.

With specific reference to Design Technology, Cooking and Art: all pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with children will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's first aid policy. The school may decide that it will make its own specific ruling on the use of certain tools or processes. Particular care needs to be taken with the following: saws, craft knives and other sharp tools; glue guns and other heated tools.

Cross-curricular links

The Project based approach to learning allows for opportunities will be provided to develop children's; acquisition, understanding and use of vocabulary; creative skills; knowledge and understanding of the world around them; sense of time and place; awareness of the ideas, attitudes and beliefs of others within linked activities between other subjects.

Planning to establish cross-curricular links will enhance the quality of teaching *per se*.

Computing

Children use software to explore shape, colour and pattern in their work e Art. All children can collect visual information to help them develop their ideas by using the digital cameras. The children also use the Internet to find out more about the lives and works of famous artists and designers, about design processes and places and people around the globe. Children use computers to enhance their skills in data handling and in presenting written work. Children have the opportunity to communicate with other children in other schools and countries by using e-mail.

English

The creative curriculum contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. An enquiry based approach contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Power of Reading are specifically historical or geographical in focus. Children develop oracy through discussing I questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through other extended writing.

Mathematics

The Creative Curriculum contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics. Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

PSHE

The Creative Curriculum contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development (SMSC)

When teaching the Creative Curriculum, we contribute to the children's spiritual development. Children learn about the role of the church in society and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

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