Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 29:

Discovery Policy

Last Review Date : November 2017

Next Review Date : November 2019

Signed : .................................................. Date : .................................
Headteacher

Signed : .................................................. Date : .................................
Chair of Committee
THE CREATIVE CURRICULUM AT PENWORTHAM PRIMARY SCHOOL: Our Discovery Curriculum

Background:
For seven years, Penwortham successfully used the International Primary Curriculum (IPC) for the teaching and learning of Science and the foundation subjects. The IPC was transformative with regard to planning, teaching and learning and many of its elements have therefore been retained. However, with the advent of the new National Curriculum in September 2014, it became increasingly problematic to ensure coverage of the new requirements. In addition, the thematic approach of the IPC also made it more challenging for Year 2 and 6 teachers to derive and report accurate Science assessments for pupils at the end of the Key Stages. Meanwhile, pupil voice had revealed a diminishing awareness of subject disciplines.

Launch:
Our Discovery Curriculum was therefore created by our curriculum leaders for the teaching and learning of the Foundation subjects, in Years 1-6. Launched in September 2016, it covers:

History
Geography
Art
Design & Technology

It is designed to help children learn the essential knowledge, skills and understanding for each of these subjects, as set out in the National Curriculum of 2014.

Cross-curricular links:
Wherever possible and appropriate, links are also made with the teaching and learning of English, Mathematics and PSCHE. In English, for example, the curriculum map features focus texts which are largely drawn from the Discovery topic theme.

Core Values:
The Discovery Curriculum also plays a key role in how our school’s Core Values are brought to life and embedded throughout our pupils’ learning. Our Core Values are:

Respect
Nurture
Creativity
Collaboration
Your education should help you use and develop your talents and abilities.

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Aspiration
Equality
Excellence
Courage
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How the Discovery Curriculum is structured:

Each term has a shared subject focus for Years 1 to 6:

**Autumn:** ‘We are Historians’

**Spring:** ‘We are Geographers’

**Summer:** ‘We are Innovators’

The Core Values which best match each subject focus have been linked and, within each term, each Year Group has a specific topic which relates to the subject area.

<table>
<thead>
<tr>
<th></th>
<th><strong>Autumn</strong></th>
<th><strong>Spring</strong></th>
<th><strong>Summer</strong></th>
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<tbody>
<tr>
<td></td>
<td><em>We are Historians</em></td>
<td><em>We are Geographers</em></td>
<td><em>We are Innovators</em></td>
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<td><strong>School values:</strong></td>
<td>Equality</td>
<td>Respect</td>
<td>Aspiration</td>
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<td></td>
<td>Courage</td>
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<td></td>
<td>Excellence</td>
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<td>Collaboration</td>
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<tr>
<td>Year 1</td>
<td>The Great Fire of London</td>
<td>Weather</td>
<td>Clothes</td>
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<td>Year 2</td>
<td>Significant People (including a Black History focus)</td>
<td>Our World</td>
<td>Performance</td>
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<td>Year 3</td>
<td>Early Humans</td>
<td>Rainforests</td>
<td>Fair Trade</td>
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<td>Year 4</td>
<td>Ancient Greece &amp; the Roman Empire</td>
<td>Active Planet</td>
<td>The Environment</td>
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<td>Year 5</td>
<td>Anglo-Saxons &amp; Vikings</td>
<td>Rivers</td>
<td>Technology</td>
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<tr>
<td>Year 6</td>
<td>Britain at War</td>
<td>Biomes</td>
<td>The Arts</td>
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National Curriculum:
The combination of the topics planned, ensure that the National Curriculum statutory programme of study for the foundation subjects is taught, during the year. Each Year group has an overview document detailing the coverage which should be achieved.

A Yearly overview of National Curriculum coverage:

<table>
<thead>
<tr>
<th>School Values</th>
<th>Equality</th>
<th>Courage</th>
<th>Excellence</th>
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<tbody>
<tr>
<td><strong>Autumn Term</strong></td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td>- Chasing the Sun: Light and shadow - light - making shadows, using simple equipment - making predictions using shadow length - shadows and their uses - shadows and the sun's movement - shadows and the moon’s movement - shadows and their uses</td>
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<tr>
<td><strong>History</strong></td>
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<td>- The Great Fire of London - making a model of London - researching the Great Fire of London - making a model of the city - exploring the city - researching the history of the city</td>
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<td><strong>Eyeight</strong></td>
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<td>- The importance of the human body - the muscular system - the skeletal system - the nervous system</td>
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<tr>
<td><strong>Teaching &amp; Learning</strong></td>
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<tr>
<td>- The learning journey through each Discovery topic</td>
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</table>
| Before each topic begins, the children are asked to share their prior knowledge of the upcoming topic and to pose any questions or suggested areas of inquiry. Children are asked to write and stick these questions and suggestions around an ‘Ask-it basket’ on the topic display board. This gives all pupils the opportunity to contribute to the planning for the topic, thus ensuring they have ownership of their learning. Teachers make time to review the ‘Ask-it basket’ as the topic progresses and invite pupils to remove and add questions.

Topic overview:
An overview of the topic is shared with pupils and glued into their Discovery books as a ‘title page’. A curriculum map for parents is made available on the school website.

From entry to exit point:
Each topic will then begin with an *entry point* or hook which grabs the children’s imagination and launches the topic in an exciting way.

The topic should then be planned to lead towards an *exit point* in which pupils can demonstrate what they have learnt. The exit point should be shared with the children from the outset so that they have a sense of what the whole class (and year group) is working towards. Exit points can take a variety of forms but could include a performance for parents or another year group, an exhibition or a challenge designed as an opportunity to apply new skills.
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Trips:
Each year group is able to make two visits (or have two visitors e.g. to run a workshop), each school year. In addition, any number of local visits or visitors from the local community is allowed (i.e. those without a cost). To this end, the school has a Parents Skills Database, featuring parents who have volunteered to come into school to share particular skills, knowledge or experience.

Planning:

A focus on skills:
Topics should avoid being too ‘content heavy’ by placing the emphasis on skills. In this way the focus is put firmly upon the over-arching name for each topic. For example, during ‘We are Historians’ pupils should be encouraged to think and act like Historians, developing their skills of observation, questioning, analysis and deduction.

Planning documents:
Each Year Group has the following documents to support their planning:
The curriculum overview: Featuring the focus Values, suggested trips and texts for English.
The curriculum map: Featuring National Curriculum objectives to be covered.

Planning is to be completed on the Discovery planning format, for Years 1-6:

![Planning Format Diagram]

All planning documents and formats are saved at: P:\Staff 2017-18\Discovery

Assessment:
Each subject, which the Discovery Curriculum includes, has an accompanying assessment spreadsheet, which features the key skills covered during the topic. Teachers assess pupils as having: met, exceeded or working towards the target.

Monitoring:
Regular monitoring is an essential part of our Discovery Curriculum, particularly pupil voice. Pupil voice played a vital role in helping to shape the new curriculum during its launch year and continues to be a key tool in helping to refine it and ensure it is engaging all our pupils and meeting their diverse needs and interests.