

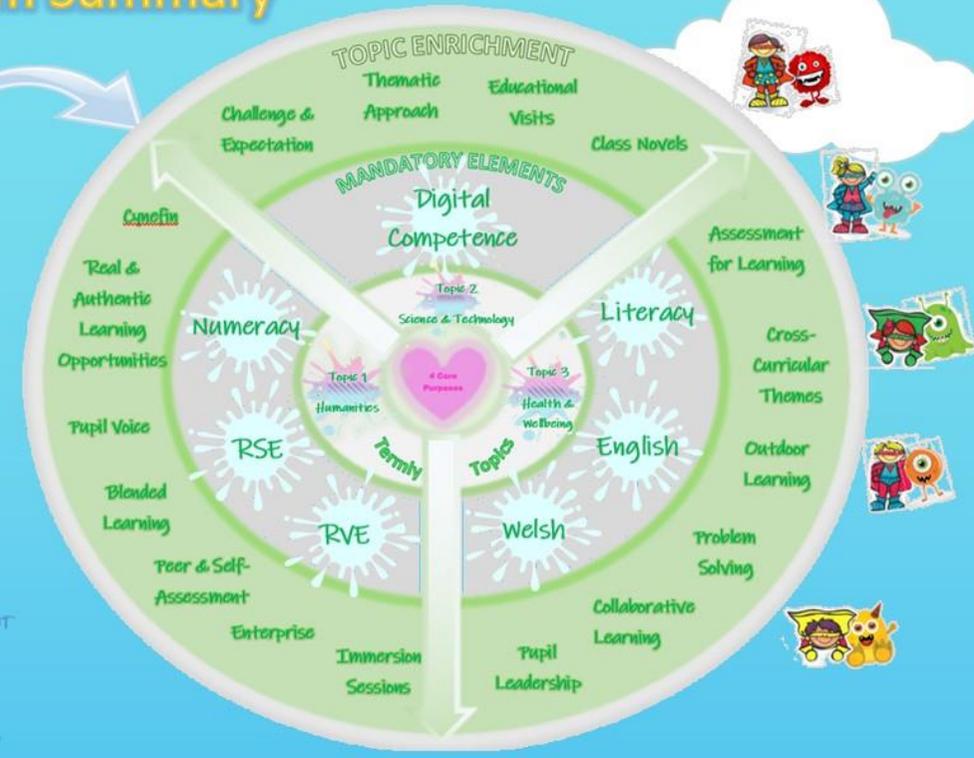
Glanhwy Primary School Curriculum Summary



AUTUMN TERM TOPIC
Humanities based cross-curricular topic: incorporates all 6 AoLEs through a Humanities theme which includes daily lessons on Languages, Literacy & Communication (LLC) and Mathematics & Numeracy and a significant Expressive Arts Project.

SPRING TERM TOPIC
Science based cross-curricular topic: incorporates all 6 AoLEs through a Science & Technology theme which includes daily lessons on Languages, Literacy & Communication (LLC) and Mathematics & Numeracy and a significant Expressive Arts Project.

SUMMER TERM TOPIC
Health & Wellbeing based cross-curricular topic: incorporates all 6 AoLEs through a Health & Wellbeing theme which includes daily lessons on Languages, Literacy & Communication and Mathematics & Numeracy and a significant Expressive Arts Project.



Please see the following pages for further information on each of these elements of our curriculum design at Glanhwy.



Learning together, growing together

Vision & Values

Assessment Arrangements

Nursery and Reception pupils complete Foundation Phase Baseline

Ongoing informal teacher assessments recorded throughout the year.

Annual personalised assessments completed by learners in years 2 to 6.

Ongoing informal and diagnostic assessments recorded throughout the year.

Our Vision and Values



Glanhowy Primary School is committed to developing and refining a curriculum which takes into account the views of all stakeholders. Our vision and values underpin the decisions we make on curriculum design. Having sought the views of pupils, parents, staff, Governors and local employers we have altered our vision statement to **‘Learning together, growing together,’** and the values you see here illustrated as apples on a tree of knowledge show the values which underpin all that we do in school.



Have your say!

Our curriculum offer, vision and values are regularly reviewed to ensure it prepares our learners well for an ever changing world and your opinion matters to us. If you would like to share your thoughts on what you think is important for children who are growing and learning in Wales today then scan the QR code to take part in our survey which on average takes approximately 4 minutes to complete.



The Four Core Purposes at the heart of the Curriculum for Wales

The Curriculum for Wales is a purpose led curriculum which aims to enable our learners to develop in four core ways throughout their journey in formal education from 3 to 16 years old;

Ambitious,
capable
learners,

ready to learn
throughout their lives

Enterprising,
creative
contributors,

ready to play a full
part in life and work

Ethical,
informed
citizens

Of Wales and the
world.

Healthy,
confident
individuals,

Ready to lead fulfilling
lives.

Enabling learners to progress in relation to these purposes is at the heart of our curriculum and informs all developments in relation to the school's curriculum and assessment arrangements.

How does our DR ICE ideology support the Four Core Purposes?

Deep Thinking



Dotty and Dai support our learners in becoming **ambitious, capable** and **informed citizens**.

Role-Model



Rodney and Roxi support our learners in becoming **ethical, informed, healthy** and **confident individuals**.

Impact



Izzy and Idris support our learners in becoming **ambitious³, capable, ethical** and **informed contributors**.

Challenge



Charlie supports our learners in becoming **ambitious, capable, healthy** and **confident**.

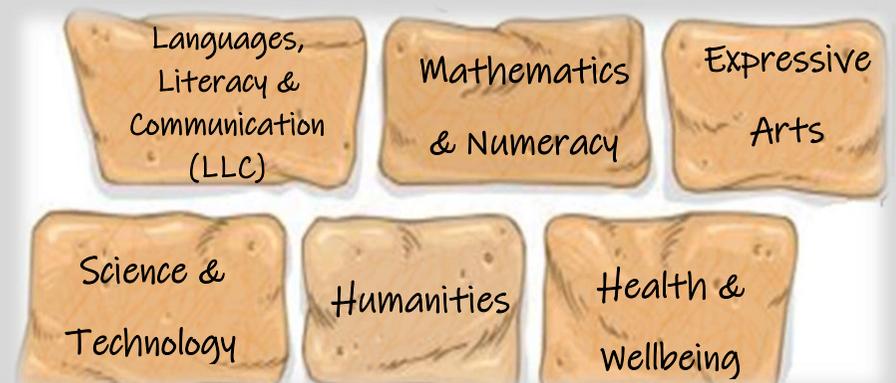
Engage



Eddie supports our learners in every element of the four purposes!

Areas of Learning and Experience (AoLE's)

The following six areas of learning and experience (AoLE's) are the building blocks of our curriculum and each area focuses on how we can enable pupils to make progress towards the four purposes. Each AoLE is led by members of staff who ensure breadth of coverage across the school, monitor standards and progression in all of our learners and champion new experiences and innovations in learning and teaching.



Each AoLE has a Policy and Curriculum Map which is a working document and is updated annually. These documents go into further detail on how each of the four core purposes are experienced through each individual AoLE and how our curriculum at Glanhwy incorporates the big ideas of What Matters in each AoLE through learning and teaching.

HUMANITIES AoLE POLICY AND CURRICULUM MAPPING

What is Humanities and why is it important?
The Humanities Area of Learning and Experience seeks to awaken a sense of wonder, fuel the imagination and inspire learners to gain in knowledge, understanding and respect. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change and help to develop the skills necessary to interpret and articulate the past and present.

The area encompasses geography, history, religion, culture and ethics to explore the human condition and social structures. These disciplines share many common themes, concepts and transferable skills, whilst having their own discrete body of knowledge and skills.

Aims of this policy:

- To share the role that humanities plays in enabling learners to develop towards achieving the Four Core Purposes.
- To demonstrate how Humanities teaching and learning contributes towards a broad and balanced curriculum at Glanhwy Primary School, suitable for learners of differing ages, abilities and needs.
- To demonstrate how the planning and teaching of Humanities topics provides appropriate progression for learners and includes a range of provision to ensure this.
- To provide examples of how planning, teaching and learning incorporates the What Matters statements.
- To show how the curriculum is designed at Glanhwy Primary School.

Information on the roles and responsibilities of stakeholders, assessment, reporting and recording and school monitoring and evaluation procedures can be found in the Curriculum for Wales Policy which acts as an umbrella policy over all AoLE's.

HUMANITIES AND THE FOUR CORE PURPOSES FOR WALES

As they explore their locality and Wales, as well as the wider world, learners can establish a solid base of knowledge and understanding of geographical, historical, religious, non-religious, business and social studies concepts. This exploration will encourage learners to participate in different methods of enquiry, evaluate the evidence that they find, and apply and communicate their findings effectively. These experiences, in and outside the classroom, will help them become ambitious, capable learners, ready to learn throughout their lives.

Humanities is central to learners becoming **ethical, informed citizens of Wales and the world**, to contemporary and historical contexts. Investigation and exploration of the human experience in their own locality, elsewhere in Wales and in the wider world, can help learners discover their heritage and develop a sense of place and identity. It also promotes an understanding of how the people of Wales, its communities, history, culture, landscapes, resources and industries, interrelate with the rest of the world. Contrasting different perspectives will help to promote an understanding of the ethnic and cultural diversity within Wales. Taken together, these experiences will help learners appreciate the extent to which they are part of a wider international community, fostering a sense of belonging and encouraging them to contribute positively to their communities.

It is important that learners have opportunities to discuss and explore their personal perspectives on religious and non-religious viewpoints, ethical challenges and social inclusion issues. Likewise, opportunities to explore the natural world, local, wider and beyond Wales, will help foster in them a sense of place and of well-being. These experiences will help develop learner resilience, build independence, and increase self-confidence and self-esteem. This will support the development of **healthy, confident individuals, ready to lead fulfilling lives as valued**

It is important that learners reflect upon the impact of their actions and those of others, and how such actions are influenced by interpretations of human rights, values, ethics, philosophies, religious and non-religious views. Though being encouraged to engage with respect and challenge a variety of viewpoints, as well as to understand how to exercise their democratic rights, learners can imagine possible futures and take local action. Such critical engagement with local, national and global challenges and opportunities past and present will help learners become **enterprising, creative contributors, ready to play a full part in life and work**.

WHAT MATTERS IN HUMANITIES?

How does teaching and learning at Glanhwy reflect the WHAT MATTERS

Empire, exploration and investigation inspire curiosity about the world, its past, present and future.

- Y4 Henry spent the equiv of £20, 500, 000 on renovations to Hampton Court Palace while his people were starving? Compare to money spent on Windsor Castle after fire a few years ago. How do we react differently in modern times?
- Y5: Using maps, what was life like on the Nile?
- Y4 Sir Francis Drake Here or Visigo?
- Y4 How did people in Elizabethan England enjoy themselves?
- Y4 How did people in Elizabethan England enjoy themselves?
- Y2 Design a traditional Greek Building and then build it in Minecraft
- Y8 Native American History Research, design, create and present posters
- Y8 Interviewing Henry's VII's six wives
- Y5 Investigating how important the River Nile was to civilisations in Ancient Egypt.
- Y4 Interviewing Henry's VII's six wives
- Y5 Investigating how important the River Nile was to civilisations in Ancient Egypt.

Human societies are complex and diverse, and shaped by human actions and beliefs.

- Y4 How did people in Elizabethan England enjoy themselves?
- Y8 Native American History Research, design, create and present posters
- Y8 Interviewing Henry's VII's six wives
- Y5 Investigating how important the River Nile was to civilisations in Ancient Egypt.

Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

- Y4 Henry spent the equiv of £20, 500, 000 on renovations to Hampton Court Palace while his people were starving? Compare to money spent on Windsor Castle after fire a few years ago. How do we react differently in modern times?
- Y5: Using maps, what was life like on the Nile?
- Y4 Sir Francis Drake Here or Visigo?
- Y4 How did people in Elizabethan England enjoy themselves?
- Y2 Design a traditional Greek Building and then build it in Minecraft
- Y8 Native American History Research, design, create and present posters
- Y8 Interviewing Henry's VII's six wives
- Y5 Investigating how important the River Nile was to civilisations in Ancient Egypt.

Our natural world is diverse and dynamic, influenced by processes and human actions.

- Y4 Henry spent the equiv of £20, 500, 000 on renovations to Hampton Court Palace while his people were starving? Compare to money spent on Windsor Castle after fire a few years ago. How do we react differently in modern times?
- Y5: Using maps, what was life like on the Nile?
- Y4 Sir Francis Drake Here or Visigo?
- Y4 How did people in Elizabethan England enjoy themselves?
- Y2 Design a traditional Greek Building and then build it in Minecraft
- Y8 Native American History Research, design, create and present posters
- Y8 Interviewing Henry's VII's six wives
- Y5 Investigating how important the River Nile was to civilisations in Ancient Egypt.

HUMANITIES CURRICULUM MAP

Literacy in Humanities: Examples from across the school include: Oracy, Debate, Presentation and retelling, Reading, Comprehension, research, self and peer assessment, Writing newspaper reports, explanations, chronological and non-chronological reports, persuasive letters and posters, adverts and posters.

Digital Competency through Humanities: Examples from across the school include: Word processing, using digital technology to connect and communicate with others, collaborating on online projects, use appropriate strategies for finding information online, combining a range of multimedia components to achieve a desired outcome, creating and exploring data.

Numeracy in Humanities: Examples from across the school include: Data collection: tally charts, pictograms, line graphs, bar graphs and pie charts. Measures: miles, meters, area and perimeter.

Blended Learning: Extensive blended learning opportunities are available through Humanities topics across the school from Nursery to Year 6. Excellent examples can be seen on Google Classroom, Flipgrid, JustDozy, Mathletics & Sunbug, MyON and Reading Bugs.

Peer and Self Assessment: There are many examples of peer and self assessment in Humanities from across the school. Examples include: Y4 Interviewing Henry's VII's six wives

Collaboration: Examples of collaborative pieces of work from across the school include: Y2: Researching the culture of Wales

Visitors in Humanities: A Roman Emperor, PC Powell, A local bard

More Able and Talented Provision in Humanities: Examples of opportunities for our most able pupils include: Opportunities to lead learning for small groups, Enquiry-based learning, examples include: How has the Hudson River changed over time? How did people in Elizabethan England enjoy themselves?

Showcase Events: WW2 Museum, Pupil Voice, Immersion days, Listening to Learners

Field Trips: St Fagan's, Llanedeyr Fawr, We the Curious, Caerleon

Exploration of Tregleag and Wiler Wales: Opportunities include: Compare the work of Marilyn Evans to our town, Design a homepage for the town of Tudegag.

Wales Across the Curriculum: Will feature two pieces of Welsh 2nd Language across the curriculum. These pieces of work can be found in pupils' topic books.

Minicraft: Bringing History and Geography to life: Y4 Interviewing Henry's VII's six wives

VR Glasses: Bringing History and Geography to life - adding enquiry and problem solving

Y4 Interviewing Henry's VII's six wives

Y5 Investigating how important the River Nile was to civilisations in Ancient Egypt.

Y4 Interviewing Henry's VII's six wives

Y5 Investigating how important the River Nile was to civilisations in Ancient Egypt.

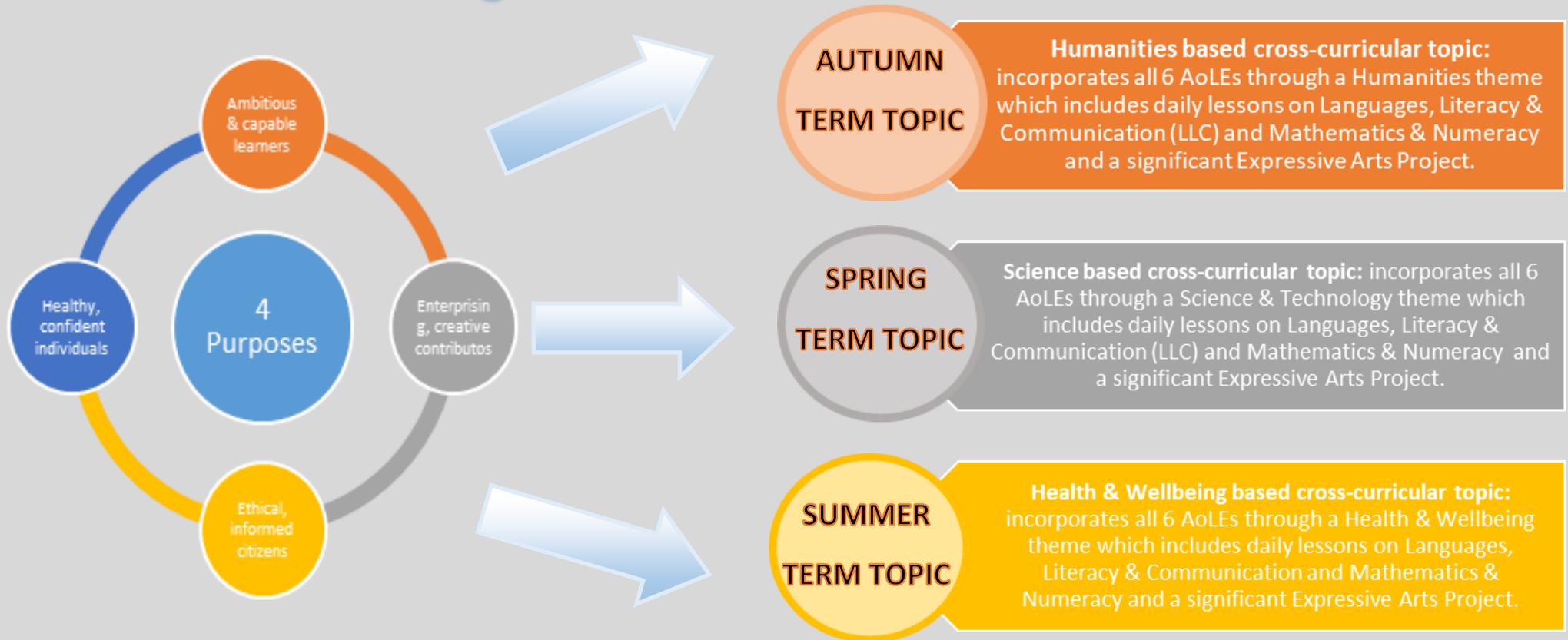
Y4 Interviewing Henry's VII's six wives

Y5 Investigating how important the River Nile was to civilisations in Ancient Egypt.

What Matters? The big ideas

Each of the six AoLE's is made up of key concepts called 'statements of what matters'. These statements are mandatory elements of the curriculum which are an essential part of the school's curriculum design. We use these statements to guide our curriculum content, understand how learning will support progression within the AoLE, and allow us to explore topics, activities and projects. The Statements of What Matters for each AoLE are listed on page 6.

When do we teach the big ideas?



Each term at Glanhowy learners experience a different topic in their class. All topics have strong cross-curricular themes and will cover elements of What Matters from all of the AoLE's but they will predominantly lend themselves to one AoLE (**Humanities, Science & Technology** or **Health & Wellbeing**) and group of corresponding What Matters Statements. **Expressive Arts** will enrich all three topics, covering a different discipline in each term as a significant project inspired by and fully emerged within the topic. Daily **Literacy** and **Numeracy** lessons will be taught through the topic theme to make learning in Literacy and Mathematics real and authentic and enrich their learning across the curriculum. Each term will also provide our learners with opportunities to develop their oracy, reading and writing **Welsh 2nd Language** skills through the context of the topic.

Statements of What Matters

LLC

Languages connect us.

Understanding languages is key to understanding the world around us.

Expressing ourselves through languages is key to communication.

Literature fires the imagination and inspires creativity.

Mathematics & Numeracy

The number system is used to represent and compare relationships between numbers and quantities.

Algebra uses symbol systems to express the structure of mathematical concepts.

Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.

Statistics represent data, probability models chance and both support informed inferences and decisions.

Science & Technology

Being curious and searng for answers is essential to understanding and predicting phenomena.

Design thinking and engineering offer teczical and creative ways to meet society's needs and wants.

The world around us is full of living things which depend on each other for survival.

Matter and the way it behaves defines our universe and shapes our lives.

Forces and energy provide a foundation for understanding our universe.

Humanities

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

Events and human experiences are complex and are perceived, interpreted and represented in dfferent ways.

Our natural world is diverse and dymnic, influenced by processes and human actions.

Human societies are complex and diverse, and shaped by human actions and beliefs.

Informed, self-aware citizensengage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Expressive Arts

Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.

Responding and reflecting both as an artist and audience, is a fundaatmental part of learning about and through the Expressive Arts.

Creative work combines knowledge and skills using the senses, inspiration and imagination.

Health & Wellbeing

Developing physical health and well-being has life long benefits.

How we process and respond to our experiences affects our mental health and emotional wellbeing.

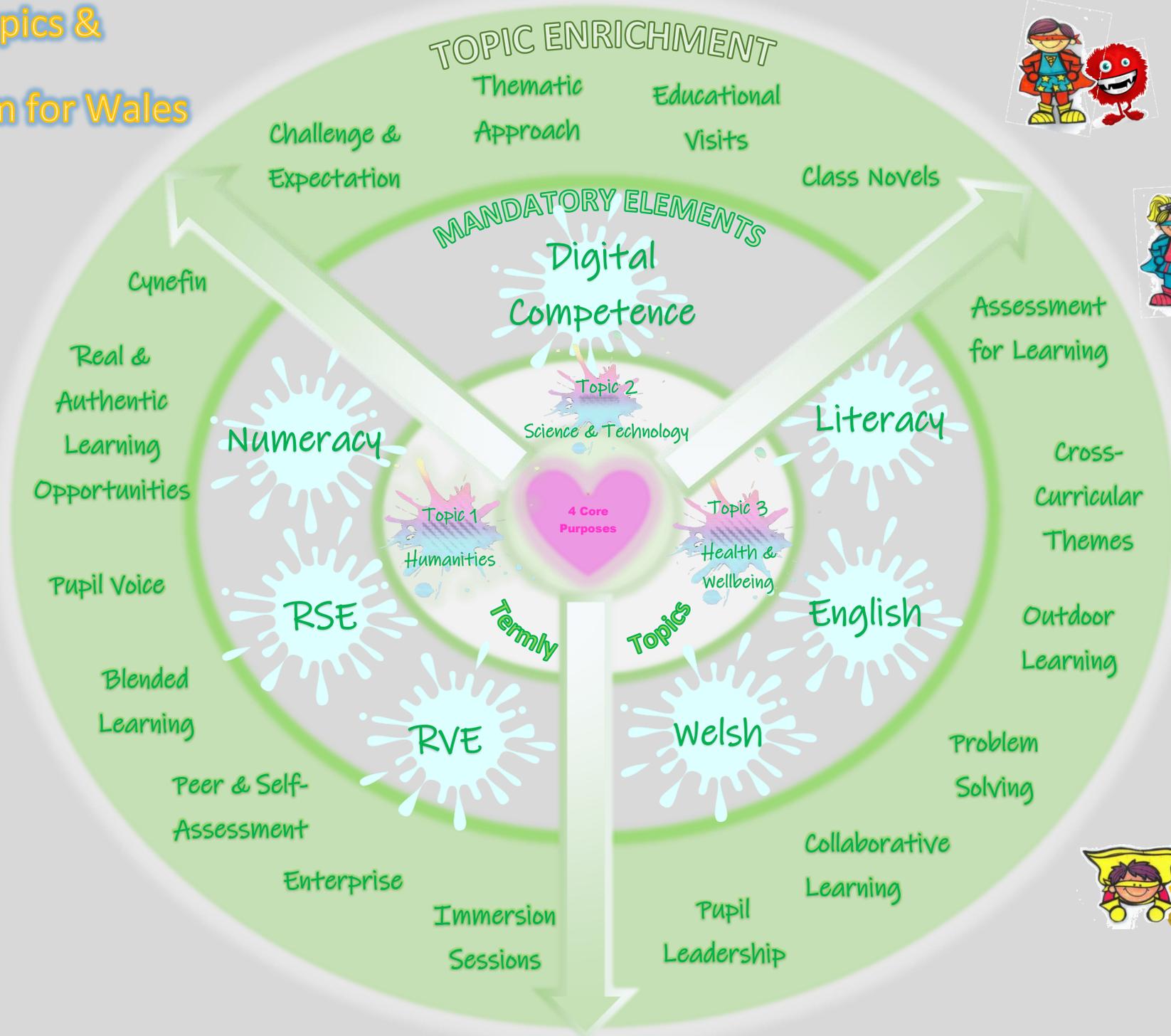
Our decision making impacts on the quality of our lives and the lives of others.

How we engage withsocial influences shapes how we are and affects our heald and well-being.

Healthy relationships are fundamenatl to our wellbeing.

Termly Topics & Curriculum for Wales

This infographic illustrates how each topic is built, starting with the **4 core purposes** at the centre and permeating every layer of planning, learning and teaching ending with our DRICE characters who support our pupils with their personal development towards the purposes every day during learning and teaching and play time. Each class topic incorporates all of the elements of each layer to form **enriched**, and **engaging** topics with **breadth** and **purpose**.



Assessment & Progression



When our pupils are joining us at Nursery and/or Reception age they will be assessed on entry using the **Foundation Phase Baseline**. This assessment enables our class teachers to identify where each child's strengths and areas for development are so they can begin focused teaching immediately to ensure that each pupil begins makes progress from their starting points.



At Glanhowy we are invested in the development of the whole child, class teachers assess pupil **wellbeing** and **attitudes to learning** on an ongoing basis. Where we feel it is necessary and with parental consent we have a number of pupil wellbeing interventions to help support our pupils in this area.



Each of the **statements of what matters** are divided into **progression steps** which the class teachers assess pupils against at frequent intervals throughout the year. Some assessments will be made based on formal or diagnostic assessments conducted periodically throughout the academic year (including annual personalised assessments for learners in years 2 to 6) but many assessments will be made through more informal methods such as observations, marking of pupils work, project or activity outcomes etc. Class teacher's record assessments on a platform called Taith360 which allows the effective transition of assessment information between classes, teachers and schools as well allowing us to track pupil progress across the school.



Pupils at Glanhowy are given frequent opportunities to assess their own work and that of their peers. **Self and peer assessment** plays a key part in pupils taking ownership of their own learning and progress.



Where pupils are not yet working towards the first of the progression steps, pupils are assessed using PCerts and use the principles explained in **Enabling Pathways** to ensure we plan, design and implement an appropriate curriculum for learners who are in the period of learning leading to progression step 1.



Class teachers will report to parents on the progress of individual pupils in their class at twice yearly **learning review meetings** and in written form in the **annual reports to parents** in summer term.