

**Delta Primary School**  
**Curriculum, Teaching and Learning**  
**February 2022**

## **Summary**

We view the curriculum as the **totality** of every planned and unplanned experience or interaction that pupils encounter within our school. It informs every aspect of our practice and culture from **academic content** to the **personal development** of characteristics and virtues.

Our curriculum aims to improve the life chances of all pupils by ensuring each child becomes:

**A successful learner** who enjoys learning, understands how to learn and achieves well.

**A confident individual** with a body of knowledge, enabled to live a safe, healthy and fulfilling life.

**A responsible, respectful and active citizen**, empathetic, with the strength of character to contribute positively to society.

We ensure our pupils experience a broad and balanced curriculum and have a long-term memory of an ambitious body of knowledge. Our coherently planned curriculum uses the National Curriculum as the basis for subject content and expectations. It is planned and sequenced, so that new knowledge and skills build on what has been taught before, towards clearly defined end points. It informs what pupils need to know and be able to do to reach those points. We have structured this through our long term planning documents, criteria for progression of concepts, half-termly curriculum connections maps and session planning.

Curriculum content is underpinned by research-based understanding of how pupils learn, in particular the frequent retrieval of previously learned content, making connections to previous knowledge and experiences to strengthen pupils understanding and knowledge over time. To achieve this, we build in explicit teaching of curriculum connections across and between subjects, as well as flashbacks or retrieval practice.

Our curriculum reflects our school's local context by addressing typical gaps in pupils' knowledge and skills and is designed to give all pupils, particularly disadvantaged pupils and SEND pupils, the cultural capital they need to succeed in life through our Curriculum Drivers: Values, Oracy, Inclusion, Community, Enquiry. **VOICE**. These shape every aspect of school life, are embedded in teaching and learning and develop the child as a whole.

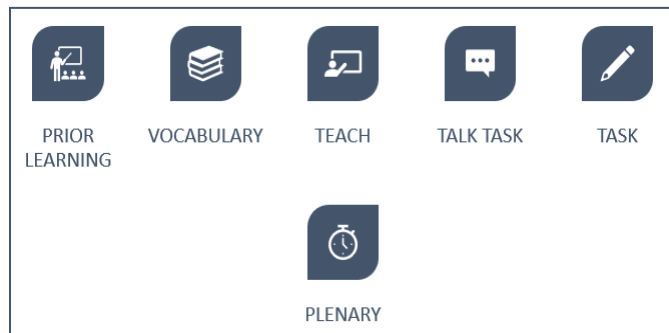
## **A knowledge rich curriculum**

1. We are embedding an ambitious, knowledge and vocabulary rich curriculum. Its purpose is to ensure all our pupils are equipped with the "cultural capital" necessary to succeed in life: "the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement." Ofsted Handbook, September 2019.
2. Cultural capital is the "golden thread:" through everything we teach. It includes experiences, art and knowledge from a variety of cultures and starts with a recognition that each child brings with them a wealth of their own cultural traditions and history. (Appendix 1)
3. We have developed a well-sequenced, knowledge-rich curriculum based on schemes of work produced by subject specialists. We use these to ensure progression of substantive and disciplinary knowledge of subjects, and then make relevant and meaningful connections to the local area, community and values to bring it to life and meet the needs of our pupils:

- **Phonics:** Read Write Inc.
  - **Comprehension:** MIDAS approach; Literacy and Language
  - **Writing:** “Delta writing sequence,” informed by “Literacy and Language” and Pie Corbett “Talk for Writing.”
  - **Oracy:** Voice 21
  - **SPAG:** Spelling Shed
  - **Maths:** Mathematics Mastery
  - **History, Geography, Science, Art:** Primary Knowledge Curriculum
  - **Computing; PSHE; French:** Kapow
  - **RE:** Discovery RE
  - **PE:** Elite Sport, Complete PE
  - **Music:** Kapow
4. The principles of our Knowledge-rich curriculum are:
- Knowledge is **valued** and **specified**
  - Knowledge is **well sequenced**
  - Knowledge is **taught to be remembered**
5. The content in our curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year.
6. We recognise and value each subject and teach them discretely, ensuring that our children develop a deep understanding and love of each distinct discipline. Where appropriate, links are made across disciplines to enable children to make meaningful connections (e.g. children learn about Northern Europe in geography before learning about the Vikings in history).
7. We specify exactly what we teach in each subject and communicate this with teachers and parents.
8. Our intended curriculum can be found in these documents:
- a. Our **whole school curriculum overview** (*outlines the units covered in each subject across the year*)
  - b. **Subject curriculum maps** (*details exactly what we cover in each subject, with additional detail showing what is covered in each lesson*)
  - c. **Our curriculum rationale/statement** (*sets out our approach to curriculum and our values*)
  - d. **Unit rationales** (*outlines the substantive knowledge, concepts and disciplinary knowledge taught in each unit, and how each unit fits in with the bigger curriculum picture*).
  - e. **The knowledge goals and assessment goals** set out in our planning documents for each subject (*Knowledge goals explain what we plan for all children to know by the end of each lesson, and the assessment shows what we expect children to commit to long term memory by the end of the unit*)
  - f. **Our knowledge organisers** (*outline some key knowledge and vocabulary that we want children to remember*) History, Geography, Science, Art, PE

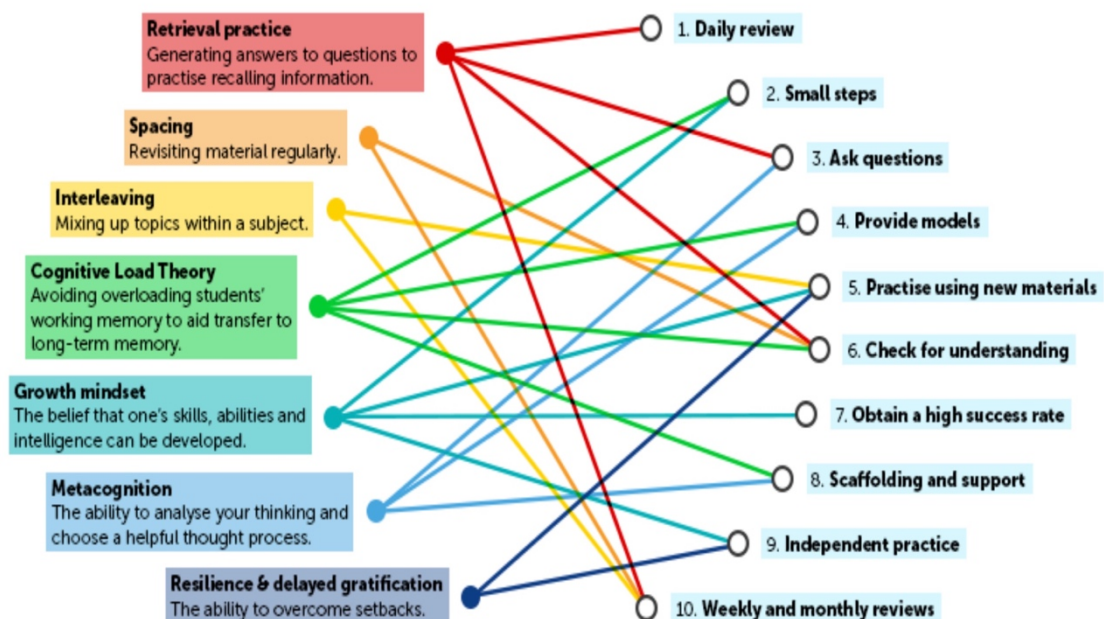
## Implementation

1. Our intended curriculum is translated over time in the classroom following a structured approach.
2. Teachers are provided with detailed documents for each unit, prepared by subject specialists, to support with subject knowledge and planning.
3. This ensures every teacher has secure subject knowledge and reduces workload, enabling teachers to spend more time thinking about how each lesson can be effectively enacted in their classroom to support their class.
4. Our teaching and curriculum design is based on evidence from seven main principles from cognitive science, linked to the Rosenshine Principles of Instruction.



## The **cognitive science** behind **Rosenshine's Principles of Instruction**

by @Inner\_Drive | innerdrive.co.uk



Each lesson starts with a **prior learning** review, where children are supported to retrieve prior knowledge and make connections. We have an emphasis on explicitly teaching **vocabulary**, and each lesson starts with introducing, orally rehearsing, and engaging with key vocabulary (e.g., looking at the etymology of new words). Key vocabulary is contextualised throughout the lesson and children are given opportunities to apply new words. We ensure **information is presented in small steps**, clearly **explained** and **modelled**, and children have many opportunities to **talk**, **answer questions**, **explain** their learning and **work independently**.

Throughout lessons, teachers **assess**/monitor pupil responses (e.g. through questioning, written and oral responses, Multiple Choice Questions, using Knowledge Organisers) and provide effective **feedback**.

## Consolidation and depth of Learning:

Pupils consolidate their retrieval of key **subject knowledge** and deepen their understanding of it, through the **application** of the knowledge through **subject skills and depth of learning**. “I hear and I forget. I see and I remember. I do and I understand. “

In order to develop understanding, pupils connect new knowledge with existing knowledge, develop fluency and unconsciously **apply** their knowledge as skills.

In order for pupils to acquire this greater **depth** of understanding they must first master the basics, which takes time. Therefore, within lessons, pupils gradually progress in their semantic strength and procedural fluency through three cognitive domains: **basic, advancing and deep**.

- **Basic:** Standard. Basic, routine, fundamental foundations (*Blooms: Remember*)
- **Advancing:** Application of the fundamentals (*Blooms: Understand/Apply/Analyse/Evaluate*)
- **Deep:** Inventive application of the fundamentals (*Blooms: Create*)

## Bloom's Taxonomy



As part of our progression model we use a different **pedagogical style** in each of the cognitive domains of basic, advancing and deep. For example:

**Basic:** Providing: direct instruction.

**Advancing:** Providing opportunities for pupils to: explain, organise, compare, contrast etc

**Deep:** Providing opportunities for pupils to: Investigate, explore, suggest, consider. develop, etc.

**Continuous provision**, in the form of daily routines compliments the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content. (eg telling the time; knowledge of the seasons, spelling, phonics, arithmetic, key vocabulary)

**See Appendix 2**

## Impact

The curriculum is the progression model. If pupils are able to demonstrate they are able to know and remember more against our curriculum expectations they are making good progress and attaining expected standards.

During and/after lessons, pupils are assessed through informal assessment techniques: questioning, conferencing, reviewing written work against learning objective/success criteria, short retrieval activities, flashbacks.

At the end of units, pupils are assessed using multiple choice questions, high quality conversations, use of the knowledge organiser and pieces of extended writing assessed against our unit expectations.

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## Personalising the curriculum to the needs of Delta children

**Our curriculum Drivers**, Values, Oracy, Inclusion, Community, Enquiry (VOICE), ensure we personalise the curriculum to the needs of our children and community.

### Values:

Through our curriculum, we teach children the importance of being **resilient** and aim to equip our pupils with the knowledge and understanding to be **responsible** citizens who show **respect**. We build in opportunities for pupils to discuss these values in action as they arise. For example, we learn about Helen Keller's remarkable **resilience** overcoming the adversity of being blind and deaf to become a leading humanitarian; throughout the curriculum the children learn about how we should **respect** our planet, humanity and all living things, learning about lives of significant people such as David Attenborough who spread this important message; and the knowledge in our curriculum enables children to grow into **responsible** global citizens, learning about important innovations and initiatives such as the Great Green Wall project in Africa which is seeking to pause and undo some of the effects of desertification.

Our values also inform our focus on personal development and character education where we emphasise a set of positive personal traits, dispositions and virtues that informs pupils' motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. (Self-belief, motivation, self-control, self-regulation, courage, honesty, humility, sense of justice, courtesy, good manners, listening; appreciation of importance of long term commitments.)

### What will this look like in school?

- **Lessons:** Values are referenced throughout; positive relationships between children/adults; Growth mindset encouraged; Use of self-regulation; Collaborative tasks and activities; Pupils encouraged to reflect on and improve their learning.
- **Curriculum:** Weekly circle time; Daily "calming" activity; Sequenced, coherent, weekly PSHE lessons where pupils build on previous learning of how to look after themselves, how to relate to others and how to contribute positively.
- **School activities:** School Parliament; "Acts of kindness;" School clubs; Weekly assembly theme; Y6 Felix project helpers;
- **Future developments:** UNICEF Rights respecting schools; Young leaders; Philosophy for Children; Careers (CJS) Expansion of school clubs.



## Oracy:

High levels of deprivation and pupils at the early stages of learning English, ensures the need to systematically teach pupils to speak and listen, using a broad, rich vocabulary. Our aim is to provide a sound foundation for the development of oracy skills, including a rich and varied vocabulary to support acquisition of high cultural capital, achievement and wellbeing. Speaking and listening and a broad, rich vocabulary underpins the development of reading and writing and the whole curriculum.

### What will this look like in school?

- Our classrooms are rich in talk, from effective questioning to constructive peer discussions. Teachers use talk skilfully to develop and encourage critical thinking.
- We follow the strategies and progression of the VOICE 21 programme, where children are taught the four key strands of oracy knowledge and skills:
  - Physical: Making oneself clearly heard, using voice and body.
  - Linguistic: Knowing which words and phrases to use, and using them appropriately and accurately.
  - Cognitive: The deliberate application of thought to what is said, recognising content, structure, reasoning and self-regulation.
  - Social/emotional: Actively, appropriately and confidently engaging with others.
- The knowledge and skills associated with these strands will be seen in:
  - General class discussions
  - Lesson structure: recap on prior learning; partner talk; talk tasks; mid and end plenaries. (linked closely to strategies for assessment for learning)
  - Curriculum: PSHE; circle time; beginning of unit writing sequence;
  - Extra curricular: Debating club;
- Vocabulary
  - Tier 1-3 words are taught in a structured and sequential manner, integrated across the curriculum:
  - Tier1-2 words are taught through our use of the “Vocabulary Ninja” scheme, where each class is presented with a “word of the day,”
  - Tier 3 words are referenced in the “Knowledge Organisers” and throughout lessons. A vocabulary rich environment is a feature of all classrooms.

## Inclusion

Our focus on inclusion ensures our knowledge-rich curriculum belongs to and includes every child, representing our rich and diverse school community. For example:

We study **art** and artists from all over the world. Our units on art in the Islamic world, western Africa and China address the issue of accepted art history narratives, colonialization and empire and the influence of non-Western art on art of the Western world. Women artists are also included, and in key stage 2 there is provision for discussing why women are under-represented in traditional Western art history narratives. A study of modernism and art from the 20th century provides children with an opportunity to study art by women and artists from ethnic groups traditionally underrepresented.

Our **history** curriculum is balanced to ensure we include local, British and world history, and we ensure we study a wide range of contexts in each unit- including the social and cultural context of the time. We cover fascinating ancient civilisations, the expansion and dissolutions of empires, and the achievements and atrocities committed by humankind across the ages. Throughout our curriculum, we explore stories of people from the past, looking at adversity, and the adventures and achievements of humanity. Through history, we learn about the lives of diverse people; from the widely revered, to the lives of the less well-known people who offer us an alternative viewpoint- from Aristotle to Equiano, from Emmeline Pankhurst to Alan Turning. We cover issues of inequality, religious persecution and racism in past societies; and in Year 6, the children are given the opportunity to apply their knowledge from across the curriculum to delve deeper into the history of human rights and equality.

In **geography**, the children will study local, British and world geography. We go beyond National Curriculum requirements and our geography curriculum equips pupils with knowledge about diverse places, people and environments. They will discover explorers such as Ibn Battuta, and look at the migration of both animals and people, studying the impact migration and colonialism had on places such as Australia and New Zealand. In the summer term of Year 6, children will study globalisation; a unit that requires children to apply knowledge from across the geography curriculum. They will use data from around the world to understand social, economic and political globalisation. Children will have many opportunities to reflect upon the advantages and challenges globalisation brings and will consider the importance of sustainability and equity in relation to human interactions with the physical world. We have seen that arming children with powerful knowledge about the world around them helps them to develop a love for the subject of geography, and also recognise their own role in becoming a responsible global citizen.

In **science**, the children are taught that scientific discoveries have been made since time began around the world. The children learn about the work of scientists such as Lewis Howard Latimer, who invented the carbon filament that allowed Edison's lightbulb to light up the world. In Year 5 children learn about Jabir ibn Hayyan who is thought to have invented a crucial tool for the distillation process: the alembic. In Year 1 children learn about their senses and reflect upon the challenges faced by Helen Keller who achieved a university degree despite being blind and deaf from her early childhood. Importantly in Science, over time, children learn about scientists and their search for the truth. They learn that the people who have contributed to science, from Ancient Baghdad to Ancient Rome and beyond, are diverse and many voices make up the story of science.

### **Inclusive practices**

High levels of deprivation and pupils learning English as an additional language, an average number of SEN and higher attaining pupils, combined with a rich and varied ethnic mix of pupils **ensures the need to create an environment where everyone can succeed, regardless of background and need**. We therefore actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils, making equality of opportunity a reality for pupils.

### **What will this look like in school?**

- All pupils are an **independent, valued, and respected** classroom member. Classrooms provide an environment of respect for each and every child.
- There are **positive relationships** between everyone. Relationships create a safety net for pupils to develop a growth mindset, a belief that they can learn if they work hard and persevere. pupil's needs, not labels, drive instructional and support decisions.
- Leaders, teachers and agencies **share responsibility** for implementing inclusion in the classroom
- Issues are taught in a way that do **not subject individuals to discrimination**.
- **Materials are used that reflect the diversity** of the school, population and local community in terms of race, gender and disability, without stereotyping
- **Attitudes and values** are promoted that will challenge racist and other discriminatory behaviour or prejudice
- Opportunities are provided for pupils to **appreciate their own culture and celebrate the diversity of other cultures**
- Classroom discussion is encouraged of **equality issues** which reflect on social stereotypes, expectations and the impact on learning
- **Teaching and classroom-based approaches** are used as appropriate for the whole school population, which are **inclusive and reflective of the pupils**

- **Potential barriers** to learning and assessment for individuals and groups of pupils are **overcome**, recognising these groups may be fluid and responding with flexibility;
- **Curricular opportunities** are provided outside the National Curriculum to meet the needs of individuals or groups of pupils (eg speech and language therapy)

### Community:

Recognising that “it takes a village to raise a child,” we seek to draw on the variety and rich resources of our local, national and the international community.

### What will this look like in school?

- We actively encourage the pupils to establish a sense of themselves within their local/wider community by developing the emotional understanding necessary in order to experience positive relationships and a respect of themselves and each other.
- Throughout our curriculum, we aim to promote an understanding of our local community. (Edmonton/Enfield/London) This is frequently used to inspire pupils by drawing upon the rich resources in London.
- Local history is valued and studied, along with other heritage, geographical and business links.
- We explore how our school community, local community, national and International community are important to us and the contributions that they make to our lives.
- We believe in the power of the parent/family participation and the school community to change and enhance lives

<p><b>EYFS</b></p>	<ol style="list-style-type: none"> <li>1. The curriculum in EYFS enables the pupils to build their sense of community by providing them with the opportunity to learn about their immediate and wider family and community, and their past and present experiences in their own lives.</li> <li>2. They are encouraged to think carefully about their individuality and to observe similarities and differences of the people in their family and their community.</li> <li>3. Pupils get to know their <b>neighbourhood of Delta and the surrounding area</b>, providing them with new and real experiences.</li> <li>4. Staff build upon the pupils’ interests by the visits they arrange, as well as helping them to learn about people and places.</li> <li>5. Parent partnership is built upon throughout the child’s time at the school.</li> <li>6. Being part of the school community is nurtured through participation in, for example, whole school assemblies; eating in the hall at lunch time.</li> </ol>
<p><b>KS1</b></p>	<ol style="list-style-type: none"> <li>1. During their time in KS1, pupils continue to build upon their sense of <b>identity and community</b> as the curriculum utilises features within the <b>local and surrounding area</b>, building experiences that enable the pupils to develop their knowledge and skills in a range of subject areas, particularly in History and Geography</li> <li>2. By drawing upon and visiting some of these local resources, they obtain a sense of pride in where they live.</li> <li>3. They begin to understand how and why their <b>local community</b> has developed in the way that it has and why it is so unique. This enables them to then develop a greater understanding of the global community and the wider world.</li> <li>4. Being part of the school community is nurtured through participation in, for example: whole school assembly; School parliament.</li> </ol>



LKS2	<ol style="list-style-type: none"> <li>1. As pupils progress into KS2, they continue to build upon their understanding of their community through examining how <b>our locality</b> was involved in, responded to and was affected by regional, national and international events.</li> <li>2. They develop an appreciation of why <b>the area in which they live is worth knowing about as they make further use of the vast resources that London has to offer.</b></li> <li>3. Across the curriculum, and particularly in History and Geography, study of our <b>local</b>, national, international community is valued as this enables the pupils to develop a greater sense of the <b>local</b>, national and global scene.</li> <li>4. There is a continuing promotion of cultural awareness and diversity is embraced and celebrated.</li> <li>5. Being part of the school community is nurtured through participation in, for example, whole school assembly; School parliament.</li> </ol>
UKS2	<ol style="list-style-type: none"> <li>1. Throughout upper KS2, the pupils have a strong awareness of <b>their community and locality</b>, of who they are and where they fit in the world.</li> <li>2. The curriculum ensures that our pupils <b>become involved in their community and develop partnerships with local people, businesses and community groups.</b></li> <li>3. Learning opportunities enable the pupils to investigate the impact of important <b>local individuals, both past and present</b>, who have had an impact on the community and/or the wider world.</li> <li>4. Real-life contexts are used, such as developing environmental awareness, to ensure that topics studied are engaging, inspiring and relatable to the child who will contribute to the 21st century.</li> <li>5. Being part of the school community is nurtured through participation in, for example, whole school assembly; School parliament.</li> </ol>

### Enquiry:

Our knowledge rich curriculum calls for a deeper understanding of content, which can only be served through an enquiry led model of curriculum delivery. Our curriculum is designed to encourage children to be: Curious, Motivated, Open minded, Autonomous, Collaborative, Flexible.

### What will this look like in school?

To promote genuine enquiry and engagement in learning we will create an ethos and tasks which:

1. **Shape** learning opportunities that invite and orient the child for **informed and authentic action.**

A learning context that is personally meaningful to the child triggers and sustains interest and curiosity in a topic, task or dialogue, thereby inviting contributions and commitment. Interest and internal motivation also provide the directionality that is needed for children to plan and monitor their own course of action within the learning.

2. Make space for planned and spontaneous opportunities for **open ended, active exploration.**

Teachers help children make sense of information within their internal world by bringing in an element of surprise, by embedding the learning in purposeful activities, by using hands-on activities involving manipulatives that make information concrete and appealing, as well as by supporting children with suggestions and additional information when they need further orienting.

3. Involve children in ***deciding the direction learning may take***.

Teachers share power and responsibilities with children by involving children in deciding the learning outcomes and success criteria and supporting them in developing personal work plans towards those goals. It can also be achieved by organising learning resources so children can freely access them for exploration and to achieve their learning goals, by actively considering and supporting peer teaching, and by recognising and engaging with divergent opinions and allowing these to influence the direction the learning may take.

4. Involve children in ***shaping their learning environment***

Teachers establish the organising principles for learning with children by carving out time to explicitly discuss classroom rules and ways of interacting with each other, by allowing movement that derives from children's physical and learning preferences and needs, as well as engaging with children's emotional reactions to learning at school in a sensitive manner.

5. Anybody a ***positive learning ethos*** to foster children's curiosity

Teachers model being an independent learner by engaging with children's task-related thoughts and feelings, including those relating to themselves as learners; by being sensitive to and develop empathic behaviours in the classroom; by recognising and modelling the learning process as one of discovery and uncertainty; as well as by supporting children in reflecting on their learning strategies and on their learning opportunities and challenges.

## Appendix 1: Cultural Capital

Cultural Capital is “the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.” Ofsted Handbook, September 2019.

### **“A great curriculum builds cultural capital”**

Cultural capital is the “golden thread:” through everything we teach. It includes experiences, art and knowledge from a variety of cultures and starts with a recognition that each child brings with them a wealth of their own cultural traditions and history. Our reference to cultural capital is particularly taken from cultures and heritage represented in our School: British; Turkish; Somalian; African; Caribbean; Asian.

### **I “the essential knowledge pupils need to become educated citizens.”**

We have developed a sequenced, knowledge-rich curriculum based on Schemes of Work (SOW) produced by subject specialists, adapted to the needs of Delta pupils. Each year group has an identified body of knowledge and skills to learn.

### **II. “introducing them to the best that’s been thought and said”**

The SOW introduces pupils to the pivotal moments, the key individuals, the transformation events, the big developments.

### **III. “engendering an appreciation of human creativity and achievement.”**

In the SOW we direct pupils to examples of creativity and achievement, encouraging pupils to reflect on the magnitude and significance of these.

We ask pupils to consciously think about **what, how and why** another person (pupil / painter / author / mathematician etc.) has done something in a particular way and consider the **impact** of their work on themselves, others and the world.

## Academic

Ethos: Achievement for all / Values

### Subject knowledge

- Specialist produced SOW, adapted for Delta pupils. (Sequence/goals '0
- Adult/leader knowledge is secure
- Pupil knowledge is secure
- Clear end of unit outcomes
- Knowledge and Skill Organisers
- Vocabulary acquisition
- Specialist teaching (Sports coach; Music Teacher)

### Curriculum continuity

- Curriculum overview
- Year group overview
- Unit overview
- Subject overview
- Learning links
- Session plans

### Teaching and learning pedagogy

- Subject pedagogy
- Learning sciences (memory/interleaving/metacognition/cognition overload/elaboration)

### Assessment

- Entry and exit point quizzes
- Daily feedback for learning
- Termly/weekly tests
- Termly assessment points
- Assessment for learning – prior learning

### Learning opportunities

- Experiential
- Technological
- Differentiated/Scaffolded
- Subject specialists
- Reflective Practice (teacher and pupil)

### Access for all / Targeted Intervention

- EAL/SEN/ GD/ PPF
- Use of support staff

### Parental Engagement

- Curriculum Workshops

### First hand experiences/Educational visits/visitors

- Museums/galleries
- Places of Worship
- Authors/poets
- Houses of Parliament
- Use of local area

## Cultural Capital

*“A great curriculum builds cultural capital.”*

## Personal Development

Ethos: Whole child

### Life Skills

- Work Experience
- Enterprise Week
- Career Talks

### Character/British Values

- Values
- Achievement assemblies
- Anti-Bullying Day
- Environmental Awareness (Waste Prevention/Felix Project)
- Pupil Vpice (Parliament)
- Charity Days
- Global Awareness
- Carol singing in the community
- Roles and responsibilities
- Work Experience
- Reading Buddies
- Digital Learners
- Lunchtime Monitors
- After school clubs

### Equality

- ARP inclusion
- Anti-Bullying Awareness
- Disability Awareness

### Mental/Physical Health

- Daily Mile
- Mindfulness
- Healthy snacks
- PSHE Curriculum
- Active lunchtimes
- Extra-curricular sports clubs
- Bikeability
- Attendance

### SMSC

- SMSC Assemblies
- Circle Time
- The Felix Project
- Global Awareness
- Connecting with the wider community and other groups in the local area
- Debating/public speaking

### Safeguarding

- PSHE curriculum
- Online safety
- Assemblies
- Police liaison
- Fire drill/lockdown

## Appendix 2: Resources to support creating depth of understanding

- *Chris Quigley*
- Bloom's Critical Thinking
- SCAMPER

### Examples of tasks that combine semantic and procedural Knowledge

- **Example 1:** Compare the similarities and differences of the key physical features of the Lake District and East Anglia.
- **Example 2:** What was the impact on British society of the year in which there were 3 Kings?