The Bailiwick of Guernsey Curriculum

Teacher Handbook

Second Edition

States of Guernsey
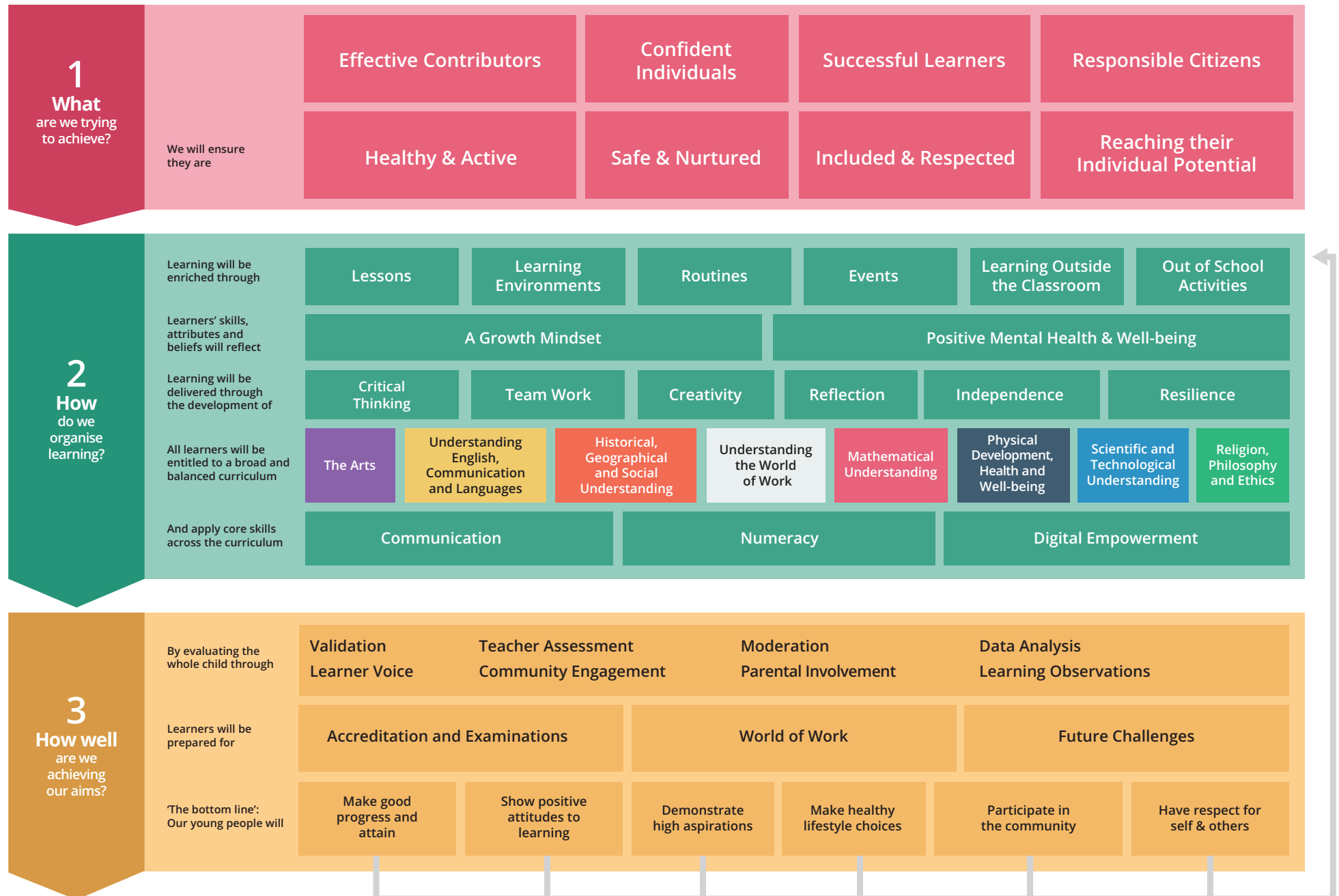Education Services

BIG Picture of the Bailiwick Curriculum

Promoting joyous and purposeful learning

Three key questions | We have high expectations for all our children and young people and the curriculum enables them to become:

1 What are we trying to achieve?

We will ensure they are

Effective Contributors	Confident Individuals	Successful Learners	Responsible Citizens
Healthy & Active	Safe & Nurtured	Included & Respected	Reaching their Individual Potential

2 How do we organise learning?

Learning will be enriched through

Lessons	Learning Environments	Routines	Events	Learning Outside the Classroom	Out of School Activities

Learners' skills, attributes and beliefs will reflect

A Growth Mindset	Positive Mental Health & Well-being

Learning will be delivered through the development of

Critical Thinking	Team Work	Creativity	Reflection	Independence	Resilience

All learners will be entitled to a broad and balanced curriculum

The Arts	Understanding English, Communication and Languages	Historical, Geographical and Social Understanding	Understanding the World of Work	Mathematical Understanding	Physical Development, Health and Well-being	Scientific and Technological Understanding	Religion, Philosophy and Ethics

And apply core skills across the curriculum

Communication	Numeracy	Digital Empowerment

3 How well are we achieving our aims?

By evaluating the whole child through

Validation   Teacher Assessment   Moderation   Data Analysis
Learner Voice   Community Engagement   Parental Involvement   Learning Observations

Learners will be prepared for

Accreditation and Examinations	World of Work	Future Challenges

'The bottom line': Our young people will

Make good progress and attain	Show positive attitudes to learning	Demonstrate high aspirations	Make healthy lifestyle choices	Participate in the community	Have respect for self & others

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Foreword

Mick Waters, international curriculum expert and advisor.

This is a key moment in the development of education. We have before us a chance that must be seized. A chance to make a real difference to the education and future of the Bailiwick's children. A chance to introduce a new school curriculum that we can treasure and of which we can all be proud.

Teachers, parents and carers, the wider education community, employers, the media and the public at large should all see the Big Picture as something that they can embrace, support and celebrate. Most of all, young people should relish the opportunity for discovery and achievement that this new curriculum offers to them.

In developing the new Bailiwick of Guernsey curriculum, schools and teachers have worked to bring together best practice and set an ambitious plan that lifts horizons for schools and learners. I believe that the capacity to successfully deliver a modern and world-class curriculum lies within Bailiwick schools themselves and it is the energy and creativity of schools working together that will enable this new curriculum to be further developed and successfully implemented.

We want all children to have the same opportunities and entitlement. We want our children to grow into healthy, successful adults. We want them to know about their island and the big wide world. We want them to learn the skills and knowledge to manage their own lives. We want them to gradually understand the world of work. We want them to be ready for tests and examinations both at school and in later life. The Big Picture helps schools to plan to achieve all of these things.

If our children and young people are to achieve the expectations we have for them they will become 'rounded' individuals, ready to face the adult world and able to achieve our four aims that set off our Big Picture journey.

This curriculum document is a remarkable achievement in that it has been produced through the collaboration, expertise and professionalism of teachers and others across the Bailiwick. It sets out the entitlements and expectations of areas of learning and is a big step along the way in helping us all meet our aims for all young people.

But the key to developing modern and world-class learning goes beyond the production of documents and guidance. The key is unleashing the positive energy of the teaching profession and allowing it to focus on children's learning.

Congratulations on developing such a forward-looking and inspirational curriculum framework. Enjoy the joyous and purposeful learning journey that lies ahead.

What is the Big Picture? And what are we trying to achieve?

This document sets out the requirements of the new curriculum for the Bailiwick of Guernsey. The Big Picture has been written with a view to preparing the children and young people of our Islands for the opportunities and challenges of living in the 21st century.

The Big Picture aims to retain the best of current practice whilst seeking to place greater emphasis on important elements required to secure well-rounded learners e.g.

- learning outside the classroom
- promoting positive mental health and wellbeing
- development of a growth mindset
- financial literacy
- targeted teaching of the elements of learning

Teachers from primary, secondary and special schools have worked together to write the contents of the skills progressions frameworks. By working in this way, The Big Picture represents the ideas of subject specialists from different phases of education within the Bailiwick, along with being influenced by national and international educational evolution whilst ensuring that learning has been designed specifically around the Bailiwick's children and young people with them at its heart.

Through working together to co-construct The Big Picture, this has ensured that every school across the Bailiwick has contributed to the future of our education system. This sense of shared ownership has created a passion for successful implementation of The Big Picture.

This booklet is a launch document and will continuously evolve as you and your school evaluate the curriculum and think about the delivery of teaching and learning in the context of school improvement. No area of The Big Picture will work in isolation. You already think imaginatively about how experiences and outcomes can be organised in innovative and creative ways – but The Big Picture takes away the prescriptive nature of the previous curriculum frameworks, allowing you greater scope and space for professional decisions about what and how you should teach, enabling you to plan creatively within broader parameters.

You are key to the success of The Big Picture! We all have a shared responsibility to deliver all aspects of the curriculum and this will be critical to achieving our aspirations for the children across the Bailiwick.

The Four Core Purposes

The Big Picture Curriculum prepares learners for the complexities of the world outside of the classroom. The curriculum is a curriculum for all children of all abilities and need with entitlements to ensure children become: successful learners, confident individuals, responsible citizens and effective contributors.

The Big Picture Curriculum is realised through the four core purposes with a focus on learning. Through developing the skills that will allow individuals to retrieve, comprehend, analyse and utilise information, children will become lifelong learners with an unlimited potential for acquiring knowledge.

The four core purposes will develop learners to become self-regulators, learning how to learn, to become confident, successful, effective and responsible individuals.

1 Successful Learners

The Bailiwick learner will develop the skills to become a successful learner. The individual will approach learning with enthusiasm and motivation, a determination to reach high standards of achievement and will be open to new thinking and ideas.

The Bailiwick learner will be equipped to use literacy, communication and numeracy skills, use technology for learning, think creatively and independently, learn independently and as part of a group, make reasoned evaluations and be able to link and apply different kinds of learning in new situations.

2 Confident Individuals

The Bailiwick learner will develop the skills to become a confident individual. The individual will approach learning with self-respect, a sense of physical, mental and emotional wellbeing, secure values and beliefs and ambition to fulfil their potential

The Bailiwick learner will be equipped to relate to others and manage themselves, pursue a healthy and active lifestyle, be self-aware, develop and communicate their own beliefs and view of the world, live as independently as they can, assess risk and take informed decisions and achieve success in different areas of activity.

3 Responsible Citizens

The Bailiwick learner will develop the skills to become a responsible citizen. The individual will approach learning with respect for others and a commitment to participate responsibly in political, economic, social and cultural life.

The Bailiwick learner will be equipped to develop knowledge and understanding of the world and the Bailiwick's place in it, understand different beliefs and cultures, make informed choices and decisions, evaluate environmental, scientific and technological issues and be able to develop informed, ethical views of complex issues.

4 Effective Contributors

The Bailiwick learner will develop the skills to become an effective contributor. The individual will approach learning with an enterprising attitude, resilience and self-reliance.

The Bailiwick learner will be equipped to communicate in different ways and in different settings, work in partnership and in teams, take the initiative and lead, apply critical thinking in new contexts, create and develop and be able to solve problems.

The Four Core Outcomes

To realise the four core purposes, The Big Picture curriculum is dedicated to supporting the four core outcomes of the Children and Young People's Plan (CYPP) to ensure that children are healthy and active, safe and nurtured, included and respected and reach their individual potential.

These core outcomes included within The Big Picture curriculum are essential elements that add value to children's lives. Through effective joint working, across agencies and in partnership with families and communities, the curriculum will make a difference to the lives of all children, including those who may be in need of help and support because of stress or adversity in their lives. Intrinsic to the curriculum is the welfare of the child; this is a paramount consideration and through the commitment to the core principles and outcomes, learners will be supported into adulthood, being safe and nurtured, healthy and active, included and respected to enable them to achieve their individual potential.

1 Healthy and Active

We want children and young people to have the highest possible standards of physical and emotional health and to lead active lives that promote their long- term health.

2 Safe and Nurtured

We want to ensure children and young people are protected from abuse, neglect or harm at home and in the community, have nurturing relationships that build their emotional resilience and engage in safe behaviour.

3 Included and Respected

We want to ensure that all children and young people have help to overcome inequalities and are valued members of their communities. This means having a voice in decisions that affect them and being supported to play an active and responsible role in all aspects of their lives.

4 Reaching their Individual Potential

We want all children and young people to achieve their full potential and to be supported in the development of their skills, confidence and self-esteem to enable them to achieve as much independence and financial security as possible.

How do we organise learning?
Curriculum Components

Context for Learning

The curriculum of a school is the entire planned learning experience. From the moment a learner enters the school, they will be learning. They will be formally taught for some of the time and will also learn through the ethos of the school, positive engagement in the daily life of the school and by taking advantage of the range of activities that are available, including the lessons.

The curriculum is more than the timetable and more than the syllabus or course. Traditionally, schools have offered lessons and then added other opportunities, often called 'extra-curricular' activity. The Big Picture of the Bailiwick curriculum seeks to take advantage of the entirety of provision, encouraging an approach which seeks the best ways to learn the 'content' of the curriculum. It does not see learning as just lessons and add-ons or extras.

Learning takes place in lessons, in events, through the routines of schooling, the learning environment, beyond the classroom and through out of school activities. By exploiting these components of learning, we will maximise the learning agenda and ensure the aims of the curriculum are met.

Lessons

Learners spend a lot of time in lessons and they therefore need to offer learners a worthwhile learning experience. For lessons, learners go to a particular room with a small group of similar aged pupils to be guided by a teacher through a new phase of learning. Lessons hold such a traditional place in the organisation of schools that it is easy to take them for granted and miss the consideration of their impact on the bigger picture.

Lessons are more than an opportunity for learners to comply, produce samples for teachers and have their work marked. Lessons are learning opportunities that should provide connections with one another, as well as make links with other areas of learning and the real world.

Learning Environments

Learners spend most of their time in classrooms and the quality of the environment in which learners find themselves will influence their success.

A positive learning environment should allow children to feel safe to take risks. It should encourage active engagement in learning, positive social interactions and self-motivation, as well as celebrating and valuing learners' achievements.

It is not only the environment of individual classrooms that impacts on learners, but also the environment of the whole school. The corridors, entrances, stairways, stairwells, cloakrooms and toilets send messages to learners about whether people care about their school and what matters. The hall, where learners gather for important events including assembly, will speak volumes about the shared values and agenda of the school. Other shared resources such as the library or dining space carry similar messages.

It is vital for learners to be involved in their own environment by allowing them to manage and make decisions about their school and classrooms. Involving a whole range of learners in the shaping of the place in which they learn often dictates the success of the school.

Routines

The Big Picture Curriculum sees learning as taking place during the routine of life in school. It recognises the way that the rhythm of the school will enable development of the four aims and the ways in which teachers can structure learning experiences over time to encourage rounded success for each learner.

Over their years of schooling, learners spend a lot of time in 'routine' activity such as assemblies, changing for PE, lunchtimes etc. Schools should seek to exploit these routines as part of the productive learning experience of learners.

Learners are likely to be most successful if they can organise themselves. It is key that staff help learners to see the best ways to do things efficiently and then let them practise doing so.

Learners learn about organisation, take responsibility and develop a sense of worth when they contribute to their school, therefore they should be given the opportunity to use their organisational skills to do various jobs for the benefit of the whole school community.

Events

Some learning is best secured through taking part in special events. Schools in the Bailiwick have a tradition of using events to add to the enjoyment of learners' lives. The Big Picture Curriculum sees the events as also adding purpose, depth and quality to learning at all levels, leading to the achievement of the four aims.

Events that schools and individual teachers organise should be much more than just a diversion from real work or a chance to impress parents and the wider community. They should be used as an exciting and different way in which to exploit learning. Many skills that pupils can acquire through events are key life skills that will be vital in the world of work.

Out of School Activities

Many learners take part in activity beyond the school which will reinforce their experience in school. The clubs that they enjoy add impetus and can fire success in terms of promoting purpose for some of the aspects of learning that they are grappling with in school. By taking part in activities beyond school, learners meet people from other schools and build new friendships and opportunities.

There is a wealth of out of school clubs and activities available to the young people of the Bailiwick. It is important to know what is available on the islands in order to both encourage learners with a particular interest or aptitude to experience new things, or to encourage learners within local clubs to bring their experiences into school.

Learning Outside the Classroom (LOtC)

Real-world learning brings the benefits of formal and informal education together and reinforces that the most meaningful learning often occurs by acquiring knowledge and skills through real-life, practical or hands-on activities.

LOtC is evolving; it can be enjoyable, creative, challenging and adventurous and helps children and young people learn by experience, transfer skills and grow as confident and responsible individuals.

Places where learning happens can have a significant effect on how a young person engages with a subject or an idea. LOtC can happen at almost any time and almost anywhere – outdoors or indoors: in the school grounds, on the high street, in the local park, in museums and beaches within the Bailiwick and further afield. It maximises the best use of spaces enabling repeat visits at different levels to add depth to the totality of experience.

LOtC is a vehicle for delivery of all aspects of the curriculum to encourage maximum engagement for all learners. It should be embedded in the curriculum and planning so that integrated experiences and opportunities are a reality for all of our children and young people.

High quality LOtC is now an entitlement for all young people in the Bailiwick and their journey through education must include frequent options for planned, progressive and continual opportunities for learning experiences beyond the traditional classroom.

LOtC is very important; it develops confidence, self-awareness and skills (e.g. responsibility for self and others, working in a team, leadership, communication, problem solving). It facilitates the learning of new ideas, facts, concepts in everyday relevant settings. It nurtures growth through challenge and independence. Young people attending residential visits, engaging in opportunities like outdoor and adventurous activities, and participating in learning away show increased motivation and willingness to learn; this contributes to raised levels of attainment and broadens horizons, raising aspiration and nurturing a belief in young people that they can achieve.

Our Islands offer a wealth of learning opportunities beyond the classroom in inspiring environments which help young people make connections within and across curriculum areas. Enriching school-based learning using high quality outdoor learning as a tool is a powerful means of addressing the high expectations of the Big Picture of the Bailiwick Curriculum.

LOtC can provide children with opportunities to experience the following 10 elements:

Increased motivation and appetite for learning
Children will be positive about learning experiences and show the desire to embrace challenge across the curriculum, contributing to raised levels of attainment.

Enjoyment
Children will want to repeat experiences either now or after review and reflection, opt into activities and participate fully and enjoy being outdoors!

Elements of Learning
Children will demonstrate increased initiative, self-reliance, responsibility, perseverance, tenacity and commitment.

Confidence and Character
Children will develop resilience through perseverance, talk openly about their successes and their failures and feel positive about themselves.

Skills for Life and Risk Awareness
Children will learn to work cooperatively in planning activities and solving problems and understand how different team members can take on different roles to achieve success and take on leadership roles. They will learn to vary and adapt their responses to changing circumstances. They will learn to take responsibility for their own safety as well as that of others.

Broadened Horizons
Children will broaden their horizons and become open to a wider range of employment opportunities and life chances, life choices and lifestyles!

OUTCOMES

Activity Skills
Children will develop physical, mental and technical skills that they adapt and apply effectively in outdoor activities and respond positively in challenging environments.

Health and Well-being
Children will be encouraged to adopt a healthy lifestyle, want to continue their interest in outdoor activities beyond school, develop a positive self image and become more aware of the links between physical and emotional well-being.

Environmental Awareness
Children will experience awe and wonder in response to a range of natural environments and conditions whilst understanding the importance of conservation and sustainable development.

Social, Emotional and Spiritual Awareness
Children will learn to recognise their own and others' strengths, limitations and achievements. They will develop respect and understand how their actions impact others.

Positive Mental Health and Wellbeing

A Growth Mindset

A growth mindset is fundamental to learners being resilient and achieving their personal best in any aspect of their life, at any time in their life. Growth mindset in the Curriculum helps to create environments that promote the belief that everyone can learn and improve.

In a **'growth' mindset** people believe that, with practice, dedication and hard work, abilities, personal qualities, intelligence and talents can be developed. This view creates a love of learning, enables challenges to be embraced, failures and mistakes to be learnt from and feedback to be sought.

In a **'fixed' mindset** people believe that abilities, personal qualities, intelligence and talents are fixed traits - in other words, that you have a certain amount of ability and that you can't do much to change or improve upon that.

Focussing on growth and the capacity for change not only increases academic achievement but can also impact positively on relationships, motivation, and mental health and wellbeing.

Growth mindset is woven into the Curriculum through:

- All aspects of teaching and learning in schools
- Specific interventions within schools to develop a growth mindset in learners
- Practices of restorative justice

Positive Mental Health and Wellbeing

Positive mental health and wellbeing are important for our learners as the children and young people they are now, and the adults they will become.

The World Health Organization defines mental wellbeing as:

"More than just the absence of mental disorders or disabilities, it is being able to realise one's abilities (able to feel happy, content and confident; show affection to others, show interest in work and the world around you); and being able to cope with the normal stressors of life, have a sense of purpose, work productively and make contributions to the community."

Mental health and wellbeing come from a balance of mental (thinking and feeling), physical, spiritual and social factors. For each person their mental wellbeing at any given time is a result of a combination of their own biology and life experiences.

It is widely recognised that a child's mental health and wellbeing impact on:

- Experience of childhood: personal contentment, social interaction
- Pattern of development: brain development and physical development
- Effective learning of knowledge and skills
- Mental wellbeing in adulthood

Within the Big Picture Curriculum, positive mental health and wellbeing are covered through:

- Approaches to teaching and learning in all aspects of school life that promote and enhance positive wellbeing
- Specific lessons focussing on skills and knowledge set within the framework of the Education Mental Health and Wellbeing Implementation Plan.

Elements of Learning
Foreword by Jonathan Hannam

As the world is rapidly changing and job markets and technology shift and evolve it becomes increasingly hard to predict what knowledge learners will need to help them flourish in the 21st century. However, we can be more certain as to what skills and attitudes young people will need to possess, in order to be confident individuals and successful learners who contribute to society, whilst showing a responsibility to their community and world.

The elements of learning, which are central to the Bailiwick Curriculum, have been chosen deliberately to provide learners with a broad, yet specific, set of skills, attitudes and beliefs to equip them for their successful journey into adulthood and the world of work. Many of the leading education systems across the world are starting to recognise that some of these elements of learning are vitally important, but this curriculum is unique in the breadth and diversity of these elements and how they are used to develop and nurture the whole child. I feel extremely privileged to be a part of this journey.

To equip learners to do jobs that currently don't exist, using technologies that haven't been invented to solve problems which are yet to be discovered, we need them to be able to think for themselves and harness both critical thinking and creative thinking. This will enable them to adapt and problem solve whatever life throws at them and apply their imagination to create solutions of merit, which will allow them to succeed: enabling our society and world to progress for the better. It is vital that learners, when confronted with the multitude of media and information now so readily available, can interpret, synthesise and make their own judgements by reflecting on the validity and value of what they have seen. In short: we want learners to think for themselves within an ethical framework.

With technological change accelerating and social media fuelling a drive for perfectionism and unhelpful comparisons, there is an increasing need for individuals to be emotionally and cognitively resilient. Having the self-belief that they can succeed through persistence, application and deliberate practice will enable them to connect with the unique and evolving potential of who they are, where they are and what they could be. Learners need to be able to operate effectively as part of a team whilst also having the skills to be self-reliant and independent, as appropriate to any given situation. The skilled learner can choose for themselves which combination of these two approaches to adopt to secure the best outcomes.

Whilst no doubt this journey will be hard and at times challenging, the prize of enabling all the Bailiwick's children to become joyous and purposeful learners is worth the fabulous struggle.

Jonathan M. Hannam

Elements of Learning
Critical Thinking

In a nutshell: Using curiosity to ask well-structured questions and challenge what they observe and already believe about the world to generate deeper thinking and learning through disciplined reasoning and ethical enquiry.

Struggling

- The passive accumulation of unquestioned facts and knowledge, often not linked to previous learning
- Rarely engages in asking spontaneous questions
- Often tries to guess 'what's in the teacher's head'

Beginning

- Makes links (similarities and differences) between ideas
- Can construct simple questions to guide an enquiry
- Can give simple reasons for an opinion and understand opposing viewpoints
- Engages in spontaneous wondering

Developing

- Begins to generalise ideas and provide examples and well reasoned evidence to support them
- Can construct clearly structured enquiry questions that promote deep thinking
- Can create counter-arguments

Embedding

- Synthesises, analyses and applies ideas to new contexts and situations
- Thinks open-mindedly and is aware of, and challenges assumptions and prejudices
- Aims to improve the world by making well thought out and ethical choices/decisions

Exemplification

At the end of a facilitated enquiry into the question 'Was Nelson Mandela an activist or a terrorist?" a year 8 child asks " But what do you think Miss?"	During a short unit of work in Y1 on Cinderella a child spontaneously asks why the ugly sisters were so mean and starts to offer some ideas.	A child generates lots of examples of possible problems 'if friction ceased to exist tomorrow' and can explain why each one would occur.	A student acknowledges that they judge a person's identity on the clothes they wear and can detect cultural stereotypes in their thinking.
A pupil learning about the reasons that led to WWII fails to connect or link to previous work on the sanctions imposed on Germany after WWI.	During a debate on 'animal testing' a student gives a few reasons why we should not but listens respectfully to a counter-argument from a peer.	A learner generates the enquiry question: 'Is free choice an illusion in our country?' in a P4C session after a stimulus about democratic elections.	After some work on rainforest deforestation a pupil influences their parents so that new furniture for their bedroom is from sustainable forests.
A child who has robotically learnt a set of patterned spellings with the 'ir' prefix fails to spell the word irrelevant by applying/generalising the rule as it wasn't on the original spelling list.	A child can suggest what is similar about pets and friends and also what the key differences are, by giving some examples of things that friends can do that pets can't.	A learner can confidently provide counter-arguments to their own opinion on 'Whether it is ever OK to take a life' by articulating what a soldier's position might be to the question.	During a P4C enquiry on whether we should control and train animals a student poses the question of how these arguments apply to children in school with a compulsory curriculum.
A child generates a statement when asked to generate a question for a P4C enquiry after watching a stimulus on Ramadan in an RE lesson.	A child generates the question 'Why do people fast?' for a P4C enquiry after watching a stimulus on Ramadan in an RE lesson.	A child generates the question "What is faith?" for a P4C enquiry after watching a stimulus on Ramadan in an RE lesson.	A child generates the question "Should faith be more than a belief?" for a P4C enquiry after watching a stimulus on Ramadan in RE.

Elements of Learning
Teamwork

In a nutshell: Learning from and with others by listening, encouraging, communicating and adopting different roles to work towards a group goal that is greater than the individual achievements of its members.

Struggling

- Finds it hard to listen or co-operate with others
- Lacks empathy and finds it hard to encourage others or engender trust
- Inflexible to others' ideas and tends to believe their way is the only way

Beginning

- Starting to listen and respond to others' ideas
- Beginning to encourage and empathise with team members
- Makes choices that contribute to meeting a team goal
- Finds team conflict and disagreement hard to resolve

Developing

- Listens well to others and expresses their ideas clearly
- Provides high levels of encouragement and support
- Highly motivated to meet team goals and will adjust their ideas accordingly
- Openly discusses conflicts

Embedding

- Practises active listening and empathy to resolve team processes and conflicts
- Willing to give and receive constructive honest feedback
- Flexibly takes on different roles to complement others to meet a goal, including leadership

Exemplification

During a collaborative maths investigation, a child gets frustrated that the rest of the group won't adopt her idea and so refuses to listen to other ideas.	In a hockey game, a child sympathises and encourages the goalie, who is getting fed up with being so static, but doesn't suggest swapping positions at the half-way point.	A child who is engaged in a co-operative learning structure for a historical enquiry activity senses that the team aren't progressing towards their goal so proposes a new structure that they think will work better.	In group debate in ethics and philosophy a pupil takes on a counter viewpoint of their own to move the enquiry forward and problematise the issue to provide a more varied dialogue.
During a football game a student in defence keeps moving forward with the ball and getting tackled rather than passing to a well-positioned team-mate.	A pupil uses their skill at art to design some promotional posters for a team enterprise project to boost sales of their product to meet their revenue goal.	In an EYFS supermarket role play area a child asks a difficult customer to explain what they are unhappy about and then suggests a solution to resolve it.	In a tower building challenge a student realises that there are lots of varied ideas so adopts a leadership role to sift and agree a clear plan democratically.

Elements of Learning
Creativity

In a nutshell: Using imagination and inventiveness to create something original (to the learner) by combining and linking existing knowledge and ideas in a novel and beneficial way to turn them into reality.

Struggling

- Limited skill at thinking imaginatively
- Tend to focus on a right answer or single outcome (convergent thinking)
- Rule-bound: sticking doggedly to what they already know

Beginning

- Can generate some ideas in response to a problem
- Starting to experiment and discover new ways to link ideas and concepts
- Their imaginative thinking doesn't always get actioned to produce an outcome

Developing

- Can generate many ideas in response to a problem and start judging their value
- Regularly makes original links between existing ideas
- Imaginative thinking generally leads to a new product of merit/value

Embedding

- Can generate many ideas in response to a problem and thoroughly evaluate and prioritise the most valuable
- Are receptive to hunches and inklings at the edge of their thinking - divergent thinking
- Ideas produce new actions

Exemplification

Struggling	Beginning	Developing	Embedding
A learner writes a very formulaic and derivative story strongly based on a video-game with no new ideas or elements introduced.	Designs a map to set their quest story in by drawing heavily on an existing story, but introduces some additional and new elements of their own.	Learners are asked to design a desk tidy in DT. They generate multiple designs and are able to take a small number of them further.	A learner skilfully creates a parody of a well known story by transposing the genre and cleverly changing the narrative and moral message.
Students can only think of one way a paperclip can be used.	Students can think of a few alternative ways to use a paperclip, but most are closely linked to the current function of the paperclip.	Children generate many ways in which a paperclip could be used for a new and novel function; they start to evaluate which ideas are best.	Learners can generate a vast number of new, innovative and valid uses for a paperclip that are varied and unrelated to the original function.
A child can use the four rules to calculate specific maths questions but cannot apply independently in a problem-solving or investigative task.	A group generates a few possible methods to test a scientific hypothesis and decides to use one but is unable to practically make it work.	Children design and make a rocket by combining different elements of their research to create a new and successful method of propulsion.	Learners generate a variety of original number sequences to test out their partner's ability to derive a algebraic formula to predict the nth term.
Learners are asked to come up with their own original 'Just So Story' and write a very derivative re-telling of an existing story.	In Geography, students are able to suggest a number of reasons why a settlement grew in a specific location, by drawing on geographical, historical and scientific concepts.	Children generate a number of possible new sandwich fillings to test on parents for a school open day event. They evaluate the most popular.	Learners generate a wide range of gymnastic movements and practise, evaluate and refine them into a new sequence. They use some principles of these sequences in other sports.

Elements of Learning
Reflection

In a nutshell: Consciously and actively examining and thinking about our experiences, behaviours, feelings, beliefs and attitudes in order to learn from them and take responsibility for our personal growth.

Struggling	Beginning	Developing	Embedding
• Tend to see learning as a set of isolated and unrelated experiences • Tend to make choices without clear reasons for doing so • Often repeat the same actions and expect a different outcome • Very limited self-awareness	• Can describe themselves as a learner and a person • Start to identify patterns and links in learning experiences • Can give simple reasons for choices they have made • Starting to take responsibility for their actions and growth	• Can describe themselves as a learner and identify their strengths and areas for development leading to action • Can clearly explain how past experiences are affecting and altering current choices • Take responsibility for successes and failures	• Confidently and accurately uses metacognition to critically evaluate and improve their learning and life choices • They have high levels of self-awareness and are behaviourally flexible • They accept full responsibility for their personal growth

Exemplification

A Y8 learner is complaining about having no friends at break-time, yet persists with regularly intimidating other students physically and verbally.	A child can recognise and articulate times when they have been lacking resilience and how they could overcome these feelings.	A Y3 child can talk confidently about their best and worst paintings at the end of a unit of work and attribute their success and failure to specific strategies/actions.	A learner self-assesses their first draft of a narrative against their intended objectives. They use the gaps to set some targets for the second draft.
During a Maths lesson, a pupil is asked why they chose a particular strategy to reach an answer and they are unable to articulate any reasons.	A learner makes a link between how the physical geography of a site has affected the growth, infrastructure and industries in a settlement they are studying.	A learner explains how in the past they have found spelling and handwriting very challenging and so opts to construct a complaint letter using a word processor.	A learner explains that as a result of feeling they are not yet very creative they have opted to present the outcome of their science experiment as a rap.

Elements of Learning
Independence

In a nutshell: Autonomously taking charge of their own learning by planning what to do, when to do it and what support or resources will be needed to succeed, resulting in high levels of self-motivation and self-regulation.

Struggling

- Over dependent on others for guidance or feedback to reassure them that what they are doing is right
- Reluctant to think for themselves or take action without thinking or planning
- Self-motivation is low

Beginning

- Can take charge of their learning with some scaffolding
- Will seek out support and feedback fairly quickly after a short period of uncertainty
- Can maintain self-motivation for short periods

Developing

- Can make decisions about what to do and in what order
- Has a growing bank of self-help strategies and can evaluate the quality of their work and suggest next steps
- Self-motivated to search for alternative strategies

Embedding

- Well developed time management skills and practises delayed gratification
- Sets personal goals and is self-motivated to achieve them
- Can effectively self-regulate guided by metacognition and accurate self-evaluation

Exemplification

During an Art activity to create a range of pieces around the theme of 'broken', a student keeps asking the teacher for reassurance that their work is correct.	After a writing frame is provided on how to structure a piece of persuasive writing, a child produces a well constructed piece with some original arguments.	A child is stuck on how to spell some vocabulary needed for a report on Aztecs and, after checking the class word bank and using a dictionary, successfully finds the word on Google.	A learner shows high levels of self-discipline by breaking an assignment into sub-tasks across the week and working through breaks to meet a deadline before attending a club.
After a clear set of instructions on a research project into glacial erosion, a learner starts to drift off task and onto other websites.	During a juggling workshop, a child spends 2-3 minutes practising with 3 balls, but then after limited success seeks feedback from the teacher.	In a Maths task to find out how many daisies there are on the school field, a learner explores different ways to calculate the area of the field to progress.	A pupil self-selects from 3 graduated maths challenges based on feedback and self-assessment from yesterday's learning to make good progress.
			A child explains how they have shown resilience within archery by moving further from a target and enduring a low success rate at first to refine their aim.

Elements of Learning
Resilience

In a nutshell: Keeping going when things get hard as they believe errors and challenge show they are at the edge of their comfort zone, which leads to more progress and depth in learning.

Struggling
- A fragile learner who goes to pieces if they get stuck or make mistakes
- They only operate at the centre of their comfort zone by avoiding challenge and risk
- Low self-confidence

Beginning
- Some strategies for getting unstuck
- Find challenge uncomfortable but will sometimes move into their stretch zone
- Can only tolerate uncertainty for short periods
- Persevere for limited periods

Developing
- A range of strategies for getting unstuck
- Regularly and consciously take responsibility to move into their stretch zone
- Persevere and tolerate uncertainty for longer periods

Embedding
- Comfortable with getting stuck, spending the majority of time in their stretch zone
- Always view errors as learning opportunities
- Recognise and harness their feelings to help them achieve challenging goals
- Healthy self-esteem

Exemplification

Struggling	Beginning	Developing	Embedding
Copying the answers to a set of maths questions rather than getting stuck or asking for help.	Using a working wall with examples of common spelling patterns to produce some independent writing with accurate spelling.	Reviews previous scientific investigations and activities in their exercise book to support their understanding of a new investigation.	Leading a co-operative learning team on a problem, seeking ideas from others, trying different approaches and persevering during setbacks to achieve the goal.
A child gives up music tuition because it starts to get hard.	A child chooses a writing frame to help them structure a piece of discussion writing.	Creating a complex and original dance motif around the theme of rivers and volunteering to be first to perform this to the class for peer feedback.	A learner tries a new art technique, finds the first 3 attempts unsuccessful and after seeking feedback from a peer, refines their ideas successfully.
A child self-selecting an area/perimeter problem, which they can confidently already do, from a range of graded investigative activities.	A child beginning to use the literacy working wall working wall to help them choose and expand their range of connectives in their writing.	Challenging their own thinking by listening and considering counter-arguments to their own point of view in a debate on rainforest destruction.	A learner actively seeking a partner for a hockey dribbling/tackling skills practice who has a higher level of skill than them.
A Y9 learner refusing to come to school on a Wednesday because they are worried about how their lack of skill in PE will look to their peers.	Selecting and accessing some online research to help them interpret some unfamiliar mathematical vocabulary in a Maths problem.	Spends 20 minutes grappling with a rich mathematical task where the best strategy has to be discovered by trial and error. Seeks help from peers.	A learner self-selects a difficult Maths challenge and spends an hour trying to devise a strategy; they use the failed attempts to create a solution.

Areas of Learning

There are 8 areas of learning centred within The Big Picture:

The Arts

Understanding English, Communication and Languages

Historical, Geographical and Social Understanding

Understanding the World of Work

Mathematical Understanding

Physical Development, Health and Wellbeing

Scientific and Technological Understanding

Religion, Philosophy and Ethics

Packaging learning themes in this way gives teachers much greater flexibility to explore curriculum links and provide learning contexts that are tailored to the needs and interests of learners. These areas capture the essential skills and understanding that comprise a well-rounded education. Each area outlines what skills should be taught at each phase of education from Year 1 to Year 9. Within each area, the skills are set out in lines of development which describe the progress in learning:

Early: Year 1 and Year 2
Middle: Year 3 and Year 4
Bridging: Year 5, Year 6 and Year 7
Later: Year 8 and Year 9

By presenting learning expectations in this way, staff are able to see the curriculum pathways in their entirety from Year 1 through to the end of Key Stage 3. Teachers from each phase of education can see where their contributions to learning fit within the progression journey.

Purposeful curriculum design and planning are required in order to maximise the connections between the areas of learning whilst incorporating the elements of learning, the cross-phase elements and the components.

The following sections give the details of the 8 areas of learning.

Areas of Learning

The Arts

Art

Why this area of learning is important

The arts are a source of inspiration, enjoyment and fulfilment. They provide contexts in which children and young people learn to express their thoughts and emotions, use their imaginations, experiment and develop creativity. This area of learning makes a key contribution to learners' personal, social and emotional development and to their growth as confident individuals. It enables them to participate in and respond to the creative and cultural life of their communities. Working as artists and designers learners are encouraged to develop their own voice and to actively collaborate in order to communicate with different audiences through a variety of media and contexts. Participating in a range of art forms – including art and design, drama, music and dance – helps learners become responsive, critical and appreciative. They discover the value of discipline and practice and, in responding to the work of others, they gain insights into different viewpoints, identities, traditions and cultures.

Essential knowledge

Learners should build secure knowledge of the following:

a. how creative ideas can be developed in response to different stimuli and imaginative thinking

b. how different art forms communicate and evoke moods, thoughts and ideas

c. that designing, creating and performing require discipline, control, technique and practice

d. how and why people from different times and cultures have used the arts to express ideas and communicate meaning

e. that accepted forms and conventions can give structure and purpose to artistic works but can be adapted and changed

How the Art Curriculum enables our learners to become:

1 Successful Learners

From the earliest years, learners' experiences in the arts can help them to express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems. They can develop knowledge and skills related to the different arts, and strengthen broader skills such as the use of technologies. Successes in the arts can also fuel achievements in other areas of learning.

2 Confident Individuals

The arts encourage learners to become more self-aware and confident as they draw on their own ideas, experiences and feelings and express these through, for example, improvisation, movement, sound, line and shape. They can derive personal satisfaction and happiness from experiencing the different arts and taking part in them. Successful participation encourages learners to develop self-discipline, determination and commitment. For some, the expressive arts provide important opportunities to excel.

3 Responsible Citizens

The arts can enable learners to explore difficult ethical questions and, by providing ways of expressing responses to personal and social issues, help young people to question and develop stances and views. Learners and young people can explore the importance of cultures, the arts and heritage in Guernsey and other societies, and gain understanding of the cultural values and achievements of different societies. In this way they can deepen their insights and experiences of cultural identities and come to recognise the importance of the arts to the identities of nations.

4 Effective Contributors

The arts offer powerful opportunities for learners to develop their creativity, work cooperatively and communicate with others, and to show initiative, dependability, leadership and enterprise. At all ages, participation in the arts – individually, in groups or communities – can greatly enhance the quality of life in families, the school and the community. Some will contribute to the prosperity and cultural life of the Bailiwick through careers in the expressive arts.

Art

Art

Cross Phase Elements

- To learn about the role of art and design in their life, their locality and the historical impact on wider society and cultures and times.
- To learn about art within the world of work, by experiencing visiting artists.
- To view the work of and communicate with artists through visits to galleries and exhibitions or by working with visiting artists.
- To understand the role that art can play within promoting positive mental health and well being.

Early	Middle	Bridging	Later
Be Inspired **E1a**. To be inspired by the world around you. (Books, videos, galleries, internet, digital-based resources, artist in residence, the environment.)	**Discover** **M1a.** To discover artists, craftspeople and designers in different times and cultures.	**Research** **B1a**. To collect relevant research and present information gathered.	**Investigate** **L1a.** To independently investigate and research relevant links to make meaningful links to inspire their own work. To present information gathered.
Explore **E2a.** To explore the formal elements. (Line, tone, pattern, texture, shape, form, colour)	**Explore & Experiment** **M2a.** To use a variety of approaches to explore the formal elements and to experiment with different techniques and processes.	**Knowledge & Understanding** **B2a**. To explore and experiment the formal elements, different techniques and processes with purpose.	**Applying Technical Skills** **L2a**. To use technical skill when exploring the formal elements.
		B2b. To refer to previous experiences, demonstrating an understanding of how to manipulate these qualities.	**L2b.** To apply appropriate media when experimenting with a range of media, materials, techniques and processes.
Represent **E3a.** To represent objects, images, artefacts and feelings.	**Record** **M3a.** To record with some detail images, artefacts, feelings and experiences.	**Observations** **B3a.** To record observations with detail through primary and secondary resources.	**Meaningful Observations** **L3a.** To independently select appropriate media to demonstrate a sound ability to record meaningful observations using primary and secondary evidence.

Design & Make	Design & Make	Design, Select & Produce	Design, Refine & Personal Response
E4a. To create design ideas to inform the making.	**M4a.** To start to research to inform design ideas.	**B4a.** To start to use research to influence design ideas.	**L4a.** To use relevant links to develop design ideas.
	M4b. To start to select suitable materials appropriate to purpose.	**B4b.** To select suitable media, materials, techniques and processes appropriate to purpose.	**L4b.** To independently select suitable media, materials, techniques and processes appropriate to purpose.
E4c. To make a final outcome.	**M4c.** To make a final outcome	**B4c.** To produce a relevant response.	**L4c.** To produce a meaningful and personal response.
Discuss	**Discuss & Describe**	**Evaluate, Reflect & Improve**	**Evaluate, Analyse & Refine**
E5a. To discuss what they have done and say what they feel about their own and others' work.	**M5a.** To discuss what they have done and compare what they feel about their own and others' work.	**B5a.** To evaluate the design process and resulting work.	**L5a.** To evaluate the design process and resulting work.
E5b. To begin to describe how they would develop their own and others' work.	**M5b.** To describe how they would develop their own and others' work.	**B5b.** To reflect on your own and others' work using a range of subject specific language.	**L5b.** To analyse and comment on your own and others' work using a wide range of subject specific language.
	M5c. To start to adapt and improve work.	**B5c.** To adapt and improve work.	**L5c.** To refine work in order to make further progress.

By end of bridging learner should know about:

- Art movements
- Art as communication
- Interpretation of art
- Famous pieces of art
- Famous artists
- Events in history

Through the study of:

- Sculpture
- Photography
- Graphics
- Drawing
- Painting
- Printing
- Textiles
- Collage
- Mixed-media
- Digital media

Art

Formal Elements

The application of:

Line - used to represent shape, give sense of 3D form, record surface texture, give expressive response. Many materials can be used, from pencil and paint to a stick used as a tool to draw in sand or wire used to sculpt and 'draw in the air'.

Tone - records the light and dark that can be seen and volume and depth. Shading pencils (2B/4B) a good first media. Mixing paint incrementally to create slowly changing grayscale effective. Charcoal and white chalk on grey (mid tone) sugar paper. Cross hatching with pens to create more intense areas of line and therefore a darker tone.

Pattern - creates surface decoration on a 2D or 3D surface. Polystyrene prints onto coloured paper or paint on driftwood/stone. Woven paper or fabric to form a structure created by pattern. Any material can be used to form regular/repeating or irregular/non-repeating designs. Inspiration may come from natural or manmade sources.

Texture - tactile quality which can be real such as a sculptural piece of 3D work (wood/metal/ceramic/wire) or raised 'relief' surface of a canvas thick with impasto paint. Can be created by using mixed media/collaged surfaces, using recycled/ found materials or implied through careful handling of 2D media such as watercolour botanical illustrations or shading pencil to create a 'trompe l'oeil' where there is a precise replication of a textured surface.

Shape - is a two-dimensional area that is defined in some way, therefore a whole variety of media is suitable for this. A shape may have an outline around it or you may recognise it by its area. Varying the themes means

Definition

Line - A line is an identifiable path created by a point moving in space. It is one-dimensional and can vary in width, direction, and length. Lines often define the edges of a form. Lines can be horizontal, vertical, or diagonal, straight or curved, thick or thin. Line is a mark with greater length than width.

Tone - This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows.

Pattern is an underlying structure that organises surfaces or structures in a consistent, regular manner. Pattern can be described as a repeating unit of shape or form, but it can also be thought of as the 'skeleton' that organizes the parts of a composition.

Texture is used to describe either the way a three-dimensional work actually feels when touched, or the visual 'feel' of a two-dimensional work.

Shape is a closed line that is limited to two directions: width and length. A shape can be geometric, which means it is mathematically determined, like squares and circles, or organic, which means it is free-form or natural/

we can differentiate between geometric and natural shapes. Work can be created with cut paper collage based on a theme selected. Use of first hand observational drawing can encourage a visual awareness of shape. Contrasting media such as charcoal and chalk and black paint on white paper can be useful for explorations of positive/negative shape.

Form - a form is a three-dimensional geometrical, figure therefore investigations can successfully start with observational drawing of these structures before moving into a 3D material such as clay/ papier mache/ 'ModRoc'.

Colour - colour wheel mixing with paint gives immediate impact of the 'magic' that is the creation of secondary/tertiary colours. Can also be seen with overlapping tissue paper/coloured acetate/blending of pastels. Mixing can then be extended to graduations by mixing black and white to change the value of the colour. Further development can be with complementary colour mixing with the opposite colours on the colour wheel investigated yellow/purple, blue/orange, red/green.

created by nature. Shapes defined by objects are positive shapes. Shapes defined around objects are negative shapes. Shapes are flat and can express length and width in a regular or irregular manner. Form and shape are related. You can turn a shape into the illusion of form by adding value and you can simplify a form from life into a shape.

Form Forms are three-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms.

Colour is produced when light, striking an object, is reflected back to the eye. There are three properties to colour. First is hue, which simply means the name we give to a colour (red, yellow, blue, etc.).The second property is intensity, which refers to the strength and vividness of the colour. For example, we may describe the colour blue as 'royal' (bright, rich, vibrant) or 'dull' (greyed). The third and final property of colour is its value, meaning its lightness or darkness. The terms shade and tint are in reference to value changes in colours.

Drama

Why this area of learning is important

The arts are a source of inspiration, enjoyment and fulfilment. They provide contexts in which children and young people learn to express their thoughts and emotions, use their imagination, experiment and develop creativity. This area of learning makes a key contribution to learner's personal, social and emotional development and to their growth as confident individuals. It enables them to participate in and respond to the creative and cultural life of their communities. Working as artists and designers they are encouraged to develop their own voice and to actively collaborate in order to communicate with different audiences through a variety of media and contexts. Participating in a range of art forms – including art and design, drama, music and dance – helps learners become responsive, critical and appreciative. They discover the value of discipline and practice and, in responding to the work of others, they gain insights into different viewpoints, identities, traditions and cultures.

Essential knowledge

Learners should build secure knowledge of the following:

a. how creative ideas can be developed in response to different stimuli and imaginative thinking

b. how different art forms communicate and evoke moods, thoughts and ideas

c. that designing, creating and performing require discipline, control, technique and practice

d. how and why people from different times and cultures have used the arts to express ideas and communicate meaning

e. that accepted forms and conventions can give structure and purpose to artistic works but can be adapted and changed

How the Drama Curriculum enables our learners to become:

1 Successful Learners

From the earliest years, learners' experiences in the arts can help them to express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems. They can develop knowledge and skills related to the different arts, and strengthen broader skills such as the use of technologies. Successes in the arts can also fuel achievements in other areas of learning.

2 Confident Individuals

The arts encourage learners to become more self-aware and confident as they draw on their own ideas, experiences and feelings and express these through, for example, improvisation, movement, sound, line and shape. They can derive personal satisfaction and happiness from experiencing the different expressive arts and taking part in them. Successful participation encourages them to develop self-discipline, determination and commitment. For some, the expressive arts provide important opportunities to excel.

3 Responsible Citizens

The arts can enable learners to explore difficult ethical questions and, by providing ways of expressing responses to personal and social issues, help children and young people to question and develop stances and views. Learners can explore the importance of cultures, the arts and heritage in Guernsey and other societies, and gain understanding of the cultural values and achievements of different societies. In this way they can deepen their insights and experiences of cultural identities and come to recognise the importance of the arts to the identities of nations.

4 Effective Contributors

The arts offer powerful opportunities for learners to develop their creativity, work cooperatively and communicate with others, and show initiative, dependability, leadership and enterprise. At all ages, participation in the arts – individually, in groups or communities – can greatly enhance the quality of life in families, the school and the community. Some will contribute to the prosperity and cultural life of the Bailiwick through careers in the expressive arts.

Drama

Drama

Cross Phase Elements

- To learn about the diverse roles of drama within the cultures of their locality and the wider world.

Early	Middle	Bridging	Later
Improvisation, devising, rehearsing, communication, exploration, discussion. Creating drama on their own or in small groups. Talking about what they like about drama they have seen.			
Devices: Freeze-frames, mime, action, dialogue, choral speaking, monologue, sound collage, cross-cutting, dramatic pause, multi-roles, flashbacks, narration, climax, anti-climax, ensemble, placards, projections, physical theatre, stimulus.			
E1a. To work individually and with others and to begin to give verbal feedback.	**M1a**. To be able to work individually and in groups and begin to give effective verbal feedback to peers.	**B1a**. To evaluate and appreciate their own work and the work of others, both verbally and in writing, identifying the individual elements i.e. physical, vocal and facial.	**L1a.** To identify and analyse their own work and the work of others verbally and in writing; identifying the individual elements i.e. physical, vocal and facial.
Improvisation, devising, rehearsing, character research. Engaging and empathising with characters, situations and events from known or researched stories.			
Devices: Thought-tunnel, conscience alley, conscience angels, hot seating, forum theatre, emotional memory, circles of attention.			
E2a. To use role play and imaginative play to engage and empathise with characters, situations and events from known stories and stories they create together.	**M2a**. To devise, direct and perform in original pieces of drama for different purposes.	**B2a.** To devise, direct and perform in original pieces of drama for different purposes and audiences.	**L2a.** To devise, direct and perform in original pieces of drama for different audiences, applying a range of dramatic structures.
Lighting design, costume design, set design, sound design. Students understand how technical and design elements such as lighting, sound and costume contribute to performance and can put these ideas into practice.			
Devices: Strobe, crossfade, cue, slow-fade, spotlight.			
E3a. Use objects and props to enhance role play and interaction.	**M3a.** Design, select and use objects or props to enhance role play and interaction.	**B3a**. Begin to understand how technical and design elements***** contribute to performances.	**L3a.** Understand and evaluate the influence of design***** and technical elements on performances.

Improvisation, devising, rehearsal.
Using a range of dramatic techniques for different purposes and effects.

Devices: Marking the moment, direct address, breaking the fourth wall, physical theatre, naturalism, mime, melodrama.

E4a. To explore a range of dramatic techniques, improvise and depict imagined worlds, and model the real world through drama.	**M4a.** To select and experiment with a broad range of dramatic techniques, improvise and depict imagined worlds, and model the real world through drama.	**B4a.** To select and experiment with a range of dramatic techniques and genres for different purposes and effects.	**L4a.** To select and experiment with a broad range of dramatic techniques and genres for different purposes and effects.

Pitch, tone, gait, pace, rhythm, gesture, proxemics, eye-contact, volume, movement.
Using facial expressions, body language, movement and voice to communicate meaning in performance.

Devices: Emotional memory, circles of attention.

E5a. To use facial expressions, body language and movement to communicate.	**M5a**. To perform using facial expressions, body language and movement to communicate different thoughts, feelings and ideas.	**B5a**. To perform using an appropriate combination of facial expressions, body language, movement to communicate different emotions and characteristics of behaviour.	**L5a**. To perform using an appropriate and effective combination of facial expressions, body language, movement and space to communicate different emotions and characteristics of behaviour.

Verbal reflection, written reflection.
Experiencing, appreciating and reflecting upon live performance or theatre.

Devices: Sentence structure, word map.

E6a. To experience, appreciate and reflect upon live performance or theatre.	**M6a**. To experience, appreciate and reflect on live performance or theatre.	**B6a**. To experience, appreciate and evaluate live performance or theatre	**L6a**. To experience, appreciate, analyse and evaluate live performance or theatre and apply in the development of their own performances.

Editing, direction, recording, playback, projection.
Selecting and using appropriate digital media to develop ideas.

Devices: IPad, video camera, CD, PA.

E7a. To use digital media** .	**M7a**. To select and use appropriate digital media**.	**B7a**. To select and use appropriate digital media** to develop and refine their ideas.	**L7a**. To select and use appropriate digital media** to develop and refine their ideas.

* Design Elements - scenography (set), lighting design, sound effects, music, staging, video & projection, production environments, technical i.e equipment such as mics, mixing desk, stage management, directing, producing and writing.

** Digital Media - use of music - SFX, video (including iPads, APPs and recording, video cameras), playback and projection (in performance and also watching of live theatre), audio recording and playback (software and hardware i.e. CDs, PAs), use in design elements - scripts and reading using mixed media (radio, tv, internet, cinema).

Drama

Dance

Why this area of learning is important

The arts are a source of inspiration, enjoyment and fulfilment. They provide contexts in which children and young people learn to express their thoughts and emotions, use their imaginations, experiment and develop creativity. This area of learning makes a key contribution to learners' personal, social and emotional development and to their growth as confident individuals. It enables them to participate in and respond to the creative and cultural life of their communities. Working as artists and designers they are encouraged to develop their own voice and to actively collaborate in order to communicate with different audiences through a variety of media and contexts. Participating in a range of art forms – including art and design, drama, music and dance – helps learners become responsive, critical and appreciative. They discover the value of discipline and practice and, in responding to the work of others, they gain insights into different viewpoints, identities, traditions and cultures.

Essential knowledge

Learners should build secure knowledge of the following:

a. how creative ideas can be developed in response to different stimuli and imaginative thinking

b. how different art forms communicate and evoke moods, thoughts and ideas

c. that designing, creating and performing require discipline, control, technique and practice

d. how and why people from different times and cultures have used the arts to express ideas and communicate meaning

e. that accepted forms and conventions can give structure and purpose to artistic works but can be adapted and changed

How the Dance Curriculum enables our learners to become:

1 Successful Learners

From the earliest years, learners' experiences in the Arts can help them to express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems. They can develop knowledge and skills related to the different arts, and strengthen broader skills such as the use of technologies. Successes in the arts can also fuel achievements in other areas of learning.

2 Confident Individuals

The arts encourage learners and young people to become more self-aware and confident as they draw on their own ideas, experiences and feelings and express these through, for example, improvisation, movement, sound, line and shape. They can derive personal satisfaction and happiness from experiencing the different expressive arts and taking part in them. Successful participation encourages them to develop self-discipline, determination and commitment. For some, the expressive arts provide important opportunities to excel.

3 Responsible Citizens

The arts can enable young people to explore difficult ethical questions and, by providing ways of expressing responses to personal and social issues, help young people to question and develop stances and views. Learners and young people can explore the importance of cultures, the arts and heritage in Guernsey and other societies, and gain understanding of the cultural values and achievements of different societies. In this way they can deepen their insights and experiences of cultural identities and come to recognise the importance of the arts to the identities of nations.

4 Effective Contributors

The arts offer powerful opportunities for learners and young people to develop their creativity, work cooperatively and communicate with others, and show initiative, dependability, leadership and enterprise. At all ages, participation in the arts – individually, in groups or communities – can greatly enhance the quality of life in families, the school and the community. Some will contribute to the prosperity and cultural life of the Bailiwick through careers in the expressive arts.

Dance

Dance

Cross Phase Elements

- To be exposed to a variety of dance mediums and performances from around their locality and the wider world.
- To learn about the role of dance in cultures and times.
- To have opportunities to perform to a partner, class, or audience.
- To explore a wide range of materials and techniques to create and depict imagined worlds, and model the real world through dance.
- To understand the role that dance can play within promoting positive mental health and wellbeing.

Early	Middle	Bridging	Later
Technical			
Learning a dance sequence			
E1a. To replicate simple movements.	**M1a**. To replicate simple movements and patterns in a sequence.	**B1a**. To replicate simple movements and patterns in a sequence with increasing accuracy.	**L1a**. Replication of movements in a sequence with increasing accuracy.
Performing a dance using a range of dance actions			
E1b. To explore the six basic actions of dance.	**M1b**. To explore with developing confidence six basic actions of dance.	**B1b**. To use six basic actions of dance with purpose.	**L1b**. To use six basic actions of dance effectively within a performance.
Performing a dance using a variety of spatial arrangements			
E1c. To start to become aware of space when moving.	**M1c**. To explore space showing increased awareness of others when moving.	**B1c**. To use space purposefully showing awareness of others.	**L1c**. To use more complex spatial patterns purposefully, effectively and in a varied way.
Performing a dance with contrasting dynamics			
			L1d. To explore the use of dynamics within either choreography or dance performance.
Creative			
Choreographing original dance material through the process of trial, refine and polish in response to a range of stimuli			
E2a. To create movement patterns in response to stimuli.	**M2a**. To create movement patterns in response to stimuli.	**B2a**. To create movement patterns in response to stimuli with increasing independence.	**L2a**. To create effectively dances in response to stimuli with independence.

Performing a movement/dance with meaning			
E2b. To present dance and movement to communicate ideas or stories.	**M2b**. To perform dance and movement to communicate ideas or stories.	**B2b**. To perform dance using expressive skills to communicate ideas or stories.	**L2b**. To perform dance using expressive skills to communicate ideas or stories effectively.
Exploring different ways of choreographing dance			
			L2c. To use compositional tools to create dances.

Analysis

Experiencing, appreciating and reflecting upon dance performances, including live work.			
E3a. To express an opinion on movement that they have participated in or observed.	**M3a**. To describe and interpret their own work and the creative work of others expressing an opinion with justification.	**B3a**. To evaluate and appreciate their own work and the work of others.	**L3a**. To critically evaluate and appreciate their own work and the work of others making specific reference to dance terminology.
Trialling performance ideas, refine and polish in response to feedback.			
		B3b. To provide feedback to others and respond accordingly to constructive feedback.	**L3b**. To respond to constructive feedback to improve technique and performance effectively.

Core Skills:

- Agility
- Flexibility
- Coordination
- Control
- Stamina
- Balance
- Speed
- Stability
- Strength
- Creativity
- Imagination

Basic Actions of Dance:

- Isolation
- Travel
- Falling
- Elevation
- Turning
- Stillness

These can be achieved through use of space, dynamics and relationships

Stimuli:

- Stories
- Music
- Poetry
- Films
- Weather
- Mood

Music

Why this area of learning is important

The arts are a source of inspiration, enjoyment and fulfilment. They provide contexts in which children and young people learn to express their thoughts and emotions, use their imaginations, experiment and develop creativity. This area of learning makes a key contribution to learner's personal, social and emotional development and to their growth as confident individuals. It enables them to participate in and respond to the creative and cultural life of their communities. Working as musicians they are encouraged to develop their own voice and to actively collaborate in order to communicate with different audiences through a variety of media and contexts. Participating in a range of art forms – including art and design, drama, music and dance – helps learners become responsive, critical and appreciative. They discover the value of discipline and practice; in responding to the work of others, they gain insights into different viewpoints, identities, traditions and cultures.

Essential knowledge

Learners should build secure knowledge of the following:

a. how creative ideas can be developed in response to different stimuli and imaginative thinking

b. how different art forms communicate and evoke moods, thoughts and ideas

c. that designing, creating and performing require discipline, control, technique and practice

d. how and why people from different times and cultures have used the arts to express ideas and communicate meaning

e. that accepted forms and conventions can give structure and purpose to artistic works but can be adapted and changed

How the Music Curriculum enables our learners to become:

1 Successful Learners

From the earliest years, learners' experiences in the Arts can help them to express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems. They can develop knowledge and skills related to the different arts, and strengthen broader skills such as the use of technologies. Successes in the arts can also fuel achievements in other areas of learning.

2 Confident Individuals

The arts encourage learners to become more self-aware and confident as they draw on their own ideas, experiences and feelings and express these through, for example, improvisation, movement, sound, line and shape. They can derive personal satisfaction and happiness from experiencing the different expressive arts and taking part in them. Successful participation encourages them to develop self-discipline, determination and commitment. For some, the expressive arts provide important opportunities to excel.

3 Responsible Citizens

The expressive Arts can enable children and young people to explore difficult ethical questions, and by providing ways of expressing responses to personal and social issues, help young people to question and develop stances and views. Children and young people can explore the importance of cultures, the arts and heritage in Guernsey, and other societies and gain understanding of the cultural values and achievements of different societies. In this way they can deepen their insights and experiences of cultural identities and come to recognise the importance of the arts to the identities of nations.

4 Effective Contributors

The expressive arts offer powerful opportunities for learners and young people to develop their creativity, work cooperatively and communicate with others, and show initiative, dependability, leadership and enterprise. At all ages, participation in the arts – individually, in groups or communities – can greatly enhance the quality of life in families, the school and the community. Some will contribute to the prosperity and cultural life of the nation through careers in the expressive arts.

Music

Music

Cross Phase Elements

- To have opportunities to work in groups, individually and to share their learning.
- To learn about the role of music in their life, their locality, wider society, cultures, music industry and times.
- To view the work of and communicate with musicians through visits to concerts, workshops or by working with musicians.
- To understand the role that music plays within promoting positive mental health and wellbeing.
- To share and discuss own personal responses to different genres of music.
- To play a range of tuned and untuned instruments and sing with application.
- To use traditional and digital technologies.

Early	Middle	Bridging	Later
Performing and Composing An ability to compose, write down, improve and share a piece of music			
E1a. To explore voices and a wide range of instruments, materials and techniques to create music.	**M1a**. To begin to create and compose using instrumental, vocal and digital music resources..	**B1a**. To be able to create and compose simple melodies and accompaniments using instrumental, vocal and digital music resources.	**L1a**. To be able to create and compose for a specific purpose, in a range of styles, with increasing sophistication using a variety of instrumental, vocal and digital music resources.
E1b. To explore simple musical elements.	**M1b**. To begin to recognise different musical elements and have an awareness of how they can be used together.	**B1b**. To recognise different musical elements and understand how they can be used together.	**L1b**. To use different musical elements and understand how they can be used together.
E1c. To begin to use simple pictures and symbols to represent sound to support their composing and performing.	**M1c**. To use symbols to support their composing and performing, including rhythmic elements.	**B1c**. To use graphic notation to support their composing and performing.	**L1c**. Show some knowledge of formal music notation.
Listening and Analysing An ability to listen to and describe the musical elements, style and feelings created by a piece of music			
E2a. To listen attentively to music and be able to respond appropriately.	**M2a**. To listen attentively and respond to music and begin to identify different musical elements.	**B2a**. To listen carefully and respond to music demonstrating musical understanding.	**L2a**. To listen carefully and respond to music, analysing how different musical elements are combined.

E2b. To begin to explore different genres of music.	**M2b**. To begin to demonstrate an appreciation of origin, context and purpose.	**B2b**. To recognise different origins, contexts and purposes, beginning to use appropriate vocabulary.	**L2b**. To communicate appreciation of origin, context and purpose using appropriate musical vocabulary.
E2c. To show awareness of how different emotions are demonstrated.	**M2c**. To describe contrasting moods and emotions.	**B2c**. To describe contrasting moods, emotions and styles, showing an understanding of how the composer and performer have achieved the effect.	**L2c**. To analyse, describe and compare different types of musical genres and styles, using appropriate musical vocabulary.

Musical Elements

Tempo - Fast/slow

Silence - Planned moments of no sound

Pitch - High/low

Rhythm - Patterns of notes (rhythm) played over the beat (pulse)

Duration - Long/short

Dynamics - Loud/soft

Timbre - Different sounds (e.g. wood, metal, shakers, skins)

Musical Context

Musical Context	Examples
Style, traditional music, time period, 20th/21st century, context in performance.	Medieval, Renaissance, Baroque, Classical, Romantic and early 20th century, electronic music.
World music, traditional local, dance and folk traditions.	Understanding of hIstorical, geographical and citizenship Ie African, Indian, folk, European, South American, Jamaican.
Music in film, TV, radio, theatre, video games, reality TV/music video.	Mediums of musical performance and listening media
Use of technology as learner. Apps, software, performer, composer and listener/consumer.	Learners' use of new technologies in creating, listening and collaborating.
Links with numeracy, literacy and ICT.	Use in performance and technology in cross-curricular learning.
Musical families (traditional and modern).	Traditional instrumental families and new technologies.
Use of internet.	As performers' tool, sharing of learners' work. As learner, listener, consumer and development of distribution of media.
Listening formats.	Development of technology (tape/vinyl/CD/radio/iPod/online/live).
Music recording and sharing of student digital work.	Techniques, performance tools, sharing of input. Recording techniques, analogue and digital
Music industry, organisations and job roles.	Understanding of music industry career pathways, training and exams.
Development of popular music and styles.	Range of modern styles, ie blues, jazz, rock, electronic dance music, pop, RnB, hip hop, DJ.
Sacred/secular voice.	Solo-mixed parts in performance, sacred choral, ceremonial and festive.
Instrumental music.	Development of performance, accuracy, note, pitch and interpretation.

Areas of Learning

Understanding English, Communication and Languages

English

Why this area of learning is important

English, communication and languages lie at the heart of our capacity to imagine, think, create and make a crucial contribution to learners' development as well-rounded individuals. Their developing use of language underpins learners' achievement across the curriculum and lays the foundations for active involvement in cultural life, society, work and lifelong learning. English helps learners to develop their imagination, see the world through the eyes of others, and read and write for pleasure. Children and young people learn to communicate effectively in a range of media. They become increasingly fluent and accurate in expressing their thoughts and emotions, orally and in writing. They become more skilled in generating ideas, solving problems and thinking critically and creatively. Creating and responding to all kinds of texts, including those which combine words, images and sounds, offer access to the world of knowledge and imagination and generate lasting enthusiasm and enjoyment. Language and communication open up many possibilities enabling learners to engage with different cultures and societies, further developing their understanding of how languages work.

Essential knowledge

Learners should build secure knowledge of the following:

a. How language is used to express, explore and share information, ideas, thoughts and feelings.

b. The power of language and communication to engage people and influence their ideas and actions

c. How language works: its structures and conventions, variations in use and changes over time

Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

How the English Curriculum enables our learners to become:

1 Successful Learners

When children and young people have competence in language and good literacy skills they can gain access to all areas of learning. Developing these skills enables them to communicate their thoughts and opinions effectively. Through their reading of literature, learners can be challenged in their thinking, encouraging openness to new and alternative approaches and ideas. Applying literacy skills successfully through technologies allows children and young people to engage with and express themselves using different media.

2 Confident Individuals

Language is an important expression of identity. Effective communication helps learners to relate positively to others and interact successfully in different social contexts. Confidence in communication is important to self-esteem. Learners are able to explore their own and other people's experiences, emotions and relationships in the safe contexts of literature.

3 Responsible Citizens

As they develop their abilities in their own language, learners learn to reflect and develop their ideas and stances and learn to consider the thoughts and feelings of other people. They can participate in discussions, help to resolve conflicts, and learn to play a part in influencing decisions and actions. Through reading in their own and other languages, children and young people can extend their perspectives on the world, helping them to develop their views and make informed decisions, challenging and reconsidering preconceptions and stereotypes.

4 Effective Contributors

Through expressing themselves individually or as part of a group, learners can contribute to the life of their school and community. As they progress, they can use their skills creatively in increasingly sophisticated ways and share this work with others. Effective language and literacy skills enable children and young people to contribute to developing creative and enterprising ideas and communities. As they develop an awareness of audience and register, they can learn to communicate successfully in ways which are appropriate for different situations.

English Reading

Cross Phase Elements

- To develop a love of reading for enjoyment, information and learning.
- To apply reading skills to a range of real life contexts.
- To meet writers.
- To experience a range of fiction, non-fiction and poetry.*****
- To make and explain personal choices in reading.
- To develop reading stamina.
- To search for information using printed and digital material and to make choices about the appropriateness of the information.
- To have opportunities to read aloud and develop confidence in reading with fluency, intonation and expression.

Early	Middle	Bridging	Later
E1a. To use phonic strategies for decoding unfamiliar words; to hear, identify, segment and blend phonemes.	**M1a**. To use a range of strategies to attempt to read and navigate new texts fluently and accurately to establish meaning.	**B1a**. To read independently and accurately, using a full range of strategies appropriately to establish meaning.	**L1a**. To read a range of texts of increasing complexity with fluency, accuracy and understanding.
E1b. To use picture cues and context to read for meaning.			
E1c. To develop sight vocabulary of high frequency words and apply in context.			
E1d. To read aloud using punctuation.	**M1d**. To read aloud with intonation and expression taking into account a range of punctuation.		
E1e. To be able to retrieve specific information from texts.	**M1e**. To be able to retrieve specific information from texts.	**B1e**. To be able to retrieve specific information from texts.	**L1e**. To be able to retrieve specific information from texts.
E1f. To recognise main features of page layout in texts (e.g. title, subheadings, labels, diagrams and charts in non-fiction and paragraphs in fiction).	**M1f**. To locate specific information making efficient use of page layout (e.g. title, subheadings, labels, diagrams and charts in non-fiction and paragraphs in fiction).	**B1f**. To be able to locate relevant information quickly and effectively.	**L1f**. To be able to retrieve, collate and summarise information from a range of sources.

E1g. To use knowledge of non-fiction text structure (e.g. use of index) to begin to locate and retrieve specific information.	**M1g**. To locate specific information making efficient use of non-fiction text features (e.g. contents, index, glossary).		
E1h. To be able to retell and sequence events in a story or recount text.	**M1h**. To be able to summarise and sequence events in a text.	**B1h**. To be able to summarise events and identify themes in a text.	**L1h**. To be able to provide synopses and make connections between texts.
E1i. To infer meaning from visual images and a range of texts*.	**M1i**. To infer meaning, motive and feelings from a range of texts* and formulate a personal response.	**B1i**. To interpret, infer and deduce meaning from a range of texts* and formulate a personal response.	**L1i**. To interpret, infer and deduce meaning from a range of texts* and formulate a critical and evaluative response.
E1j. To use deduction to make predictions.	**M1j**. To deduce reasons for characters' actions and events based on evidence from text and use this to predict future events.	**B1j**. To make predictions informed by implied and explicit meaning in texts.	
E2a. To recognise whether information is fiction, fact or opinion.	**M2a**. To understand and recognise the difference between fact and opinion.	**B2a**. To recognise how bias, fact and opinion may be used to influence readers.	**L2a**. To recognise how bias, fact and opinion may be used to influence readers and use this knowledge to question the reliability of texts.
E3a. To recognise that texts have been written in different times and places.	**M3a**. To recognise that texts have been written in different times and places and to begin to understand different viewpoints.	**B3a**. To recognise authors' perspectives and viewpoints. To recognise the significance of social, historical and cultural influences on texts.	**L3a**. To recognise authors' perspectives and viewpoints with clear reference to and understanding of the authors' social, historical and cultural influences.
E4a. To recognise that writers select words and use patterns of rhythm and rhyme to create an effect.	**M4a**. To recognise and describe how writers select words and use a variety of language forms and structures to create effects.	**B4a**. To identify features of writers' language choices with some explanation regarding effect.	**L4a**. To explain, comment upon and evaluate the effectiveness and impact of writers' choices of language devices and techniques.

* A range of texts (fiction, non-fiction, poetry) - whole books, extracts and a variety of media including: plays, magazines, comics, films, extracts, trailers, YouTube clips, pictures, printed adverts, TV adverts, radio broadcasts, websites, labelling and packaging, book covers and maps.

English Writing

Cross Phase Elements

- To write for real-life situations and pleasure.
- To write for a range of purposes and audiences in an appropriate style and format in both fiction and non-fiction.
- To communicate ideas effectively in a sustained, fluent and consistent way.
- To experience performances and meet writers.
- To explore writing using different media and multimodal formats
- To develop stamina in writing.
- To develop a range of techniques for planning writing and be able to select the most appropriate for any given purpose.
- To provide a wide variety of opportunities for the development of a personal style.

Early	Middle	Bridging	Later
E1a. To understand the function of punctuation and use it to demarcate sentences to convey emphasis and meaning.	**M1a**. To use an increasing range of punctuation and understand how it affects meaning, clarifies structure and conveys emphasis.	**B1a**. To use the full range of punctuation appropriately and show an understanding of how it clarifies meaning for the reader.	**L1a**. To consistently use the full range of punctuation creatively and for specific effect, appropriate to purpose.
E2a. To select vocabulary for a range of purposes with an awareness of audience.	**M2a**. To select language that is appropriate for audience and purpose using an increasingly varied vocabulary. To begin to recognise different levels of formality.	**B2a**. To select language for effect using an increasingly varied range of vocabulary to suit a range of audiences, purpose and formality.	**L2a**. To use purposeful language devices and techniques effectively to engage and impact a range of audiences within formal and informal contexts.
E3a. To segment words into syllables and phonemes making increasingly accurate choices.	**M3a**. To make an informed phoneme - grapheme correspondence choice		
E3b. To recognise and apply common spelling rules and patterns.	**M3b**. To recognise and apply spelling rules and patterns using knowledge of word families and root words including morphemes.	**B3b**. To apply spelling rules and patterns to unfamiliar words.	**L3b**. To accurately spell an increasing range of technical and creative vocabulary.

English

English

E4a. To recognise and use the four different sentence types, exploring how ideas are linked within and between sentences.	**M4a**. To recognise and use different lengths and structures of sentences, exploring how ideas are linked within and between sentences and paragraphs.	**B4a.** To use a variety of sentence lengths and structures in order to shape writing according to audience and purpose. Ideas are linked between paragraphs.	**L4a**. To use a variety of sentence lengths and structures with control in order to shape writing according to audience and purpose.
			L4b. To use paragraphs appropriately and for effect.
E5a. To proofread and edit their own and others' writing with support.	**M5a**. To proofread and edit their own and others' writing.	**B5a**. To proofread and edit own and others' writing independently.	**L5a**. To proofread and edit own and others' writing independently.
E6a. To form all letters correctly and begin to join handwriting.	**M6a**. To form and join letters fluently, legibly and correctly.	**B6a**. To gain fluency, legibility and stamina in handwriting.	**L6a**. To maintain fluency and stamina in handwriting.

Examples of text types

Fiction	Non-Fiction	Poetry
Studies of authors and significant works		
• **Narrative Genres** - including: adventure, fantasy, horror, mystery, science fiction, family drama, sport, animal, historical/contemporary, classic, myths, legends, fables, fairy tales and traditional tales • **Play/script writing**	· Instructions · Explanations · Newspaper/journalistic writing · Biography/autobiographical writing · Non-chronological reports and recounts · Persuasive writing and balanced arguments	· Free verse - no defined pattern or structure · Visual - concrete, shape · Structured - has a defined pattern or form

English Speaking and Listening

Cross Phase Elements

- To understand and apply protocols and etiquette in a range of contexts.
- To experience performances and meet speakers.
- To have a range of opportunities to speak publicly.

Early	Middle	Bridging	Later
E1a. To organise what they say giving relevant details and using appropriate vocabulary to make main points clear to the listener.	**M1a**. To organise and shape what they say for relevance and interest using appropriate vocabulary and some presentational techniques.	**B1a**. To articulate ideas clearly and effectively using a range of appropriate techniques; in both planned and impromptu contexts.	**L1a**. To analyse, evaluate and refine ideas clearly and effectively using a wide range of appropriate techniques discerningly.
E2a. To enunciate clearly and speak audibly.	**M2a**. To structure arguments and present opinions individually and in a group context.	**B2a**. To present reasoned arguments and opinions individually and in a group context.	**L2a**. To refine, analyse and build upon the ideas and opinions of others.
E2b. In discussion, to take turns, make relevant contributions, give opinions and listen and respond to different views.	**M2b**. To listen and respond to different views respectfully.	**B2b**. To listen, respond and build upon the ideas and opinions of others sensitively and with respect.	**L2b**. To initiate and support collaboration in discussion.
E3a. To explore the use of language in different contexts and for different audiences.	**M3a**. To select language that is appropriate for audience and purpose.	**B3a**. To select language for effect, using an increasingly varied range of vocabulary to suit a range of audience, purpose and formality.	**L3a**. To refine language choices to effectively engage a range of audiences within formal and informal contexts.
	M3b. To begin to recognise different levels of formality.		
E4a. To develop a recognition of the difference between standard and non-standard English.	**M4a**. To develop an awareness of varieties of language use including accent and dialect. To use standard English when appropriate.	**B4a**. To appreciate difference of language use including standard English, accent and dialect.	**L4a**. To analyse variation in language use, including idiolect, sociolect, jargon and standard English.
		B4b. Assured and fluent use of standard English when appropriate.	**L4b**. To continue to demonstrate assured and fluent use of standard English when appropriate.

Modern Foreign Languages

Why this area of learning is important

Learning and using languages enables learners to engage and identify with different cultures and societies and to develop their understanding of how languages work.

Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

Essential knowledge

Learners should build secure knowledge of the following:

a. How languages work: their structures and conventions, variations in use, and changes over time

b. How languages, literature and the media enable different ways of thinking and give access to ideas and experiences from different cultures and historical periods.

How MFL Curriculum enables our learners to become:

1 Successful Learners

Modern Foreign Language acquisition facilitates more complex thinking and learning processes. Through exposure to foreign languages and cultures, learners can be challenged in their thinking, encouraging openness to new and alternative approaches and ideas. Learning other languages enables children and young people to communicate with those from other nations and backgrounds, and gain an appreciation of the wider world.

2 Confident Individuals

Language is an important expression of identity. Effective communication helps learners to relate positively to others and interact successfully in different social contexts. Through their reading, children and young people are able to explore other people's cultures and traditions. Being able to communicate in a modern foreign language boosts learners' confidence and helps them to cope in new situations.

3 Responsible Citizens

Through the study of Modern Foreign Languages learners can extend their perspectives on the world, helping them to develop their views and come to difficult decisions. Learning additional languages is an important component of active international citizenship. Through their learning of additional languages, young people can develop their understanding of other cultures and be challenged to reconsider preconceptions and stereotypes.

4 Effective Contributors

Effective language and literacy skills enable learners to communicate and contribute effectively with other people and within other cultures. As they develop an awareness of audience and register, they can learn to communicate successfully in ways which are appropriate for different situations. Through the learning of another language, children and young people can contribute to the wider international community as well as their own. Being able to use additional languages can enhance the contribution which young people can make in their careers, and as a result their economic prosperity.

Exploration of Modern Foreign Languages begins in primary school, where all students are exposed to a variety of different languages and cultures. They investigate the relationship between foreign languages, related cultures and their own.

The following needs to be taught by primary teachers to support formal Modern Foreign Language learning at secondary school:

- Nouns, adjectives, verbs, adverbs, pronouns, intensifiers, prepositions, connectives and articles in a sentence
- Time expressions and the tense of the verb in a sentence
- Etymology - the origin of words, cognates and imported words
- Recognition of other languages in print, online, in audio and audio-visual media
- Geographical awareness, in particular of European countries

Modern Foreign Language learning is formalised in secondary school. Listening, speaking, reading and writing skills are developed with emphasis on accuracy, communication and grammatical awareness.

Modern Foreign Languages

Cross Phase Elements

- To have the opportunity to (regularly) listen to native foreign language speakers via any media.
- To recognise and appreciate the influence and importance of the French language in the local context.
- To appreciate that the structure and conventions of the English language can apply to foreign languages.
- To explore different cultures within relevant contexts.
- To develop a love of and interest in learning languages and see the relevance of this.
- To be aware of current international news and events.

Early	Middle	Bridging	Later
Speaking and writing.			
Accuracy - An ability to write and speak with precision.			
E1a. Accurately copy or repeat single words.	**M1a.** Accurately copy or repeat short phrases.	**B1a.** Speak or write from memory generally accurate sentences showing good proofreading / pronunciation skills with good use of resources.	**L1a.** Speak or write from memory highly accurate sentences showing excellent proofreading / pronunciation skills with creative use of resources.
Communication - An ability to communicate clearly and coherently.			
E2a. Unambiguous communication at a very basic level; single words.	**M2a.** Unambiguous communication at a basic level; short phrases and sentences.	**B2a.** Communication mostly unambiguous; short paragraphs.	**L2a.** Communication mostly unambiguous with longer paragraphs and most complex sentences. Use of idioms.
		B2b. Write or speak about self and/or another.	**L2b.** Write or speak about self and others.
		B2c. Coherent structure of ideas (paragraphs and time markers or connectives).	**L2c.** Clear organisation of mature ideas (paragraphs, varied time markers and connectives).
		B2d. Some variety of opinions with basic reasons.	**L2d.** A mixture of complex opinions with justifications.
	M2e. Basic vocabulary.	**B2e.** Some variety of vocabulary relevant to the task.	**L2e.** Excellent variety of vocabulary relevant to the task (synonyms etc.).

Grammatical Awareness - An ability to understand and effectively use syntax and tense.			
E3a. Understanding of gender/ accentuation.	**M3a.** Construction of short phrases.	**B3a.** Construction of longer sentences with at least 2 different connectives.	**L3a.** Construction of sentences with more than one clause; use of complex structures (infinitives, pronouns etc)
E3b. Can recognise and identify different parts of speech	**M3b.** Use of present tense from memory and an awareness of different verbal forms in the target language.	**B3b.** Evidence of command of the present tense, in addition to the past or future tenses in multiple instances.	**L3b.** Evidence of strong command of past, present, and future time frames in multiple instances

Receptive Skills

Listening - An ability to receive information aurally and respond appropriately.

E4a. Understand simple statements and questions with help, repetition and/or gestures.	**M4a.** Understand and respond to short phrases, questions and short passages of familiar language.	**B4a.** Understand main points and some details in longer passages of familiar language, with some repetition.	**L4a.** Understand and respond to passages with familiar and unfamiliar vocabulary, non-factual material and complex sentences, with only a little repetition.

Reading - An ability to make sense of the written word and respond appropriately.

E5a. Understand single words in familiar context.	**M5a.** Understand short phrases and the main points in short written passages; use of a dictionary.	**B5a.** Understand short stories and factual texts and pick out key points. Ability to work out what some new words mean.	**L5a.** Understand a range of texts including some complex factual and imaginative material with unfamiliar vocabulary and structures.

Glossary

Imported words – words taken from other languages which are now incorporated in our own language e.g. café, cool

Cognates – words which are the same or similar in two or more languages e.g supermarket / supermarché

Etymology - the study of the origin of words and the way in which their meanings have changed throughout history.

Intensifier – a word used to give force or emphasis, e.g. he ran really quickly, he is really smart

Articles – definite article : the, indefinite article : a or an

Aural – related to listening

Oral – related to speaking

Syntax - the arrangement of words and phrases to create well-formed sentences in a language

Areas of Learning

Historical, Geographical and Social Understanding

History

Why this area of learning is important

Historical, geographical and social understanding fires learner's curiosity and imagination about who we are, where we have come from, where we live and where we might be going next. It connects the past with the present and the future, helps learners make sense of their place in the world and is central to their development as informed, active and responsible citizens. This area of learning encourages learners to investigate the world around them, from the Bailiwick to the global. They learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, values, human rights and responsibilities, learners develop a deeper understanding of themselves and others, and a sense of belonging. They see how societies are organised and shaped by people's values and actions, and how communities can live and work together. Learners learn about diversity and interdependence, fairness, justice and democracy. They begin to understand how events that happened in the Bailiwick and United Kingdom long ago or in other countries can affect our lives today and how our actions shape the future.

Essential teaching

Schools should ensure teaching of the Occupation and Holocaust, and how the Holocaust relates to Guernsey, takes place at relevant key stages in primary and secondary.

Essential knowledge

Learners should build secure knowledge of the following:

a. How the present has been shaped by the past, through developing a sense of chronology, exploring change and continuity over time, and understanding why and where things happened

b. How and why places and environments develop, how they can be sustained and how they may change in the future

c. How identities develop, what we have in common, what makes us different and how we organise ourselves and make decisions within communities

d. How people, communities and places are connected and can be interdependent at a range of scales.

How the History Curriculum enables our learners to become:

1 Successful Learners

Through historical understanding learners will be able to have a greater understanding of issues from the past, present and developments in the future. Children and young people will learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable.

2 Confident Individuals

Having a historical understanding can ensure that learners are confident when exploring the world in which they live. This area fires learners' curiosity and imagination about who we are, where we have come from, where we live and where we might be going next, helping learners make sense of their place in the world.

3 Responsible Citizens

Learners will be able to reflect, value and appreciate different cultures, beliefs, values, human rights and responsibilities; enabling them to develop a deeper understanding of themselves and others, and a sense of belonging. They will see how societies are organised and shaped by people's values and actions, and how communities can live and work together.

4 Effective Contributors

An understanding of historical and geographical issues will help learners to engage, apply and contribute to the world in which they live. Students will understand how events that happened in the Bailiwick and United Kingdom, or in other countries, can affect our lives today and how our actions shape the future.

Cross Phase Elements

- To be able to place events in their historical context, using appropriate terminology.
- To be able to engage with historical events by visiting local sites and meeting different representatives from the community.
- To undertake investigations and enquiries, using various methods, media and sources including visits to historic buildings, museums, galleries and sites.
- To study history through:

  - Period studies e.g. Tudors, Victorians, Norman Conquest
  - Thematic study (investigation of a theme across a broad period of history) eg. medicine, conflict, journeys, crime, fashion, music, inventions
  - Study of the historic environment eg. Local studies, Occupation of Guernsey

Early	Middle	Bridging	Later
Chronology An ability to understand where events in time fit in with different periods			
E1a. To know the chronology of a key event from the past through the use of a simple timeline.	**M1a**. To start to make links between key events in relation to other events within a chronology.	**B1a**. To place historical events within a broader timeframe and recognise links between events.	**L1a**. To place periods of history and historical events within a broader context.
Evidence An ability to investigate and interpret artefacts and a range of information to ask and answer questions			
E2a. To have the opportunity to experience historical artefacts.	**M2a**. To have the opportunity to examine and begin to draw inference from historical artefacts, pictures, text-based accounts and other sources from outside their range of experience.	**B2a**. To draw an inference from a historical source or piece of information.	**L2a**. To understand the nature, origin and purpose of sources.
E2b. To be able to identify similarities and differences.	**M2b**. To look for similarities and differences and to ask relevant questions and begin to cross-reference sources.	**B2b**. To begin to question the reliability of a source and cross-reference sources.	**L2b**. To reflect on and evaluate the sources used.
			L2c. To cross-reference evidence with contextual knowledge.

History

Causes and Consequences Giving reasons why events occurred and their impact		Causes, Consequences, Change and Continuity Identifying change and continuity within time periods and explaining the relationship between cause and consequence	
E3a. To begin to enquire about the causes and consequences of events.	**M3a**. To enquire about the causes and consequences of events and broaden the range of questioning.	**B3a**. To continue to enquire, understand and explain the links between causes and consequences of events.	**L3a**. To explain both the short-term and longer-term causes, triggers and consequences of events and evaluate and prioritise their significance.
E3b. To describe how a specific object has changed or remained the same over time.	**M3b**. To describe and make links between events, and changes across periods..	**B3b**. To identify turning points and trends within periods.	**L3b**. To evaluate the extent of continuity and change within a time period.
Historical Perspective Recognising that the past can be looked at from different viewpoints			
E4a. To understand an event or situation from their own and someone else's point of view.	**M4a**. Compare accounts from different viewpoints and understand the concept of bias.	**B4a**. To interpret and understand different viewpoints and appreciate the concept of bias.	**L4a**. To be able to explain events from different viewpoints and understand that accounts may be deliberately manipulated.
Communication Selecting and presenting ideas and information			
E5a. To recall, select and begin to organise information	**M5a**. To use examples to support a point of view.	**B5a**. To begin to support arguments (written or oral) with reference to historical artefacts, persons, places or events.	**L5a**. To construct a clear and structured response with reference to evidence.
E5b. To be able to describe a historical artefact, person, place or event.	**M5b**. To describe a historical artefact, person, place or event and understand its purpose.		
Research Understanding the requirement to gather relevant and reliable information with increasing independence			
E6a. To gather and select appropriate information.	**M6a**. To gather and select a wider range of appropriate information.	**B6a**. To understand that sources of information should be recorded to support enquiry.	**L6a**. To cite or reference works used as part of a historical enquiry or response.

Geography

Why this area of learning is important

Historical, geographical and social understanding fires learners' curiosity and imagination about who we are, where we have come from, where we live and where we might be going next. It connects the past with the present and the future, helps learners make sense of their place in the world and is central to their development as informed, active and responsible citizens. This area of learning encourages learners to investigate the world around them, from the Bailiwick to the global. They learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, values, human rights and responsibilities, learners develop a deeper understanding of themselves and others, and a sense of belonging. They see how societies are organised and shaped by people's values and actions, and how communities can live and work together. Children and young people learn about diversity and interdependence, fairness, justice and democracy. They begin to understand how events that happened in the Bailiwick, United Kingdom or in other countries can affect our lives today and how our actions shape the future.

Essential knowledge

Learners should build secure knowledge of the following:

a. How the present has been shaped by events in the past, through exploring change and continuity over time, and understanding why and where things happened

b. How and why places and environments develop, how they can be sustained and how they may change in the future

c. How identities develop, what we have in common, what makes us different and how we organise ourselves and make decisions within communities

d. How people, communities and places are connected and can be interdependent at a range of scales.

Geography

How the Geography Curriculum enables our learners to become:

1 Successful Learners

Through geographical understanding learners will be able to have a greater understanding of issues from the past, present and the developments in the future. Children and young people will learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable.

2 Confident Individuals

Having a historical and geographical understanding can ensure that learners are confident when exploring the world in which they live. This area fires their curiosity and imagination about who we are, where we have come from, where we live and where we might be going next, helping learners make sense of our place in the world.

3 Responsible Citizens

Learners will be able to reflect, value and appreciate different cultures, beliefs, values, human rights and responsibilities; enabling them to develop a deeper understanding of themselves and others, and a sense of belonging. They will see how societies are organised and shaped by people's values and actions, and how communities can live and work together.

4 Effective Contributors

An understanding of historical and geographical issues will help learners to engage, apply and contribute to the world in which they live. Learners will understand how events that happened in the Bailiwick and United Kingdom, or in other countries, can affect our lives today and how our actions shape the future.

Cross Phase Elements

- To use fieldwork, first-hand experience and secondary sources to locate and investigate the geographical features of a range of places and environments, including their own locality, a contrasting area in the Bailiwick or United Kingdom and a different locality in another country.
- To learn about and develop informed views and opinions on local, national and global issues such as sustainability, climate change, economic inequality, and their impact on people, places and environments in the past and the present.
- To apply their knowledge and understanding in real-life contexts, relating it to the world around them and visiting places to learn about geography.
- To undertake investigations and enquiries, using various methods, media and sources.
- To compare, interpret and analyse different types of evidence from a range of sources.
- To use appropriate technical language.

Early	Middle	Bridging	Later
Key Geographical Skills An ability to communicate observations, fieldwork and research			
E1a. To record observations of a location	**M1a**. To observe and draw a specific location and start to label	**B1a**. To start to draw field sketches and label appropriately.	**L1a**. To be able to draw and annotate a field sketch confidently
E1b. To look at and begin to discuss contextualised photos	**M1b**. To discuss and describe contextualised photos	**B1b**. To describe and label contextualised photographs	**L1b**. To describe, explain and annotate contextualised photographs
E1c. Display results using pictograms, photographs and block charts/bar graphs	**M1c**. Use a range of methods including diagrams, tables, photos and graphs to communicate results	**B1c**. To use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner	**L1c**. To select, use and justify appropriate methods to communicate data in an appropriate and systematic manner.
Mapping Skills An ability to read, create and understand a variety of maps, atlases and globes			
E2a. To explore maps, digital maps, globes and atlases.	**M2a**. To begin to understand the purpose of and use maps, digital maps, globes and atlases to find a location and recognise some map symbols and start to use a key and scale.	**B2a**. To use a variety of maps, digital maps, atlases and globes confidently, using a key and major lines of latitude and longitude.	**L2a**. To use a range of maps, digital maps, atlases and globes independently and describe the location of places.

Geography

Geography

E2b. To explore positional language and scale practically in context.	**M2b**. To begin to use compass directions, measure distance and recognise coordinates and compare maps.	**B2b**. To use compass directions, measure distance and use grid references.	**L2b**. To confidently use direction, scale and grid references.
E2c. To mentally map or visualise a known route and describe it.	**M2c**. To sketch a map of a known route.	**B2c**. To draw a sketch map with a key and a northing.	**L2c**. To draw a detailed sketch map with labelling.
E2d. Begin to sketch a map of a known route	**M2d**. To understand that maps can represent different heights.	**B2d**. To recognise contour lines on a map of the Bailiwick and start to use shading.	**L2d**. To be able to describe the relief of a place using contours, shading and spot height.
Patterns, Place and People			
A knowledge and understanding of physical, human and environmental geography			
E3a. To recognise how places in the Bailiwick are linked to other places.	**M3a**. To start to identify where significant places are located in the Bailiwick, Britain, Europe and the wider world.	**B3a**. To start to understand how places fit within a wider geographical context and how they are interdependent.	**L3a**. To understand how places fit within a wider geographical context and how they are increasingly interdependent.
E3b. To be introduced to the idea that we are linked to a wider world.	**M3b**. To explore and identify how we are linked to a wider world.	**B3b**. To begin to understand globalisation and some of its implications.	**L3b**. To understand principles of globalisation and both its positive and negative implications.
E3c. To identify landscapes in their local area.	**M3c**. To identify landscapes in local area and the wider world.	**B3c**. To start to be able to describe how a landscape is created.	**L3c**. To be able to explain how a range of landscapes are created.
E3d. To start to understand how physical processes affect people and places.	**M3d**. To understand how physical processes affect people and places.	**B3d**. To explain how physical processes can affect people and places.	**L3d**. To explain in depth how physical processes affect people and places.
E3e. To investigate issues, express views and take part in decision-making activities to improve their immediate environment or community.	**M3e**. Investigate how the way in which we live can have an impact on the environment and the lives of others, both locally and in the wider world.	**B3e**. Investigate the impact of people on the environment and how this can be managed sustainably.	**L3e**. To analyse the environmental impacts of people and understand that there are a range of approaches to managing the environment more sustainably.

Glossary

Contextualised - putting a place or study in a context

Field sketches - drawings of observations made outside of the classroom

Globalisation - how the world is increasingly interconnected e.g. through trade, travel and exchange of ideas

Landscape - all the visible features of an area of land

Physical processes - natural processes i.e. how actions in the physical world lead to change in places and the environment e.g. through weathering and erosion, climate change, coastal processes

Sustainable - meeting the needs of the present without compromising the ability of future generations to meet their own needs

Interdependent - how places are linked together and rely on each other

Geography

Citizenship

Why this area of learning is important

Citizenship education develops knowledge, skills and understanding that learners need to play a full part in society as active and responsible citizens. In particular, Citizenship education should foster learners' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip learners with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare learners to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

http://www.teachingcitizenship.org.uk/about-citizenship

https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study/national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4

Essential knowledge

Learners should build secure knowledge of the following:

a. Democracy and government

b. The role of law and justice

c. Forms of responsible activity, including environmental citizenship and volunteering

d. Skills to think critically, debate issues, manage their money and plan for future financial needs

Refer to Careers, PSHE and Financial Literacy skills grids for additional guidance

How the Citizenship Curriculum enables our learners to become:

1 Successful Learners

Learning through Citizenship extends children and young people's horizons and knowledge of time and place, and challenges them to look at the world in new ways. They learn to access and use information from different kinds of sources, and think critically about evidence and arguments in order to arrive at their own conclusions. They learn to justify these in discussion and debate. Learning in Citizenship also contributes strongly to the development of their skills in Literacy and Numeracy.

2 Confident Individuals

Whatever children and young people's own cultural background may be, learning through Citizenship should enable them to understand more about their sense of identity. In learning about their environment and about their community and its past and present they can develop an understanding of the political and social changes which have shaped the Bailiwick. They should be supported in establishing their own values, and should achieve the confidence to communicate their own perspective on social, political, historical and environmental issues.

3 Responsible Citizens

Through citizenship children and young people gradually build up a framework of historical, geographical, social, economic and political knowledge and understanding. Through learning about the values, beliefs and cultures of societies at other times and in other places they can become more willing to question intolerance and prejudice, and develop respect for other people. Exploring ethical dilemmas facing individuals and societies is an important feature of their learning. One of the most important outcomes of learning in Citizenship is a commitment to participate responsibly in political, economic, social and cultural life.

4 Effective Contributors

As their knowledge and understanding broaden through investigative, creative and critical thinking – individually and in groups – children and young people can develop attributes which will be important for their life and work. They learn about and apply concepts that stimulate enterprise and influence business, and gain an understanding of Guernsey's contribution to a sustainable global economy. They can be challenged to consider how they can contribute to the wellbeing of society through, for example, aid initiatives, environmental projects, volunteering or in other ways as active participants in the local and wider community.

Citizenship

Cross Phase Elements

- To have an opportunity to participate in meaningful democratic processes.
- To be encouraged to consider a range of viewpoints and be open to voicing and changing their own opinions.
- To be aware of issues on a local, national, global scale.
- To become involved in active citizenship - volunteering, supporting charities, having a voice and taking action to effect change.
- To recognise the need for mutual respect and understanding of others.

Early	Middle	Bridging	Later	Further
Involvement and understanding of the decision making process in and out of school				
E1a. To take part in class / school council meetings.	**M1a.** To be able to contribute ideas to class / school council meetings and suggest ideas for change / improvement.	**B1a.** To take a lead in class / school council meetings and make democratic decisions to implement changes / improvements.	**L1a.** To understand that their opinions count and that they must be listened to when making decisions / changes that affect their school and community.	**F1a.** To understand the nature and structure of committees and democratic bodies and have the skills required to lobby, negotiate, campaign, petition etc.
Participation in class and school discussions, debates and meetings				
E2a. To be able to participate in discussion.	**M2a.** To be able to participate effectively and respectfully in meaningful debate and recognise the difference between fact and opinion.	**B2a.** To be able to participate effectively and respectfully in meaningful debate and justify opinions.	**L2a.** To be able to participate effectively and respectfully in meaningful debate, justify opinions and recognise bias.	**F2a.** To be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions.
Rules and the Law				
E3a. To understand rules and how they can help us.	**M3a**. To understand why different rules are needed in different situations.	**B3a**. To be able to examine rules and laws and suggest changes for the better.	**L3a**. To understand the role of the law and the justice system in our society and how laws are shaped and enforced.	**F3a**. To understand the nature of rules and laws and the justice system, including the role of the police and the operation of the courts and how the law helps society deal with complex problems.

Citizenship

Democracy				
E4a. To be able to consider a range of choices and express a preference in the form of a vote.	**M4a**. To understand the implications of voting and begin to reach consensus and compromise.	**B4a**. To understand how a democratic process may be organised including an understanding of the voting process.	**L4a**. To understand the different systems and processes of a democratic government including the roles of citizens, Parliament and the monarch.	**F4a**. To understand parliamentary democracy and the role of citizens in holding those in power to account.
Rights and Responsibilities				
E5a. To understand the difference between needs and wants.	**M5a.** To be able to understand and identify basic human rights.	**B5a**. To be able to understand and identify basic human rights and appreciate the need for responsibilities.	**L5a**. To appreciate how the law impacts on their rights and responsibilities.	**F5a**. To consider, evaluate and debate equality/fairness in relation to human rights and international law.
Fairness and Equality				
E6a. To recognise what is fair and unfair, and what is right and wrong.	**M6a**. To explore different concepts relating to fair / unfair and right / wrong.	**B6a**. To understand what is meant by a fair and equal society.	**L6a**. To understand what fair and equitable means for communities at local and national levels.	**F6a**. To appreciate and evaluate regional and cultural concepts of right/wrong, fair/unfair and be prepared to take responsible action to effect change.
Promoting Active Citizenship				
E7a. To know about some of the people who help us and how / why they do that.	**M7a**. To recognise the role of some voluntary, community and pressure groups.	**B7a**. To appreciate the role and importance of some charities and voluntary organisations both locally and nationally.	**L7a**. To understand the role played by organisations and voluntary groups and the ways in which citizens work together to improve their communities.	**F7a**. To understand the different ways in which a citizen can contribute to the improvement of their own community including volunteering and other forms of responsible activity.

Areas of Learning

Understanding the World of Work

Careers

Why this area of learning is important

The demands of the changing workplace mean that quality information, advice and guidance are needed throughout life as people adapt and face new challenges in education, employment and training. Developing a young person's career management skills is essential preparation for a changeable future with transitions throughout their working life.

'Good career guidance helps inspire pupils towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open pupils' eyes to careers they may not have considered.'

(My Future, My Choice, My Island and Beyond 2015, CEIAG SoG Strategy 2015)

Essential knowledge

Learners should build secure knowledge of the following:

a. Careers and the world of work

b. Themselves and their career ambitions

c. The links between learning, the curriculum and careers

d. Progression pathways and qualifications (this point is covered in number 1)

e. Enterprise, business and personal financial capability (also links to financial literacy framework)

Careers

How the Careers Curriculum enables our learners to become:

1 Successful Learners

Learning within careers is fundamental in allowing children and young people to understand the world of work. It offers young people opportunities to acquire the knowledge and competencies necessary for success in school, in the workplace, and in their daily lives. Through first-hand experiences, practical activities, discussion and debate, children and young people have many opportunities to explore and develop personal interests, passions, and competencies while making connections with learning opportunities. They also discover that careers are not simply occupational destinations, but a journey that involves lifelong planning and learning.

2 Confident Individuals

Through effective careers education, children and young people will be able to confidently and effectively use goal-setting and decision-making strategies to develop, manage, and adjust their educational and career plans. Successful career path choices and job opportunities within the world of work can ensure life satisfaction and good mental health and wellbeing, resulting in young adults being happy and confident in themselves.

3 Responsible Citizens

Through careers education children and young people learn how to work and communicate effectively with others, valuing diversity of people and cultures, ideas, and opportunities. They understand the value and importance of career development to individual lives, communities, society, and the global economy. They also learn the breadth of jobs available to them, including how millions of people dedicate their time, talents and energy to the voluntary sector and how volunteers impact on local communities and the wider world beyond.

4 Effective Contributors

Through learning about Careers, children and young people are provided with opportunities for community connections, real-life contexts, and experiences outside of a school environment. Through these experiences, children and young people can make meaningful connections and develop competencies needed to participate in and contribute to their local communities and the wider world beyond. When children and young people have the knowledge and the personal and social competencies to manage their career and life transitions, the whole of society benefits.

Cross Phase Elements

- To challenge stereotyping and discrimination within learning and the world of work.
- To develop an awareness of risks, hazards and safety issues and be able to work safely and responsibly in the workplace.
- To have exposure and exchanges within a variety of work related contexts

Early	Middle	Bridging	Later
Developing Yourself Through Careers and Work Related Learning			
Self-awareness			
E/M1. To be able to describe what they are like, what they are good at and what they enjoy doing.		**B1**. To be able to describe themselves, their strengths and preferences.	**L1**. To be able to recognise how they are changing, what they have to offer and what's important to them.
Self-determination			
E2. To be able to talk positively about how they look after themselves and make things happen.	**M2**. To be able to talk positively about what they would like to do.	**B2**. To be able to tell their own story about what they are doing to make progress, raise their achievement and improve their wellbeing.	**L2**. To be able to tell their own story and take responsibility for their own progress, achievements and wellbeing.
Self-improvement			
E/M3. To be able to identify what they like about learning from careers and work-related activities and experiences.		**B/L3.** To be able to review and reflect how they have benefited as a learner from career and work-related learning activities and experiences.	
Learning About Careers and the Ever Changing World of Work			
Exploring Careers and Career Development			
E4. To be exposed to and have an understanding of what jobs people do in the world.	**M4**. To recognise different jobs, what they entail and begin to identify different career pathways in these jobs.	**B4**. To be aware that there are different career pathways and the structure of those pathways.	**L4**. To describe different ways of looking at people's careers and how they develop.

Investigating work and the working life			
		B5. To understand that people feel differently about the different kinds of work they do.	**L5**. To identify different kinds of work and why people's satisfaction with their working lives can change.
Understanding business and industry			
E6. To have an awareness of a local business.	**M6**. To be able to describe a local business, how it is run and the products and/or services it provides.	**B6**. To describe different businesses, how they are run and the products and/or services they provide.	**L6**. To describe different businesses and their structures, how they are run and the products and/or services they provide.
Investigating jobs and labour market information			
	M7. To describe the main types of employment in their area.	**B7.** To describe the main types of employment in their area: past, present and emerging.	**L7**. To be aware of and analyse labour market information (LMI) and how it can be useful.
Developing Your Career Management, Enterprise and Employability Skills			
Making the most of careers information, advice and guidance			
		B8. To be aware of the help that is there for them and how to make good use of it.	**L8**. To identify and make the most of their personal network of support including how to access the impartial careers information, advice and guidance that they need.
Preparing for employability			
	M/B9. To identify key qualities and skills that employers are looking for.		**L9**. To recognise their own qualities and skills needed for employability.
Showing initiative and enterprise (critical thinking, teamwork, creativity, reflection, independence & resilience)			
E10. To use a variety of approaches in decision making.	**M10**. To begin to recognise and apply appropriate approaches to learning.	**B10**. To recognise when they are using the qualities and skills they need to be enterprising.	**L10**. To understand they can be enterprising in the way they learn, carry out work and plan their career.

Developing personal financial capability (see financial literacy)			
E11. To develop an initial understanding of the concepts of money, budgeting and costs.	**M11**. To develop an understanding of the concepts of money, budgeting, saving, spending and borrowing.	**B11**. To develop an understanding of the concepts of budgeting and costs, income, expenditure, savings, borrowing and repayments.	**L11**. To understand that they can manage their own money, understand personal financial documents and know how to access financial support for further study and training.
Identifying choices and opportunities			
		B12. To make good use of information about secondary school options for them.	**L12**. To look systematically at the choices and opportunities open to them when they reach a decision point.
Planning and deciding			
E13. To begin to understand the consequences of decisions.	**M13**. To make important plans and decisions and understand the consequences.	**B13**. To understand how to negotiate and make plans and decisions carefully to help them get the qualifications, skills and experience they need.	**L13**. To make important plans and decisions carefully including how to solve problems and deal appropriately with influences on the learner.
Handling applications and selection			
E14. To begin to understand the consequences of actions.	**M14**. To understand how to make a good impression when they apply to do things.	**B14**. To understand how to prepare and present themselves well when going through a selection process.	**L14**. To understand their rights and responsibilities in a selection process and the strategies to use to improve their chances of being chosen.
Managing changes and transitions			
	M15. To understand that there are different transition points.	**B15**. To know how to handle transitions that are challenging.	**L15**. To be able to show that they can be positive, flexible and well-prepared at transition points in their life.

Careers

Sources

Department for Education Careers guidance and Inspiration in schools - Statutory Guidance March 2015
www.gov.uk/government/uploads/system/uploads/attachment_data/file/440795/Careers_Guidance_Schools_Guidance.pdf

States of Guernsey Education Services Careers Education, Information, Advice and Guidance Strategy - Schools/Post-16 and Services 2015
www.gov.gg/CHttpHandler.ashx?id=99239&p=0

www.gov.uk/government/uploads/system/uploads/attachment_data/file/239060/SECONDARY_national_curriculum_-_Citizenship.pdf

www.thecdi.net/write/Framework/BP385-CDI_Framework-v7.pdf

Areas of Learning

Mathematical Understanding

Maths

Why this area of learning is important

Mathematics introduces children to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. It helps children make sense of the numbers, patterns and shapes they see in the world around them, offers ways of handling data in an increasingly digital world and makes a crucial contribution to their development as rounded individuals. Children delight in using mathematics to solve a problem, especially when it leads them to an unexpected discovery or new connections. As their confidence grows, they look for patterns, use logical reasoning, suggest solutions and try out different approaches to problems.

Mathematics offers children a powerful way of communicating. They learn to explore and explain their ideas using symbols, diagrams and spoken and written language. They start to discover how mathematics has developed over time and contributes to our economy, society and culture. Studying mathematics stimulates curiosity, fosters creativity and equips children with the skills they need in life beyond school.

Essential knowledge

Learners should build secure knowledge of the following:

a.   the range of ways mathematics can be used to solve practical problems, model situations, make sense of data and inform decision making

b.   different types of numbers and what they represent

c.   how numbers can be used for measurement, quantification and comparison and applied in different contexts

d.   how to use geometry to explore, understand and represent shape and space

e.   how likelihood and risk can be understood, quantified and used in everyday life.

Maths

How the Maths Curriculum enables our learners to become:

1 Successful Learners

Establishing good numeracy skills is necessary for successful learning across the curriculum and developing these skills needs to be of high priority for all children, young people and their teachers. Children and young people can experience real satisfaction and enjoyment through, for example, fascination with patterns and successes in solving problems and puzzles. At the appropriate stage of their development, engaging with more abstract mathematical concepts encourages children and young people to develop important new kinds of thinking.

2 Confident Individuals

Competence in using arithmetical and mathematical processes plays an important part in giving children and young people confidence to play a full and effective part in society. Successful independent living depends upon an ability to deal, for example, with measurements and schedules and manage money. Mathematics has an important part to play in developing financial awareness and capability.

3 Responsible Citizens

Applying mathematics in other curriculum areas helps children and young people to develop their knowledge and understanding of, for example, issues of sustainability. Mathematics can make an important contribution to helping children and young people to make informed decisions. As they develop their understanding they can interpret numerical information appropriately and use it to draw conclusions, assess risk and make reasoned evaluations.

4 Effective Contributors

Mathematics offers a host of different contexts to apply skills and understanding creatively and logically to solve problems. Working on suitably challenging problems individually and in groups helps to develop resilience and gives opportunities to communicate solutions.

Number, The Number System, Number Operations and Calculation

Cross Phase Elements

- To explain logically their strategies and solutions using mathematical language and give reasons to justify.
- To provide real life contexts for mathematical learning e.g. real life problems, world of work, financial literacy, patterns in nature
- To understand, investigate and apply the range of ways maths can be used to solve practical problems.
- To explore number through practical and visual resources, models and equipment including structured maths equipment.
- Use mathematical literacy, estimation, problem-solving and organising work, etc.
- To use known facts and the inverse to check.
- To recognise and use the appropriate method of calculation - mental, written or calculator.
- To explore the history and development of maths in different cultures and periods of time and investigate the work of famous mathematicians

Early	Middle	Bridging	Later
E1a. To read, write, order and compare numbers up to 100.	**M1a**. To read, write, order and compare numbers up to 1000, including negative numbers.	**B1a**. To read, write, order and compare positive and negative numbers up to 1 million and beyond.	**L1a**. To understand and interpret standard form.
E1b. To partition and recombine numbers and understand place value.	**M1b**. To partition and recombine numbers and understand place value.	**B1b** Use place value to multiply and divide by 10, 100 and 1000.	
E1c. To estimate the number of objects and count them accurately.	**M1c**. To estimate numbers, including rounding, and understand when that can be useful.	**B1c**. To use estimation and rounding in solving problems and in checking reasonableness of solutions.	**L1c**. To use estimation and rounding to approximate solutions in a range of contexts. To understand bounds and significant figures.
E1d. To recognise odd and even numbers.	**M1d**. To identify factors and multiples, begin to recognise prime numbers and square numbers, and begin to find factor pairs of numbers to 2 digits.	**B1d**. To understand and identify properties of numbers including factors, multiples, prime, squares, square roots, cubes, lowest common multiples and highest common factors.	**L1d**. To understand highest common factors and identify properties of numbers including prime factors, index notation beyond squares and cubes and be able to apply them in a range of contexts.

Maths

Maths

E1e. To use mental recall of facts of numbers up to 10 and 20.	**M1e**. To derive quickly complements to 100. To add and subtract any pair of two digit numbers mentally, drawing on a range of strategies.	**B1e**. To derive quickly complements to 1000	
E1f. To understand the concepts of more than, less than and equal to, progressing onto concepts of addition and subtraction. To use appropriate written methods* of addition and subtraction with whole numbers.	**M1f**. To understand the concepts of more than, less than and equal to, progressing onto concepts of addition and subtraction. To use appropriate written methods* of addition and subtraction with whole numbers up to 1000.	**B1f**. To use appropriate written methods* of addition and subtraction to numbers with whole numbers and decimals.	**L1f**. To use appropriate written methods* of addition and subtraction involving decimals and whole numbers.
E1g. To begin to use mental recall of the 2, 5, 10 times tables and derive associated division facts. To recall doubles and halves of numbers up to 20.	**M1g**. To learn all multiplication facts up to 10 x 10 and derive corresponding division facts.	**B1g**. To recall instantly the multiplication facts up to 10 x 10 and quickly derive corresponding division facts.	**L1g**. To extend their knowledge of multiplication facts and use them to solve multiplication and division problems.
E1h. To understand the concept of multiplication as repeated addition through arrays, diagrams or pictures. *in line with the progression detailed on the school's calculation policy	**M1h**. To multiply a 2 digit number by a single digit number and 10, using an appropriate written method*.	**B1h**.To use appropriate written methods* of multiplication with whole numbers and decimals.	**L1h**. To use appropriate written methods* of multiplication with whole numbers and decimals.
E1i. To understand the concept of division through grouping, sharing and repeated subtraction. *in line with the progression detailed on the school's calculation policy	**M1i**. To divide 2 digit numbers by a single digit number and with remainders, using an appropriate written method*.	**B1i**. To use appropriate written methods* of division with whole numbers and decimals, expressing remainders as a fraction or a decimal.	**L1i**. To use appropriate written methods* of division with whole numbers and decimals.
E1j. To understand the concept of fractions, recognising halves, quarters and thirds.	**M1j**. To understand, order and use unit fractions (eg 1/5, 1/8) as well as simple fractions that are several parts of a whole (eg 3/4 , 2/5), recognising simple equivalence.	**B1j**. To understand and use fractions including improper fractions and mixed numbers, and be able to recognise equivalence, order and simplify.	**L1j**. To understand and use fractions, decimals and percentages with increasing complexity in a range of contexts and calculations.

E1k. To find fractions of shapes and objects.	**M1k**. To use knowledge to find fractions of shapes and calculate fractions of amounts.	**B1k**. To calculate fractions of amounts and recognise the equivalence between fractions, decimals, percentages, ratio and proportion.	**L1k**. To order a mixture of fractions, decimals and percentages.
E1l. To recognise decimals in everyday contexts e.g. money and measure.	**M1l**. To understand the concept of decimal places and begin to use this in relevant contexts e.g. money and measure.	**B1l**. To understand and use decimals up to three decimal places.	**L1l**. To understand and use decimals with increasing complexity in a range of contexts.
		B1m. To round decimals to 1 or 2 decimal places.	**L1m**. To recognise, select and round to appropriate degrees of accuracy, taking context into account.
		B1n. To understand and use percentages; find a percentage of an amount and increase/decrease by a percentage.	**L1n**. To use multipliers for percentage changes.
	M1o. To introduce simple ratio in context through practical activities.	**B1o**. To solve simple problems involving ratio and direct proportion.	**L1o**. To calculate proportion and compare ratio using the unitary method and divide a quantity into a given ratio.
		B1p. To start to use order of operations in calculation.	**L1p**. To use order of operations in calculation with negative numbers and fractions.
E1q. To apply their knowledge to solve problems and represent their thinking using equipment, pictures and role play with some support.	**M1q**. To solve problems, selecting from an increasing range of equipment and strategies, organising work and checking results.	**B1q**. To solve problems using an extensive range of strategies and equipment, presenting information in a clear and organised way, and checking results.	**L1q**. To solve problems by selecting the most efficient strategy, equipment and organisational technique.
E1r. To apply their knowledge to begin to explain their strategies and solutions using mathematical language.	**M1r**. To explain their strategies and solutions using mathematical language and give reasons to justify.	**B1r**. To explain their strategies and solutions using mathematical language and give reasons to justify.	**L1r**. To develop a reasoned argument to support and justify their mathematical thinking.

*in line with the progression detailed on the school's calculation policy

Maths

Maths

Shape and Measure

Cross Phase Elements

- To explain logically their strategies and solutions using mathematical language and give reasons to justify
- To provide real life contexts for mathematical learning e.g. real life problems, world of work, financial literacy and patterns in nature
- To understand, investigate and apply the range of ways maths can be used to solve practical problems
- To explore shape and measures through practical and visual resources, models and equipment including structured maths equipment
- To experience real shape and measures through a range of indoor and outdoor experiences.
- To estimate using appropriate measures.

Early	Middle	Bridging	Later
E2a.To identify, match, sort and compare 2D and 3D shapes.	**M2a**. To identify and classify more complex 2D and 3D shapes.	**B2a**. To identify and classify more complex 2D and 3D shapes, including quadrilaterals, by their properties.	**L2a**. To understand plans and elevations from 2D or 3D shapes.
E2b. To identify properties of 2D and 3D shapes.*	**M2b**. To use the appropriate vocabulary to describe properties of 2D and 3D shapes. To explore nets of 3D shapes. *	**B2b**. To visualise geometric objects and to recognise and make 2D representations of 3D shapes and vice versa. To construct nets of 3D shapes.*	**L2b**. To draw 3D shapes in a 2D format e.g. using isometric paper. *
E2c. To explore and generate shape and patterns in real life contexts e.g. nature, architecture and art.	**M2c**. To explore shape and pattern in real life contexts e.g. nature, architecture and art.	**B2c**. To explore shape and pattern in nature, art and architecture and find out about its origins, and its use in different cultures, religions and architecture.	**L2c**. To understand congruence and the similarity of shapes.
E2d. To explore tessellation practically.	**M2d**. To explore tessellation practically and in the context of art and find out about its origins, and its use in different cultures, religions and architecture.	**B2d**. To explore tessellation in real life and in the context of art and find out about its origins, and its use in different cultures, religions and architecture.	**L2d**. To draw tessellated shapes and continue a pattern.

E2e. To begin to identify reflective symmetry in 2D shapes and patterns.	**M2e**. To recognise symmetry properties of 2D shapes and patterns.	**B2e**. To identify all lines of symmetry, including rotational symmetry, in shapes and patterns and be able to reflect a shape across a line in different orientations.	**L2e**. To reflect 2d shapes on given lines of symmetry eg. y=3, y=x. To rotate 2d shapes given the centre of rotation, angle and direction.
	M2f. To begin to understand, read and plot coordinates in the first quadrant.	**B2f**. To transform shapes through rotation, reflection, enlargement and translation in 4 quadrants.	**L2f**. To enlarge 2d shapes given scale factors (negative and fractional) and translate 2d shapes using vectors.
E2g. To begin to read and use non-standard and standard units to measure length, mass and capacity.	**M2g**. To use standard units to estimate and measure length, mass and capacity.	**B2g**. To use a range of standard units to estimate and measure length, mass and capacity with appropriate accuracy.	
E2h. To read scales to the nearest labelled division, beginning to understand that 'the number' represents a measure of quantity.	**M2h**. To extend understanding of scales to include reading with divisions of 2, 5 or 10.	**B2h**. To further extend understanding of scale to include a range of intervals, including decimals and fractions, with appropriate accuracy.	
	M2i. To begin to convert between a variety of measures.	**B2i**. To convert between units within the metric system..	**L2i**. To convert between a range of units as appropriate.
		B2j. To convert between metric and imperial units of measurement. To begin to solve problems involving the conversion of units, using a graph.	**L2j**. To solve problems involving the conversion of units, either numerically or by using a graph.
	M2k. To measure and calculate the perimeter and the area of regular shapes.	**B2k**. To measure and calculate the area and the perimeter of regular and irregular shapes, including compound shape with understanding of the associated formulas.	**L2k**. To calculate area, perimeter, volume and surface area of 3d shapes, circles and more complex shapes using formulas.
E2l. To understand angles as a measurement of turn and recognise quarter turns, half turns and right angle turns.	**M2l**. To measure angles using fractions of turn and right angles e.g. quarter turn and half turn and use associated vocabulary to describe angles.	**B2l**. To use a protractor to measure and draw angles in degrees, with increasing accuracy and classify angles.	**L2l**. To use knowledge of angles to explore bearings, interior and exterior angles and parallel lines.
		B2m. To calculate missing angles in shapes and around a point.	**L2m**. To explore shapes and angles using trigonometry.

Maths

Maths

E2n. To use positional and directional language e.g. left and right, clockwise and anti-clockwise.	**M2n**. To use positional and directional language in relation to compasses.	**B2n**. To extend positional language showing an understanding and awareness of horizontal, vertical, diagonal, oblique, parallel and perpendicular.	
E2o. To develop an awareness of the concept of time, experience units of time and begin to use the language associated with different time concepts i.e. days of the week, months of the year, hours, minutes.	**M2o**. To continue to develop an awareness of the concept of time (days of the week, months of the year and seasons) and experience units of time.	**B2o**. To develop and extend understanding of time to include concepts such as nano-seconds, light years, etc.	
E2p. To tell the time using analogue clocks, using and understanding the terms o'clock, half past and quarter to/ past.	**M2p**. To tell the time on digital and analogue clocks to five minute intervals.	**B2p**. To tell the time using digital and analogue clocks and apply this knowledge to read and understand timetables and calendars.	**L2p**. To use compound measures of time to solve problems involving speed, distance and time.
E2q. To apply their knowledge to solve problems and represent their thinking using equipment, pictures and role play with some support.	**M2q**. To solve problems, selecting from an increasing range of equipment and strategies, organising work and checking results.	**B2q**. To solve problems using an extensive range of strategies and equipment, presenting information in a clear and organised way, and checking results.	**L2q**. To solve problems by selecting the most efficient strategy, equipment and organisational technique.
E2r. To apply their knowledge to begin to explain their strategies and solutions using mathematical language.	**M2r**. To explain their strategies and solutions using mathematical language and give reasons to justify.	**B2r**. To explain their strategies and solutions using mathematical language and give reasons to justify.	**L2r**. To develop a reasoned argument to support and justify their mathematical thinking.
*E2s. To draw a simple 2D shape using appropriate equipment.	***M2s**. To draw polygons using a ruler and other appropriate equipment.	***B2s**. To begin to construct circles, triangles and bisectors using appropriate equipment.	***L2s**. To use constructions and loci with increasing accuracy to solve problems in context.

*in line with the progression detailed on the school's calculation policy

Data Handling

Cross Phase Elements

- To explain logically their strategies and solutions using mathematical language and give reasons to justify.
- To provide real life contexts for mathematical learning e.g. real life problems, world of work, financial literacy, patterns in nature.
- To understand, investigate and apply the range of ways maths can be used to solve practical problems.
- To explore data handling through practical and visual resources, models and equipment including structured maths equipment.
- To experience data handling through a range of contextual indoor and outdoor experiences.
- To use digital technology to collect, store, present and analyse relevant and contextual data.

Early	Middle	Bridging	Later
E3a. To make a prediction.	**M3a**. To make predictions based on prior understanding.	**B3a**. To make appropriate prediction or hypotheses based on knowledge and experience.	**L3a**. To use mathematical knowledge, language and understanding to formulate and explain hypotheses.
E3b. To generate and explore questions that require the collection and analysis of information.	**M3b**. To use venn and Carroll diagrams to sort and organise data using more than one criterion.		
E3c. To collect, sort and classify information.	**M3c**. To begin to make decisions on what data to collect, how to collect it and how to record it.	**B3c**. To make decisions on what data to collect, how to collect it and how to record it using increasingly larger sets of real life data.	**L3c**. To make decisions on what data to collect, how to collect it and how to record it using increasingly larger sets of real life data.
E3d. To understand and construct lists, tables, pictograms, block graphs and objects to represent information.	**M3d**. To understand and construct bar charts, tally charts, frequency tables and diagrams, infographic and pictograms to display data in a range of ways.	**B3d**. To understand and construct the full range of data representations (bar charts, tally charts, frequency tables and diagrams, infographic and pictograms) to include drawing and interpreting pie charts and line graphs.	**L3d**. To understand and construct scatter graphs, frequency polygons, stem and leaf charts, boxplots and histograms to display data.

Maths

E3e. Use a scale where a picture or object may represent more than 1.	**M3e**. Use scales where intervals represent a group of units.	**B3e**. To decide on appropriate scales for a graph, choosing most appropriate interval. To compare data in graphs with different scales. To interpret line graphs where the intermediate values have meaning.	**L3e**. To create and interpret line graphs where the intermediate values have meaning.
E3f. To interpret and draw conclusions from information they have collected, including making comparisons and identifying patterns.	**M3f**. To interpret their own and others' data, using observations and measurements to identify patterns and draw conclusions using simple mathematical language.	**B3f**. To use observations, measurements or other data to interpret and draw conclusions and attempt to explain findings using mathematical language.	**L3f**. Use observations, measurements or other data to draw conclusions and explain evidence using detailed mathematical language and understanding.
		B3g. To understand, use and calculate mean, median, mode and ranges to summarise and compare data sets.	**L3g.** To use and calculate mean, median mode and range to summarise and compare within increasingly complex data sets. To work out averages from frequency tables and diagrams and understand the advantages/ disadvantages of the different averages.
		B3h. To use data to assess likelihood and risk and develop an understanding of probability through computer simulations, games and consideration of outcomes of everyday situations. To discuss, sort and order events according to their likelihood of occurring.	**L3h**. To understand probability of mutually and non-mutually exclusive events. To express probabilities as fractions, decimals and percentages.

Algebra

Cross Phase Elements

- To explain logically their strategies and solutions using mathematical language and give reasons to justify.
- To provide real life contexts for mathematical learning e.g. real life problems, world of work, financial literacy, patterns in nature.
- To understand, investigate and apply the range of ways maths can be used to solve practical problems.
- Explore algebra through practical and visual resources, models and equipment including structured maths equipment.

Early	Middle	Bridging	Later
E4a. To explore and explain patterns, including number sequences in the counting system (counting forwards and backwards), including finding missing numbers.	**M4a**. To generate and explore a range of number patterns (counting forwards and backwards), including finding missing numbers.	**B4a**. To generate and explore a range of number patterns and be able to explain the relationships.	**L4a**. To generate and explore a range of number patterns and be able to discover and explain the relationships.
		B4b. To construct, express in symbolic form, and use simple formulae involving one or two operations.	**L4b**. To find and describe in words the nth term for a linear sequence, formulate and use substitution to solve problems.
		B4c. To identify and collect like terms and simplify expressions.	**L4c**. To simplify algebraic expressions, expand single, double and triple brackets and factorise.
E4d. To investigate missing numbers and empty box problems, including inverse operations.	**M4d**. To investigate missing numbers and increasingly complex empty box problems, including inverse operations.	**B4d**. To solve linear equations with unknowns on one side.	**L4d**. To form and solve linear equations with unknowns on both sides and solve quadratic equations.
		B4e. To identify coordinates on a given line using all 4 quadrants.	**L4e**. To identify and plot straight line graphs, understand gradients and intercepts and how to shade regions using inequalities and to plot quadratic / cubic graphs.

Maths

Financial Literacy

What is Financial Literacy?

'Being able to make informed judgements to take effective decisions regarding the use and management of money.'

(Delivering Skills for Life, Department for Education and Skills)

Why this area of learning is important

Financial literacy is essential if individuals are to participate fully in life and is integral to the stability of society. Knowledge, skills and confidence in financial literacy will enable learners to ask the right questions to make well informed decisions that have both personal and societal consequences. Learners need the skills and qualities required to engage in enterprise to enable them to recognise and act on financial opportunities.

'Without an understanding of basic financial concepts, people are not well equipped to make decisions related to financial management. People who are financially literate have the ability to make informed financial choices regarding saving, investing, borrowing, and more'.

(Financial Literacy Around the World: Insights from the Standard & Poor's ratings services global financial literacy survey)

Essential knowledge

Learners should build secure knowledge of the following:

a. Financial understanding and competence
b. Financial responsibility
c. Financial enterprise
d. Critical thinking and decision making

How the Financial Literacy Curriculum enables our learners to become:

1 Successful Learners

Through Financial Literacy, children and young people acquire financial capability and are confident in using the skills of numeracy in different aspects of life and work. Through first-hand experiences, practical activities, discussion and debate, children and young people can develop a range of skills in: managing money and financial planning; understanding and managing earnings; debt, benefits and credit; managing a budget in household and work-related situations.

2 Confident Individuals

Financial Literacy is a key factor in ensuring children and young people have the skills to participate confidently in the everyday life within the World of Work. In order to develop as confident individuals, children and young people need to learn how to to be aware of financial risks and opportunities and to make informed decisions in their choices of financial services and how to be self-reliant at managing their personal finances.

3 Responsible Citizens

Children and young people should come to appreciate that Financial Literacy contributes greatly to the development of human culture, both nationally and globally. They can recognise that the financial decisions they make can have enormous implications for their own personal wellbeing, the wellbeing of their families and in the wider world. Children and young people will understand the financial power of the developed world and in turn recognise the contribution of organisations such as charities and the impact they have on those less fortunate.

4 Effective Contributors

Through being financially literate, the learners are equipped to contribute in the building of a strong, vibrant and competitive society. It also helps in the process of regenerating less advantaged communities, promoting economic and social justice. They understand that their financial decisions not only have an impact on themselves personally, but also on their wider society.

Financial Literacy

Financial Literacy

Cross Phase Elements

- To have an entitlement to take part in an enterprise activity in a meaningful context in each phase of their education.
- To be aware of the achievements of successful (and unsuccessful) entrepreneurs locally, nationally and internationally.
- To be aware of a range of currencies and their relative values.
- To be made aware of the abstract and invisible nature of money and spending.
- To participate in a range of fundraising activities that benefit on a personal level, the community and internationally.

Early	Middle	Bridging	Later
Financial Understanding and Competence			
E1a. To recognise and know the value of different denominations of coins and notes.			
E1b. To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	**M1b**. To add and subtract amounts of money to give change, using both £ and p in practical contexts.	**B1b**. To use all four operations to solve problems involving money using decimal notation, including scaling within a range of financial contexts.	**L1b**. To use all four operations to solve problems involving money using decimal notation, including scaling within a range of financial contexts.
E1c. To find different combinations of coins that equal the same amounts of money.	**M1c**. To estimate, compare and calculate different measures, including money in pounds and pence.		
E1d. To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.			
E1e. To develop an initial understanding of the concepts of money, budgeting and costs.	**M1e**. To develop an understanding of the concepts of money, budgeting, saving, spending and borrowing.	**B1e**. To develop an understanding of the concepts of budgeting and costs, income, expenditure, savings, borrowing and repayments	**L1e**. To develop a deeper understanding of the concepts of budgeting and costs, income, expenditure, savings and personal financial planning.
	M1f. To understand the concepts of credit and debt in terms of positive and negative balances.	**B1f**. To understand the concepts of credit and debt in terms of positive and negative balances.	

Financial Literacy

		B1g. To understand the role and functions of a bank including bank accounts.	**L1g**. To understand the role and functions of a bank.
			L1h. To understand the role and functions of financial institutions within the local economy.
			L1i. To understand and be able to calculate interest rates, APR, credit, taxation, payslips, tax, tax deductions and returns
			L1j. To develop an awareness of compound interest and reverse percentages.
			L1k. To develop an awareness of fraud and financial scams e.g. phishing.
			L1l. To develop an awareness of resources designed to help in decision making and evaluating finance packages and consumer offers.
Financial Responsibility			
E2a. To understand that money comes from different sources, can be earned and can be used for different purposes.	**M2a**. To be able to make real choices regarding how to spend and save money sensibly.	**B2a**. To be equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.	**L2a**. To understand issues relating to income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.
	M2b. To understand social and moral dilemmas that they come across in everyday life including how they use money.	**B2b**. To understand the functions and uses of money, the importance and practice of budgeting, and managing risk.	**L2b**. To understand the issues related to gambling (including online) and its consequences, why people might choose to gamble and how the gambling industry encourages this.
	M2c. To be able to look after their money and realise that future wants and needs may be met through saving.	**B2c**. To be aware of debt and the impact it can have on their lives and their family.	**L2c**. To understand consumer rights and how to seek redress.

Financial Literacy

	M2d. To assess value for money by investigating all options.	**B2d**. To be aware of the impact on local businesses of buying online/ from catalogues.	**L2d**. To be aware of debt and the impact that debt can have on social relationships.
		Financial Enterprise	
E3a. To understand that money can be raised by selling goods and that this incurs costs.	**M3a**. To understand about enterprise and awareness of the achievements of significant entrepreneurs.	**B3a**. To develop the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit	**L3a**. To understand different types of business and how they are organised and financed.
E3b. To be introduced to the concept of profit or loss.		**B3b**. To understand how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.	**L3b**. To understand and explore social and moral dilemmas about the use of money, including how the choices pupils make as consumers affect other people's economies and environments.
			L3c. To understand the importance of being a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices.
		Decision Making and Critical Thinking	
E4a. To budget and evaluate options and begin to justify their decisions.	**M4a**. To budget and evaluate choices with increasing complexity.	**B4a**. To prepare, use and evaluate budgets and justify their decision.	**L4a**. To be aware of budgeting and evaluating options and justifying their decision, supporting this decision with evidence.
			L4b. To be a critical consumer of goods and financial services including: consumer goods, insurance, banking services and mobile technologies contracts.
			L4c. To find, source and research options and use this independent research to make reasoned decisions with supporting evidence.
			L4d. To be aware of resources, advice and guidance available to assist with financial calculations and decision making.

Areas of Learning

Physical Development, Health and Wellbeing

Physical Health and Wellbeing

Why this area of learning is important

To enjoy healthy, active and fulfilling lives, children and young people must learn to respond positively to challenges, be enterprising and handle risk and to develop self-confidence and physical capabilities. This area of learning lays the foundations for long-term wellbeing and contributes to their mental, social, emotional, economic and physical development. It is central to their development as confident individuals.

Children and young people learn about their changing bodies and the importance of nutrition and rest for a healthy, balanced lifestyle. Through sport and other physical activities, they learn to increase body control, coordination and dexterity. They also learn about their responsibilities both as individuals and members of groups and teams. Children and young people learn to cooperate and to compete fairly, understanding their own and others' roles. As they become more confident, learners develop a growing self-awareness and a commitment to self-improvement so they can make informed decisions that lead to happy and healthy lives. They raise their aspirations, set goals and work to achieve them, seeing how this will influence their opportunities in education, leisure and in the world of work.

Essential knowledge

Learners should build secure knowledge of the following:

a. healthy living depends upon a balance of physical activity, nutrition, leisure, work and rest to promote wellbeing

b. physical competence and performance can be improved through practice, control and dexterity as well as creative thinking and commitment

c. good interpersonal relationships promote personal wellbeing and are sustained through a positive sense of personal identity and respect for similarities and differences

d. personal wellbeing depends upon high aspirations and the development of financial and enterprise capability

e. challenge and risk can be managed through well-informed choices that lead to safe, full and active lives.

How the Physical Health and Wellbeing Curriculum enables our learners to become:

1 Successful Learners

Through this area of the curriculum children and young people develop an understanding of the physical, social and emotional factors that influence their health and wellbeing. As well as acquiring a wider range of physical skills and abilities, they learn the social and emotional skills which can help them to embrace change and challenge with optimism, develop emotional resilience in dealing with competitive and challenging situations and express themselves creatively individually and in groups. It enables them to develop their interests and preferences and to set and review personal goals for achievement in their lifestyle, learning and development.

2 Confident Individuals

If children and young people are healthy and emotionally secure they will be more able to develop the capacity to live a full life. With a sense of wellbeing they will be better able to deal with the unexpected and cope with adversity. This sense of wellbeing encompasses many aspects including resilience, fitness, confidence, a sense of mastery and control, optimism and hope, and the ability to sustain satisfying personal relationships. The health and wellbeing curriculum area should provide opportunities for children and young people to develop these attributes. It should also enable them to recognise and deal with the many different pressures in life, and identify when they need support.

3 Responsible Citizens

Children and young people need to learn to respect and value other people and to develop an understanding of their beliefs and feelings. This will help them to develop positive relationships, promote equality and fairness and counter discrimination. Developing young people's awareness of healthy diet, activity, positive relationships and risks to health lays important foundations for their future life, including parenting. From an early age, children and young people can develop an understanding of how their actions can have a positive effect on other people and the environment.

4 Effective Contributors

Through their learning in health and wellbeing, children and young people can have opportunities to engage positively in experiences that are fun, enjoyable, exciting and challenging in a variety of settings including the outdoors. They can make positive contributions to the wider life and health of the school and community. Very importantly, young people should be equipped to explore different options for life beyond school and be supported so that they can make successful transitions into work, education or training.

Physical Health and Wellbeing

Cross Phase Elements

- To experience physical activity every day.
- To understand the social benefits of taking part in physical activity and to be able to identify what types of physical activities they enjoy.
- To experience roles and responsibilities within physical education e.g. player, performer, leadership, coaching, officiating, choreographer.
- To develop the ability to understand the impact of how stereotyping and discrimination (e.g. peer pressure and body image etc), within sport and physical activity can have long term effects on themselves and others.
- To understand how to organise, play and perform a variety of sports and physical activities whilst keeping themselves and others safe e.g. through decision making, use of space, equipment, effects on the body .
- To acquire water confidence and aim to swim a minimum distance of 25m by the end of Year 6.
- To understand and demonstrate positive sporting values, e.g. teamwork, etiquette, sportsmanship, fair play etc.
- To understand and develop Physical Literacy.

Early	Middle	Bridging	Later
Physical, Health and Fitness			
E1a. To develop fundamental movement skills.	**M1a**. To embed and apply fundamental movement skills.	**B1a**. To use and apply fundamental movement skills within an activity.	**L1a**. To use and apply fundamental movement skills within increasingly complex environments.
E1b. To recognise why healthy eating and physical activity are beneficial.	**M1b**. To understand the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.	**B1b**. To take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle.	**L1b**. To understand and investigate a range of factors which can influence a physical and mentally healthy lifestyle and use this information to discuss policies and inform own health choices.
E1c. To begin to develop the components of fitness. **1***	**M1c**. To identify and develop the components of fitness. **1***	**B1c**. To develop and refine the components of fitness. **2***	**L1c**. To apply and evaluate the components of fitness. **3***
Cognitive and Creative Skills			
E2a. To begin to recognise and apply rules in competitive and cooperative games and physical activities.	**M2a**. To follow and apply more complex rules and tactics in a range of competitive and cooperative games and physical activities.	**B2a**. To create and apply rules and use more complex compositions, tactics and strategies in competitive and cooperative games and physical activities.	**L2a**. To create, apply and analyse rules within increasingly complex compositions, tactics and strategies in a range of activities.

Physical Health and Wellbeing

E2b. To begin to replicate and discover sequences and movements.	**M2b**. To develop sequences and compositions in a variety of contexts.	**B2b**. To develop and perform sequences and compositions using appropriate movements in a variety of contexts.	**L2b**. Select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control.
Social, Personal and Emotional			
E3a. To listen to and show consideration for other people's views.	**M3a**. To listen to, reflect on and respect other people's views and feelings.	**B3a**. To listen to, reflect on and respect other people's views and feelings while negotiating and presenting their own views.	**L3a**. Confidently use the skills to lead and recognise strengths of group members, including themselves, respecting and reflecting on other people's views and feelings.
E3b. To work and play independently and in groups in small games and physical activities.	**M3b**. To work and play independently and in groups, taking on different roles and collaborating towards common goals in games and physical activities.	**B3b**. To take the lead, prioritise actions and work independently and collaboratively towards goals in games and physical activities.	**L3b**. To lead confidently in a variety of contexts, prioritise actions and work independently and collaboratively towards goals in games and physical activities.
E3c. To identify and talk about their own and others' strengths and weaknesses.	**M3c**. To recognise their own and others' strengths and weaknesses and identify how to improve.	**B3c**. To self and peer assess, recognising strengths and weaknesses, and identify and develop ways to improve by setting goals.	**L3c**. To observe closely, critically analyse and reflect both personal and peer strengths, set goals, prioritise and manage time and resources and understand how to improve.
E3d. To begin to recognise how attitude and behaviour, including bullying, may affect others' participation.	**M3d**. To recognise how their behaviour and the behaviour of others' may influence people's participation.	**B3d**. To understand how attitude, behaviour and peer pressure can influence choice and behaviour and others' participation.	**L3d**. To understand how attitude, behaviour and peer pressure can influence choice and behaviour and others' participation.
E3e. To recognise and manage feelings and emotions.	**M3e**. To acquire strategies for managing and self - regulating feelings and emotions.	**B3e**. To acquire strategies for understanding, managing and self-regulating feelings and emotions and dealing with negative pressures.	**L3e**. To acquire and apply strategies for understanding, managing and self-regulating feelings and emotions and dealing with negative pressures both personally and with others.

Physical Health and Wellbeing

Components of Fitness

1* strength, balance, speed, coordination

2* strength, balance, speed, coordination, agility, muscular endurance, stamina, power, balance, flexibility

3* strength, balance, speed, coordination, agility, muscular endurance, cardiovascular endurance, power, balance, flexibility

Definitions

Sport: Competitive games or physical activities.

Physical Activity: refers to any bodily activity brought about by the skeletal muscles that requires energy.

Physical Literacy: Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

Locomotor skills: involve the body moving in any direction from one point to another. Locomotor skills include walking, running, dodging, jumping, hopping and skipping.

Fundamental Movement Skills: running, jumping, hopping, skipping, balancing, sending and receiving (throwing and catching)

Physical Health and Wellbeing

Fundamental Movement Skills

Information from Sport NZ created in conjunction with the Guernsey Sports Commission.
www.sportnz.org.nz/managing-sport/search-for-a-resource/guides/fundamental-movement-skills

Definition	Application
Walking is the transfer of weight from one foot to the other while moving forwards or backwards. One foot is always in contact with the ground, and the arms swing freely in opposite directions. Walking is an important travelling locomotor skill and is used in everyday activities like walking to school, in sports (e.g. athletics and marching) and in play and dance activities.	**Balance**: Walking is the continuous process of losing and recovering balance. The inner edges of the feet should move along a straight line to allow the centre of gravity to shift directly over the base of support. **Direction of force:** Direction of force is initiated from the back leg and should be directed forwards and upward through the centre of the body. If the direction is strictly vertical, the walk will be too bouncy and inefficient. If the direction is too horizontal, the walk will be more like a shuffle action. **Absorption of force:** Force should gradually be transferred from the heels through the ball of the foot towards the toes.
Running is like walking except there is a period of suspension when both feet are off the ground at the same time. The skill of running includes jogging, sprinting, chasing, dodging and evading. All of these are important to many games (e.g. tag), sports (e.g. athletics) and everyday activities (e.g. running to get to school on time).	**Momentum:** In running, the greater the force produced from the drive off the back leg, the greater the forward acceleration. That is, the more you push off the ground with your legs, the faster you will go. **Direction of force:** In running, the direction of force is achieved through a forwards lean of the body. Knees move forwards, and arms move forwards and back, to minimise any lateral movements of the body. That is, you lean your body in the direction of the run. **Levers:** If you shorten your lever arm, the movement will be faster. That is, bending your knees and elbows shortens the lever to increase running speed.
Dodging involves quick, deceptive changes in direction to evade, chase or flee from an opponent. When dodging, knees are bent and the body shifts rapidly in a sideways direction. As applied to sport, the skill of dodging is evident in moving the shoulders, head, eyes or other body parts to deceive or 'fake' the opposition as a way of: getting free to receive a pass (e.g. in soccer); 'getting around' your opponent (e.g. to score a basket in basketball); or avoid being tagged in a tag game.	**Balance:** Centre of gravity is low and close to the base of support. This is achieved by bending the knees for better balance. Dodging occurs as the body shifts rapidly to one side. **Application of force:** To gain maximum force, knees need to be bent, with a low body position so that extension of the powerful muscles in the legs can be directed through the body in a sideways direction.

Jumping is the transfer of weight from one foot to the other. A jump can be divided into three parts: takeoff, flight and landing. Landing safely is an important skill to focus on when learning to jump, leap or hop. Jumping for distance (or horizontal jumping) is important in sports (e.g. athletics, long and triple jump) and in other games and activities (e.g. elastics). Jumping for height (or vertical jumping) is used in many sports (e.g. high jump, basketball rebound, rugby line-out, vaulting in gymnastics) and in many playground games and activities (e.g. using a skipping rope).	**Application of force:** To gain optimum height or distance, the movement needs to be smooth and synchronised. Therefore, to achieve the desired height or distance children need to apply the legs, body and arms sequentially (sum of forces). In other words, you jump for distance or height by pushing off with your toes, feet, knees and hips, and forcefully swinging your arms upwards and forwards (distance).
Hopping is a springing action that involves taking off from one foot and landing on that same foot. It involves dynamic balance, with the non-hopping side adding counterbalance and force to assist with the continuous forwards and upwards movement. Hopping is a component of many other fundamental skills (e.g. in skipping and kicking for distance, in sports like athletics (component of triple jump) and in dance activities.	**Balance:** The body is balanced when the centre of gravity is over the base of support. The base of support is the hopping foot and, to achieve balance, the body leans towards the hopping foot while the non-hopping side provides the counterbalance and the arms assist. **Force:** To achieve height or distance in the hop, a summation of force is required. This is achieved by extending the ankles, legs and arms forwards and upwards together.
Skipping is a combination of a long step and a hop (step–hop), first on one foot and then on the other, and has an uneven rhythm. Skipping is a fundamental skill in a variety of games and dance activities (e.g. when moving to music or a beat in folk dancing).	**Balance:** Skipping involves shifting weight from one foot to the other with a narrow base of support. Therefore arms should extend to help maintain balance. **Force:** Force should be applied upwards for the hop action to allow the opposite leg to swing forward freely.
Throwing involves propelling a ball away from the body and is a target skill. **Catching/receiving;** the control of a ball or object, relying on the ability of the eyes to track the ball into the receiving part of the body.	**Momentum;** transferring your weight from your back to front foot to generate more force as ball leaves hand. **Speed;** The straighter your arm in the forward swinging motion, the greater the force and therefore the faster the ball. The longer your arm is in the overarm throw, the faster it will swing and the further the ball will go. **Absorption of force:** spread the force over a large surface area and for as long as possible. In catching a ball, reach for the ball, spread your fingers or cup your hands together and bring the ball into your body. **Balance:** To catch or receive a ball, your body should be behind the line of the ball, with your legs/body presenting a wide, firm base. A lower centre of gravity may be needed for some activities. For example, to field a ground ball in cricket, you kneel to one side.

PSHE

Why this area of learning is important

Personal, Social and Health Education (PSHE) is the subject through which children and young people develop the knowledge, skills and attributes they need to live healthy, safe, productive, capable, responsible and balanced lives. This knowledge, alongside the skills and attitudes, helps them to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to forming healthy relationships, PSHE helps learners to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. It also helps learners to achieve their academic potential, and leave school equipped with skills they will need throughout later life. Research shows that children and young people who are emotionally healthy do better at school. PSHE helps them to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.

www.pshe-association.org.uk/what-we-do/why-pshe-matters

Essential knowledge

Learners should build secure knowledge of the following:

a. Health and wellbeing
b. Relationships
c. Living in the Wider World *

* The elements of economic wellbeing, rights and responsibilities, careers, and the world of work are covered in the Financial Literacy, Citizenship and Careers documents.

PSHE

How the PSHE Curriculum enables our learners to become:

1 Successful Learners

Through this area of the curriculum, children and young people develop an understanding of the physical, social and emotional factors that influence their health and wellbeing. As well as acquiring a wider range of physical skills and abilities, they learn the social and emotional skills which can help them to embrace change and challenge with optimism, develop emotional resilience in dealing with competitive and challenging situations, and express themselves creatively individually and in groups. It enables them to develop their interests and preferences and to set and review personal goals for achievement in their lifestyle, learning and development.

2 Confident Individuals

If children and young people are healthy and emotionally secure they will be more able to develop the capacity to live a full life. With a sense of wellbeing they will be better able to deal with the unexpected and cope with adversity. This sense of wellbeing encompasses many aspects including resilience, fitness, confidence, a sense of mastery and control, optimism and hope, and the ability to sustain satisfying personal relationships. It should also enable them to recognise and deal with the many different pressures in life, and identify when they need support. They should learn to find appropriate sources of information and help to make informed choices and live a healthy, fulfilled life.

3 Responsible Citizens

Children and young people need to learn to respect and value other people and to develop an understanding of their beliefs and feelings. This will help them to develop positive relationships, promote equality and fairness and counter discrimination. Developing learner's awareness of healthy diet, activity, positive relationships and risks to health lays important foundations for their future life, including parenting. From an early age, children and young people can develop an understanding of how their actions can have a positive effect on other people and the environment.

4 Effective Contributors

Through their learning in PSHE, children and young people can have opportunities to engage positively in experiences that are enjoyable, exciting and challenging in a variety of settings including the outdoors. They can make positive contributions to the wider life and health of the school and community. Very importantly, learners should be equipped to explore different options for life beyond school and be supported so that they can make successful transitions into work, education or training.

Cross Phase Elements

- To have opportunities to engage with external agencies including local charities, community groups, health services and social services.
- To participate in a democratic process.
- To recognise the need for mutual respect and understanding of others.
- To study PSHE through:
    - Health and Wellbeing
    - Relationships
    - Living in the wider world - *See the Careers, Citizenship and Financial Literacy skills grids

Early	Middle	Bridging	Later	Further
Health and Wellbeing				
An understanding of healthy lifestyle choices and the consequences				
E1. To begin to understand what constitutes a healthy lifestyle including the benefits of physical activity, rest and healthy eating.	**M1**. To begin to make informed choices related to a healthy lifestyle including physical and emotional health and wellbeing.	**B1**. To understand the concept of a 'balanced lifestyle' and that lifestyle choices can have positive, neutral and negative consequences.	**L1**. To make informed choices about health and wellbeing including diet, substance misuse, healthy relationships and dealing with adversity.	**F1**. To understand the short and long-term consequences of substance use / misuse, unhealthy relationships etc. How to take a holistic approach and increasing responsibility for their own health and wellbeing.
An ability to recognise and articulate feelings and emotions				
E2. To recognise and name feelings and use simple strategies for managing feelings.	**M2**. To deepen understanding about good and not so good feelings and strategies for dealing with them. Begin to recognise how this promotes positive mental health and wellbeing.	**B2**. To be able to explain the range and intensity of feelings to others and suggest strategies for dealing with them. Begin to recognise the signs of positive and negative mental health and wellbeing.	**L2**. To recognise the importance of good mental health, recognise the signs of poor mental health and some positive strategies for managing them.	**F2**. To understand the characteristics and causes of emotional and mental health problems and the symptoms and treatments for some common mental health disorders and how to access help.

PSHE

PSHE

An ability to recognise and understand physical and emotional changes as they grow and develop				
E3. To begin to understand about the process of growing and changing.	**M3**. To understand about growing and changing and new opportunities and responsibilities that increasing independence brings.	**B3**. To know their bodies and emotions will change as they approach and move through puberty.	**L3**. To manage growth and change as parts of growing up (including puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence).	**F3**. To take increased responsibility for monitoring their own health and wellbeing and know where and how to obtain health information, advice and support (including sexual health services).
An ability to understand the importance of personal responsibility for personal hygiene			*An understanding of how to prevent the spread of infection*	
E4. To understand how to maintain personal hygiene and how some diseases are spread.	**M4**. To recognise that bacteria and viruses can affect health and that following simple routines can reduce their spread.	**B4**. To understand the purpose and importance of taking increased responsibility for their own personal hygiene.	**L4**. To recognise that some infections can be spread through sexual activity and that some contraceptives offer protection against certain STIs.	**F4**. To have an increasing understanding of STIs, including HIV/ AIDS and know how to protect themselves and others from infection.
An ability to manage risk related to personal safety				
E5. To know some simple rules for keeping physically and emotionally safe and about who looks after them and who to go to if they need help.	**M5**. To understand basic rules for health and safety, basic first aid, road safety and online safety and where and how to get help.	**B5**. To understand and assess risk within the context of personal safety i.e. accident prevention, online and road safety.	**L5**. To have some knowledge of basic first aid and life-saving skills including the recovery position. Understand the personal and social risks and consequences linked to common injuries / accidents and substance misuse.	**F5**. To know how to give basic first aid and keep themselves and others safe by reducing risk and minimising harm in different settings.
Relationships				
An understanding of healthy relationships and what constitutes an unhealthy relationship				
E6. To identify special people (family, friends, carers) and begin to understand how people should care for each other.	**M6**. To be aware of different types of relationships, including those between acquaintances, friends, relatives and families.	**B6**. To recognise what constitutes positive, healthy friendships / relationships and who to talk to if they need support.	**L6**. To understand the qualities and behaviours to expect and exhibit in a variety of positive relationships. Recognise unhealthy behaviours in relationships and how to seek support.	**F6**. To recognise the characteristics and benefits of strong, positive, supportive and equal relationships and be able to recognise when a relationship is abusive and know how to access help and support.

Understanding and respecting difference and diversity within relationships and society

E7. To identify, respect and celebrate similarities and differences between people.	**M7**. To know that differences and similarities between people arise from a number of factors including family, culture, race, religion, gender, disability etc.	**B7**. To recognise and respect differences and similarities between people which arise from factors including gender identity and sexual orientation.	**L7**. To recognise that there is diversity in sexual attraction and developing sexuality and continue to develop tolerance, respect and understanding for difference and diversity.	**F7**. To understand and respect diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.

An awareness of different types of bullying and abuse and their consequences

E8. To know that there are different types of teasing and bullying and that these are wrong and unacceptable.	**M8**. To recognise the nature and consequences of discrimination and bullying and if they experience or witness it, where they can go for help.	**B8.** To recognise bullying and abuse in all its forms and have some strategies to manage being targeted or witnessing others being targeted.	**L8**. To understand that sexist, homophobic, transphobic and disablist language and behaviour and unacceptable, the need to challenge it and how to do so.	**F8**. To develop an awareness of exploitation, domestic abuse, harassment, stalking and all forms of bullying in relationships and know how to respond.

A recognition of unacceptable physical contact | A recognition of exploitation and abuse and the importance of consent

E9. To talk about what kind of physical contact is acceptable/ unacceptable, comfortable / uncomfortable and who to tell.	**M9**. To judge what type of physical contact is acceptable or unacceptable and how to respond.	**B9**. To understand the term 'sexual abuse' and know about how to access support services available should they feel or believe they or others are being abused.	**L9**. To understand that being pressured, manipulated or coerced to agree to do something you do not want to do is not 'consent' and is not acceptable.	**F9**. To recognise when others are using manipulation, persuasion or coercion and how to respond. Understand the law around consent.

An ability to manage and understand changes and loss in personal circumstances

E10. To communicate their feelings about changes within friendships and families.	**M10**. To understand that friendships and families change and how to cope.	**B10**. To learn about bereavement and loss and some strategies for coping.	**L10**. To understand how to deal with the breakdown of a relationship and the effects of change including loss, separation, divorce and bereavement.	**F10**. To understand how to manage changes in personal relationships including the ending of relationships. Know where to go to access help and support.

PSHE

PSHE

An ability to recognise the qualities of a positive and successful relationship			An ability to recognise the qualities of a positive and successful relationship before considering a sexual relationship	
E11. To recognise special people in their lives and how they care for each other.	**M11**. To recognise and describe the qualities within special relationships and friendships.	**B11**. To understand what the expectations of having a partner might be.	**L11**. To consider different levels of intimacy and their consequences, readiness for sex, the benefits of delaying sex and different types of contraception.	**F11**. To understand the use of contraception and the consequences of unintended teenage pregnancy and of teenage parenthood.

Living in the Wider World - See the Careers and Financial Literacy documents

Areas of Learning

Scientific and Technological Understanding

Science

Why this area of learning is important

Children and young people live in an age of fast-moving science, design and technology. This area of learning is fundamental to exploring, understanding and influencing the natural and made worlds in which we live. It offers a wealth of experiences and ideas that encourage learners' natural curiosity and creativity, inspiring awe and wonder. Science supports the development of technology and advances in technology lead to new scientific discoveries, shaping how we live safe and healthy lives in our rapidly changing society. This area of learning helps children and young people to find new ways of looking at the world and to engage with changing explanations about how the world works. They learn to value ideas and to see talking, thinking and imagining as essential elements in developing understanding and new processes. Learners tackle problems, forming questions, generating and testing ideas and designs and deciding how to seek solutions. They gather and make sense of evidence, test out hypotheses and evaluate processes and outcomes. They learn the possibilities of science, design and technology, inspiring them to become the scientists, engineers, designers and innovators of the future and how to be informed citizens responsive to the needs of others and the world in which they live.

How the Science Curriculum enables our learners to become:

1 Successful Learners

Through science, learners develop their interest in, and understanding of, the living, material and physical world. They increase their understanding of scientific ideas and approaches. They become aware of the pace and significance of developments in the sciences and can evaluate the impact of these. Through first-hand observation, practical activities, open-ended challenges and investigations, and discussion and debate, learners can develop a range of skills in critical thinking as well as literacy, communication and numeracy.

2 Confident Individuals

Science is an important part of our heritage and its applications are part of our everyday lives at work, at leisure or in the home. In order to develop as confident individuals, children and young people need to learn about current science in relevant, real-life contexts and acquire the confidence to use scientific terms and ideas. They can learn to express and justify their views on science-based issues of importance to society.

3 Responsible Citizens

Learners should come to appreciate that science is a dynamic, creative, human process which contributes greatly to the development of human culture, both nationally and globally. They can recognise that the rate of development in science and technology and their impact have enormous implications for the wellbeing of our society. The values that guide scientific endeavour – respect for living things and the environment; respect for evidence and the opinions of others; honesty in collecting and presenting data; an openness to new ideas – are the basis of responsible citizenship.

4 Effective Contributors

Science offers opportunities for learners to engage in a wide range of collaborative investigative tasks, both within and beyond the classroom, where they learn to design and use experiments, interpret data, make deductions and draw conclusions based on evidence. Through these experiences and activities they can develop important skills to become enterprising and creative adults in a world where the skills and knowledge of science are needed across all sectors of the economy.

Cross Phase Elements

- To appreciate that scientific ideas are developed over time based on technological advances and are worked on by scientists from around the world.
- To respond to and use observations and experiences to develop an understanding and curiosity in the world around them through continuous questioning.
- To explore and respond to relevant interests and current issues, locally and in the national media.
- To develop an awareness of risks, hazards and safety issues and be able to work safely and responsibly.
- To use appropriate equipment responsibly and with control and accuracy depending on the complexity of an experiment.
- To communicate a wide range of scientific ideas in a range of formats using appropriate language.
- In early, middle and bridging phase, learners should have access to a balanced science curriculum which includes all three disciplines of science:

> Biology - learning about life processes through, for example, organisms, adaptation, classification, evolution, human body, plants, animals, life cycles and ecology etc.
>
> Physics - learning about physical phenomena through, for example, electricity, forces, heat, light, sound, magnetism, space etc.
>
> Chemistry - learning about reactions and matter e.g. materials, reactions, changes in state, solids, liquids and gases etc.

Early	Middle	Bridging	Later
Planning			
Posing questions and planning a valid investigation			
E1a. To use basic questioning based on observations and linked to context.	**M1a**. To ask questions linked to context	**B1a**. To ask appropriate and relevant questions linked to context.	**L1a**. To ask relevant questions based on context underpinned by scientific understanding.
E1b. To suggest and explore methods of investigating the world around them.	**M1b**. To plan a range of investigations with guidance.	**B1b**. To begin to plan investigations independently.	**L1b**. To use scientific understanding to plan investigations independently.
E1c. To make a prediction.	**M1c**. To make predictions based on prior understanding.	**B1c**. To make appropriate predictions or hypotheses based on scientific knowledge and experience.	**L1c**. To use scientific knowledge, language and understanding to formulate and explain hypotheses.
E1d. To begin to select appropriate equipment for use in investigations.	**M1d**. To select appropriate equipment for use in investigations.	**B1d**. To select appropriate equipment for use in investigations and justify choices.	**L1d**. To select appropriate equipment for use in investigations and justify choices.

Science

E1e. To recognise when a test is unfair with support.	**M1e**. To begin to understand the concept of a fair test.	**B1e**. To begin to understand and use the language of controls and variables.	**L1e**. To be able to identify significant controlled variables and identify how and why they will be controlled and monitored.
E1f. To be aware of and suggest standard and non-standard units of measurement.	**M1f**. To understand and select standard units of measurement.	**B1f**. To understand and select appropriate standard units of measurement.	**L1f**. To understand, select and justify appropriate standard units of measurement.
	M1g. To recognise the need to repeat readings and observations.	**B1g**. To identify the need to repeat readings and observations.	**L1g**. To understand and justify the need to repeat readings and observations.

Obtaining

Conducting an investigation and gathering data

E2a. To describe observations using basic scientific language and recognise the need to measure.	**M2a**. To describe more specific observations including change and to measure over time.	**B2a**. To describe and accurately measure more specific observations and recognise that adjustments may need to be made.	**L2a**. To adjust procedure or equipment depending on observations made, taking into account the range and interval of measurements to draw a valid conclusion.
E2b. To record observation	**M2b**. To start to be able to record results accurately and appropriately.	**B2b**. To be able to record results accurately and appropriately in a range of formats.	**L2b**. To be able to record results accurately and appropriately in a range of more complex investigations and contexts.

Analysing and Evaluating

Presenting, processing and evaluating data

E3a. To display results using pictograms, photographs and bar graphs.	**M3a**. Use a range of methods including diagrams, tables, photos and graphs to communicate results	**B3a**. To use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner.	**L3a**. To use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner.

E3b. To make comparisons and identify patterns or associations and make conclusions based on their own experiences.	**M3b**. Use observations and measurements to identify patterns and draw conclusions using simple scientific language.	**B3b**. Use observations, measurements or other data to draw conclusions and attempt to explain findings using scientific language.	**L3b**. Use observations, measurements or other data to draw conclusions and explain evidence using detailed scientific language and understanding.
E3c. To compare conclusions and predictions.	**M3c**. To compare conclusions to predictions and begin to explain the reasons for the outcomes.	**B3c**. To compare conclusions to hypothesis based on scientific knowledge and experience..	**L3c**. To compare conclusion to hypothesis based on scientific knowledge and identify similarities and differences.
E3d. To evaluate the validity of investigations and consider improvements.	**M3d**. To evaluate the validity of investigations and suggest improvements.	**B3d**. To evaluate the investigation, identify anomalies, discuss the validity of the data and make suggestions for improvement.	**L3d**. To evaluate the investigation, identify anomalies, discuss the validity of the data and make suggestions for improvement.
			L3e.To suggest ways to increase the accuracy of data and extend the investigations linking them to different scientific contexts.
Research and Theory			
Using scientific knowledge to explain observations and theories			
E4a. To understand that information can be gathered from a range of sources	**M4a**. To gather information from a range of sources and begin to understand the concept of reliability.	**B4a**. To select appropriate and reliable information from a range of sources.	**L4a**. To select appropriate and reliable information from a range of sources independently.
E4b. To begin to create models to represent their scientific ideas.	**M4b**.To use models and analogies to represent their scientific ideas.	**B4b**. To use models and analogies and start to comment on strengths and weaknesses.	**L4b**. To use models and analogies to explain abstract concepts.
E4c. To understand that scientific ideas can explain their everyday experiences.	**M4c**.To begin to make links between scientific ideas and their everyday experiences.	**B4c**. To apply scientific theory to observations and experiences.	**L4c**. To apply scientific theory in unfamiliar contexts.

Science

Science

Scientific vocabulary - to be embedded by the end of the bridging phase

(taken from AQA Subject Specific Vocabulary)
Also refer to: www.gettingpractical.org.uk/documents/LoMsampleJan2010.pdf

Accuracy	Data	Anomalies
Accuracy A measurement is considered accurate if it is judged to be close to the true value.	**Data** Information, either qualitative or quantitative, that has been collected.	**Anomalies** These are values in a set of results which are judged not to be part of the variation caused by random uncertainty.
Evidence Data which has been shown to be valid.	**Fair test** A fair test is one in which only the independent variable has been allowed to affect the dependent variable.	**Hypothesis** A proposal intended to explain certain facts or observations.
Interval The quantity between readings, e.g. a set of 11 readings equally spaced over a distance of 1 metre would give an interval of 10 centimetres.	**Precision** Precise measurements are ones in which there is very little spread about the mean value. Precision depends only on the extent of random errors – it gives no indication of how close results are to the true value.	**Prediction** A prediction is a statement suggesting what will happen in the future, based on observation, experience or a hypothesis.
Range The maximum and minimum values of the independent or dependent variables; important in ensuring that any pattern is detected. For example a range of distances may be quoted as either: 'From 10 cm to 50 cm' or 'From 50 cm to 10 cm'.	**Repeatable** A measurement is repeatable if the original experimenter repeats the investigation using same method and equipment and obtains the same results. Previously known as reliable.	**Resolution** This is the smallest change in the quantity being measured (input) of a measuring instrument that gives a perceptible change in the reading.
Validity Suitability of the investigative procedure to answer the question being asked. For example, an investigation to find out if the rate of a chemical reaction depended upon the concentration of one of the reactants would not be a valid procedure if the temperature of the reactants was not controlled.	**Variables** These are physical, chemical or biological quantities or characteristics.	**Controlled Variable** A controlled variable is one which may, in addition to the independent variable, affect the outcome of the investigation and therefore has to be kept constant or at least monitored e.g. if you were measuring the effect of different temperatures on germination, you would keep light levels constant. (A **control experiment** is one carried out *without* the main variable present to demonstrate its effect on the outcome e.g. measuring the effect of light on germination, it would be useful if an experiment was also set up in the dark.)

Design and Technology

Why this area of learning is important

Children and young people live in an age of fast-moving science, design and technology. This area of learning is fundamental to exploring, understanding and influencing the natural and made worlds in which we live. It offers a wealth of experiences and ideas that encourage learners' natural curiosity and creativity, inspiring awe and wonder. Science supports the development of technology and advances in technology lead to new scientific discoveries, shaping how we live safe and healthy lives in our rapidly changing society. This area of learning helps children to find new ways of looking at the world and to engage with changing explanations about how the world works. They learn to value ideas and to see talking, thinking and imagining as essential elements in developing understanding and new processes. Children and young people tackle problems, forming questions, generating and testing ideas and designs, and deciding how to seek solutions. They gather and make sense of evidence, test out hypotheses and evaluate processes and outcomes. They learn the possibilities of science, design and technology, inspiring them to become the scientists, engineers, designers and innovators of the future and how to be informed citizens responsive to the needs of others and the world in which they live.

How the Design and Technology Curriculum enables our learners to become:

1 Successful Learners

Children and young people need to become skilled users of a wide range of technologies, and learning in the technologies equips them with these skills. Technological activities can contribute strongly to the development of problem-solving skills. They promote creative thinking and encourage learners to make connections across different kinds of learning and so become innovative, critical designers.

2 Confident Individuals

Learning through the technologies can equip children and young people with important practical skills for daily life and for work, and the confidence that they will be able to continue to learn to use new technologies in the future. They can experience a sense of achievement when their products and solutions work well, and they can develop their capacity to deal with change, risk and uncertainty.

3 Responsible Citizens

As learners come to understand the roles of technologies in changing and influencing societies they can increasingly engage with questions relating to the environment, sustainable development and ethics. They can develop their sense of personal responsibility. Importantly, they can become informed consumers who have an appreciation of the merits and impacts of products and services and be capable of making reasoned, ethical choices.

4 Effective Contributors

The technologies allow children and young people to think creatively about how to solve practical problems. There is particular scope to learn how to work effectively in teams. The technologies promote enterprising behaviour and ways of learning that prepare young people for their future lives and careers. As such, all need to embark upon work as skilled, thoughtful, adaptable and resourceful people able to identify and solve problems.

Design and Technology

Cross Phase Elements

- To evaluate and analyse products and processes continuously and adjust accordingly (development)
- To develop an awareness of risks, hazards and safety issues and be able to work safely and responsibly
- To use appropriate equipment responsibly and with control and accuracy depending on the complexity of work
- To study Design and Technology with reference to:

- Cooking and nutrition e.g. food provenance, healthy plate
- Graphics e.g. lettering, colour, images and layout
- Woodwork/metalwork/plastics (where available and appropriate)
- Understanding materials and their properties
- Gaining an awareness of electronics
- Processes and techniques eg how to.........
- Environmental issues e.g. reduce, reuse, recycle, respect, repair

Early	Middle	Bridging	Later
Explore/Investigate/ Research			
An ability to explore a problem and research for appropriate use			
E1a. To explore the problem through discovery of what already exists and own experience.	**M1a**. To explore and research what already exists related to the challenge or brief.	**B1a**. To research materials, existing products, processes and techniques related to the brief.	**L1a**. To research materials, existing products, processes and techniques related to the brief.
Showing representations of research in a variety of formats			
E1b. To make a simple representation of their research manually or electronically.	**M1b**. To enhance the presentation of their research through knowledge of presentation techniques.	**B1b**. To present their findings in an understandable and measurable format.	**L1b**. To present their findings in an understandable and measurable format using an increased variety of manual and electronic techniques.
Recognising the appropriate audience for a product and understanding the audience's needs			
E1c. To develop an awareness of who the product is for.	**M1c**. To have an understanding of who the product is for.	**B1c**. To have an understanding of who the product is for and how it will affect the design process.	**L1c.** To have an understanding and explain the needs of the target audience.

Summarising research and making decisions from it			
E1d. To carry out primary research verbally.	**M1d**. To carry out primary research and begin to record their findings.	**B1d**. To carry out primary research, record findings and make decisions based upon it.	**L1d**. To carry out primary research including evaluation, analysis and application to the design process.
Analysing research to make decisions about their design			
		B1e. To analyse research, making informed, justified decisions.	**L1e**. To write a design specification based on analysis of research.

Specification

Using research to make decisions that inform the design			
E2a. To decide what they will make.	**M2a**. To decide what will be made through referenced research.	**B2a**. To have a variety of ideas, designs and solutions for consideration before making a final design decision.	**L2a**. To have a variety of initial ideas, designs and solutions fulfilling the design specification.

Ideas and Planning

Recording ideas and annotating preferences			
E3a. To record ideas and label the materials and consider alternative methods.	**M3a**. To record ideas and label materials, and identify appropriate equipment.	**B3a**. To label ideas and designs, and specify materials and techniques to help decide on the most appropriate project.	**L3a**. To annotate ideas and designs in a range of formats leading to an informed decision about the most appropriate idea.

Production, Creation and Development

Selecting tools and materials			
E4a. To use tools to make.	**M4a**. To use relevant tools to aid production.	**B4a**. To choose tools to aid production	**L4a**. To select most appropriate tools.
An ability to be accurate when creating and making prototypes			
E4b. To measure, mark, cut, shape and make.	**M4b**. To measure, mark, cut, shape and make with some accuracy.	**B4b**. To accurately measure, mark, cut and shape materials.	**L4b**. To measure, mark, cut and shape materials with a wider range of tools, machinery and techniques to produce increasing standards of quality and precision.

Design and Technology

Reflection and Evaluation

Measuring success of prototype and suggesting changes and improvements in relation to specification

| **E5a**. To test and suggest changes. | **M5a**. To test and make a basic suggestion for improvement. | **B5a**. To test, evaluate and make detailed suggestions for improvements. | **L5a**.To test and evaluate against the specification, consider the views of intended users and make suggestions for improvements. |

Computing

Why this area of learning is important

Children and young people live in an age of fast-moving science, computing and technology. This area of learning is fundamental to exploring, understanding and influencing the natural and man-made worlds in which we live. It offers a wealth of experiences and ideas that encourage learners' natural curiosity and creativity, inspiring awe and wonder. Children and young people learn to value ideas and to see talking, thinking and hypothesising as essential elements in developing an understanding of new processes. Learners tackle problems, forming questions, generating and testing ideas and designs and deciding how to seek solutions. They gather and make sense of evidence, test out hypotheses and evaluate processes and outcomes. They learn the possibilities of science, computing and technology, inspiring them to become the scientists, engineers, designers and innovators of the future. They learn how to become informed citizens, responsive to the needs of others and the world in which they live.

How the Computing Curriculum enables our learners to become:

1 Successful Learners

Children and young people need to become skilled users of a wide range of technologies, and learning in computing and IT equips them with these skills. Technological activities can contribute strongly to the development of problem-solving skills. They promote creative thinking and encourage learners to make connections across different kinds of learning and so become innovative, critical designers.

2 Confident Individuals

Learning through computing and IT can equip children and young people with important practical skills for daily life and for work, and the confidence that they will be able to continue to learn to use new technologies in the future. They can experience a sense of achievement when their products and solutions work well, and they can develop their capacity to deal with change, risk and uncertainty.

3 Responsible Citizens

As learners come to understand the roles of computing and IT in changing and influencing societies they can increasingly engage with questions relating to the environment, sustainable development and ethics. They can develop their sense of personal responsibility. Importantly, they can become informed consumers who have an appreciation of the merits and impacts of products and services and who are capable of making reasoned and ethical choices.

4 Effective Contributors

Computing and IT allow learners to think creatively about how to solve practical problems. There is particular scope to learn how to work effectively in teams. The subjects promote enterprising behaviour and ways of learning that prepare young people for their future lives and careers. As such, all need to embark into work as skilled, thoughtful, adaptable and resourceful people able to identify and solve problems.

Computing

Cross Phase Elements

- To learn and thoughtfully apply basic digital skills in a variety of situations
- To learn to create a variety of content including sound, music, images both still and moving and use them to convey ideas and information appropriately for their audience
- To learn how to control a variety of devices by creating precise sets of instructions.
- To learn how to use computer technology and digital tools safely and learn their responsibilities toward others in such usage.

Early	Middle	Bridging	Later
Digital Literacy			
E1a. To explore and use technology to create and manipulate digital content.	**M1a**. To begin to understand how to design documents for a specific purpose and audience.	**B1a**. To show a greater understanding of purpose and target audience, creating documents that are specifically adapted to meet their needs.	**L1a**. Use multiple applications to create effective materials suitable for a range of purposes and audiences. Students start to form their own document style including font, image, colour scheme and layout.
E1b. Explore and use different multimedia components in order to capture and use text, image, sound, animation and video.	**M1b**. To be able to import and arrange media in a simple sequence, add text or basic refinements.	**B1b**. To be able to capture/import media, selecting the most appropriate software application and relevant editing options. To evaluate and refine with purpose in mind.	**L1b**. To be able to evaluate and select the best software to achieve success. To prepare and edit products in other apps prior to finalising.
E1c. To be able to store and retrieve digital content.	**M1c**. To understand how to use technology to create, store, organise, manipulate and retrieve digital content.	**B1c**. Be able to organise a simple folder structure to house files with suitable naming conventions.	**L1c**. To be able to organise a suitable organisation structure to house files with appropriate naming conventions. Demonstrate a proper backup procedure.
E1d. To be aware that documents can be shared.	**M1d**. To begin to share documents with guidance.	**B1d**. To understand how to and be able to share documents, files and folders appropriately and safely.	**L1d**. To understand how to and be able to share documents, files and folders effectively, appropriately and safely.

E1e. To understand that information can be found from digital sources and begin to search on a device.	**M1e**. To perform simple searches and understand how to select relevant information.	**B1e**. To perform searches and begin to evaluate the relevance and quality of information retrieved.	**L1e**. To understand advanced search features and be able to refine searches to retrieve relevant information on a specific subject more efficiently.
			L1f. To understand the importance of and be able to evaluate the relevance and quality of information.

Computer Science

E2a. To be aware that computer programs are a set of instructions and are used to control everyday devices.	**M2a**.To understand that computer programs are a set of instructions.		
E2b.To be able to listen, follow and create a sequence of instructions.	**M2b**. To be able to put instructions together to achieve basic outcomes.	**B2b**.To be able to design simple algorithms that contain variables, sequence and selection, including an understanding of logical operators. To create and use variables in simple programs with support.	**L2b**. To be able to design, write, test programs and algorithms that include variables, data structures and sequence, selection and iteration.
	M2c. To be able to fix simple mistakes.	**B2c**.To be able to identify and debug common errors in simple programs.	**L2c**. To be able to debug simple algorithms and programs.
E2d. To control devices by giving them instructions	**M2d**. Use a range of devices for different tasks.	**B2d**. To be aware of different devices and their strengths and weaknesses.	**L2d**. To be confident in selecting appropriate devices for purpose.
		B2e. To be aware of some components that make up a computer system and their function.	**L2e**. Identify and explain roles of key components within computer system.
E/M2f. To use logical reasoning to predict the behaviour of simple programs and attempt alternative approaches to achieve a goal.		**B2f**. To be able to differentiate between operating systems and applications software.	**L2f**. To be able to identify, explain and give examples of application software, system software and operating system software.
E2g. To understand that some devices connect to a network to work.	**M2g**. To show an awareness of different network types.	**B2g**. To begin to evaluate the merits of different network types.	**L2g**. To understand the implications of using different network types.

Computing

Computing

Digital Citizenship			
E3a.To recognise everyday uses of information technology.	**M3a**. To understand everyday uses of information technology.	**B3a**.To understand the impact of information technology on individuals and society.	**L3a**. To be able to explain and evaluate how the use of technology impacts on society from the perspective of social, economical, political, legal, ethical and moral issues.
E3b. To know where to go with concerns.	**M3b**. To be aware that there are benefits and risks associated with being online.	**B3b**. To understand how to enjoy the benefits and minimise the risks associated with online behaviours. To function well in digitally mediated communities of practice.	**L3b**. To be able to guide others on how to stay safe online and demonstrate good practice when dealing with all issues online and throughout social media.
E3c. Use technology safely, responsibly and respectfully, keeping personal information private.	**M3c**. Use technology safely, responsibly and respectfully, keeping personal information private.To be aware that there are rules and regulations concerned with being online.	**B/L3c.** To be able to guide others on how to stay safe online and demonstrate good practice when dealing with all issues online and throughout social media.	
E3d. Develop an awareness that not all digital information is useful or valid	**M3d**. Show an awareness of the quality and validity of digital content collected	**B/L3d.** To evaluate the validity and plausibility of information from a range of digital resources and understand the impact of incorrect data/news.	
E3e. To be aware of a personal identity online.	**M3e**. To understand the implications of having personal identity online.	**B3e**. To understand the implications of having personal identity online. and the concept of a digital footprint. To appreciate the benefits and know how to minimise risks and begin to understand legal consequences.	**L3e**. To understand the long-term implications of their digital footprint. To know how to maximise the benefits and know how to minimise the risks. To understand the legal consequences of not being responsible online.

Computing Vocabulary

algorithm – an unambiguous procedure or precise step-by-step guide to solve a problem or achieve a particular objective.

computer networks – the computers and the connecting hardware (wifi access points, cables, fibres, switches and routers) that make it possible to transfer data using an agreed method ('protocol').

control – using computers to move or otherwise change 'physical' systems. The computer can be hidden inside the system or connected to it.

data – a structured set of numbers, representing digitised text, images, sound or video, which can be processed or transmitted by a computer.

debug – to detect and correct the errors in a computer program.

digital content – any media created, edited or viewed on a computer, such as text (including the hypertext of a web page), images, sound, video (including animation), or virtual environments, and combinations of these (i.e. multimedia).

information – the meaning or interpretation given to a set of data by its users, or which results from data being processed.

input – data provided to a computer system, such as via a keyboard, mouse, microphone, camera or physical sensors.

internet – the global collection of computer networks and their connections, all using shared protocols (TCP/IP) to communicate.

logical reasoning – a systematic approach to solving problems or deducing information using a set of universally applicable and totally reliable rules.

output – the information produced by a computer system for its user, typically on a screen, through speakers or on a printer, but possibly though the control of motors in physical systems.

program – a stored set of instructions encoded in a language understood by the computer that does some form of computation, processing input and/ or stored data to generate output.

repetition – a programming construct in which one or more instructions are repeated, perhaps a certain number of times, until a condition is satisfied or until the program is stopped.

search – to identify data that satisfies one or more conditions, such as web pages containing supplied keywords, or files on a computer with certain properties.

selection – a programming construct in which the instructions that are executed are determined by whether a particular condition is met.

sequence – to place programming instructions in order, with each executed one after the other.

services – programs running on computers, typically those connected to the internet, which provide functionality in response to requests; for example, to transmit a web page, deliver an email or allow a text, voice or video conversation.

simulation – using a computer to model the state and behaviour of real-world (or imaginary) systems, including physical and social systems; an integral part of most computer games.

software – computer programs, including both application software (such as office programs, web browsers, media editors and games) and the computer operating system. The term also applies to 'apps' running on mobile devices and to web based services.

variables – a way in which computer programs can store, retrieve or change simple data, such as a score, the time left, or the user's name.

Areas of Learning

Religion, Philosophy and Ethics

Religion, Philosophy and Ethics

Why this area of learning is important

Society within the Bailiwick reflects a wide range of beliefs, values and traditions. Religious, philosophical and ethical education enables children and young people to explore the world's major religions and approaches to living which are independent of religious belief, and to be challenged by these different beliefs and values. It supports children and young people in developing responsible attitudes to other people, their values and their capacity for moral and ethical judgement. The study of the world's religions is an essential feature of religious and moral education for all children and young people.

Essential knowledge

Learners should build secure knowledge of the following:

a. a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience

b. moral and ethical values such as wisdom, justice, compassion and integrity

c. the responses which religions can offer to questions about the nature and meaning of life

d. the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions

e. beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

Religion, Philosophy and Ethics

How the Religion, Philosophy and Ethics Curriculum enables our learners to become:

1 Successful Learners

Religious, philosophical and ethical education offers insights into human beliefs, values and behaviour. It considers challenging questions and responses, and encourages children and young people to learn about different kinds of thinking and how faith and reason can help people to find meaning in life. There are important connections between themes in religious and moral education and, for example, in history, science and the arts. These connections can reinforce and enrich learning.

2 Confident Individuals

Religious, philosophical and ethical education makes an important contribution to the personal and social development of children and young people. The development of secure values and beliefs plays an important part in children and young people's emotional and spiritual wellbeing. They learn to be secure in expressing their beliefs and values. Through the ethos of the school, children and young people can feel the security of being valued as individuals: learning in religious and moral education can reinforce this message. Their study of Christianity and other religions gives children and young people an understanding of some of the key influences in shaping society.

3 Responsible Citizens

Through religious, philosophical and ethical education children and young people can be encouraged to develop an understanding and respect for people of faiths and beliefs other than their own and for those who adopt a viewpoint for living which is independent of religious belief. By considering moral and ethical questions in a secure environment, children and young people can develop their own ability to make moral and ethical judgements about right and wrong. They can learn to act with concern for others and for the world we live in.

4 Effective Contributors

One of the most important outcomes of learning through religious, philosophical and ethical education is that children and young people put their values and beliefs into action in positive ways which benefit others in the local, national and global communities.

Cross Phase Elements

- To be aware of issues on a local, national, global scale.
- To be encouraged to consider a range of viewpoints and be open to voicing and changing their own opinions.
- To recognise the need for mutual respect and understanding of others.
- To recognise and challenge stereotyping and discrimination within their own community and the wider world.
- To study the following religions: Christianity, Judaism, Islam, Hinduism, Buddhism, Sikhism
- To recognise and respect other non-religious perspectives e.g. humanism

Early	Middle	Bridging	Later
Learning about religion - Teachings, beliefs and practices			
An ability to understand the core principles of the major world religions			
E1a.To explore a range of religious stories, teachings and talk about their meanings.	**M1a**. To describe the key aspects of religions, especially the people, stories, teachings and traditions that influence the beliefs and values of others.	**B1a**. To describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to beliefs and teachings.	**L1a**. To interpret and evaluate a range of sources, texts and authorities, from a variety of religious, historical and cultural contexts.
E1b. To explore key religious beliefs through symbols and artefacts.	**M1b**. To interpret religious symbols and artefacts to help understand religious beliefs.	**B1b**. To compare and explain how religious beliefs and ideas are communicated by symbols, artefacts, texts and traditions.	**L1b**. To begin to evaluate how religious beliefs and ideas are communicated by symbols, artefacts, texts and traditions.
E1c. To explore key religious practices including celebrations, worship and rites of passage in religion, recognising their significance in their own lives	**M1c**. To explore key religious practices including celebrations, worship and rites of passage in religion, recognising their significance in their own and others' lives.	**B1c**. To explore key religious practices including celebrations, worship and rites of passage in religion, identifying similarities and differences between religions.	**L1c**. To analyse key religious practices including celebrations, worship and rites of passage in religion, identifying similarities and differences within religions.
Belonging to a Religion			
An ability to understand the impact of belonging to a religion or identifying with a worldview			
E2a. To identify why some people belong to a religion and start to recognise the difference this makes to their lives.	**M2a**. To reflect on the joys and challenges of belonging to a religion, communicating their own and others' responses thoughtfully.	**B2a**. To investigate and explain how religion or worldviews affect people's lives.	**L2a**. To evaluate the benefits, challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas carefully.

Religion, Philosophy and Ethics

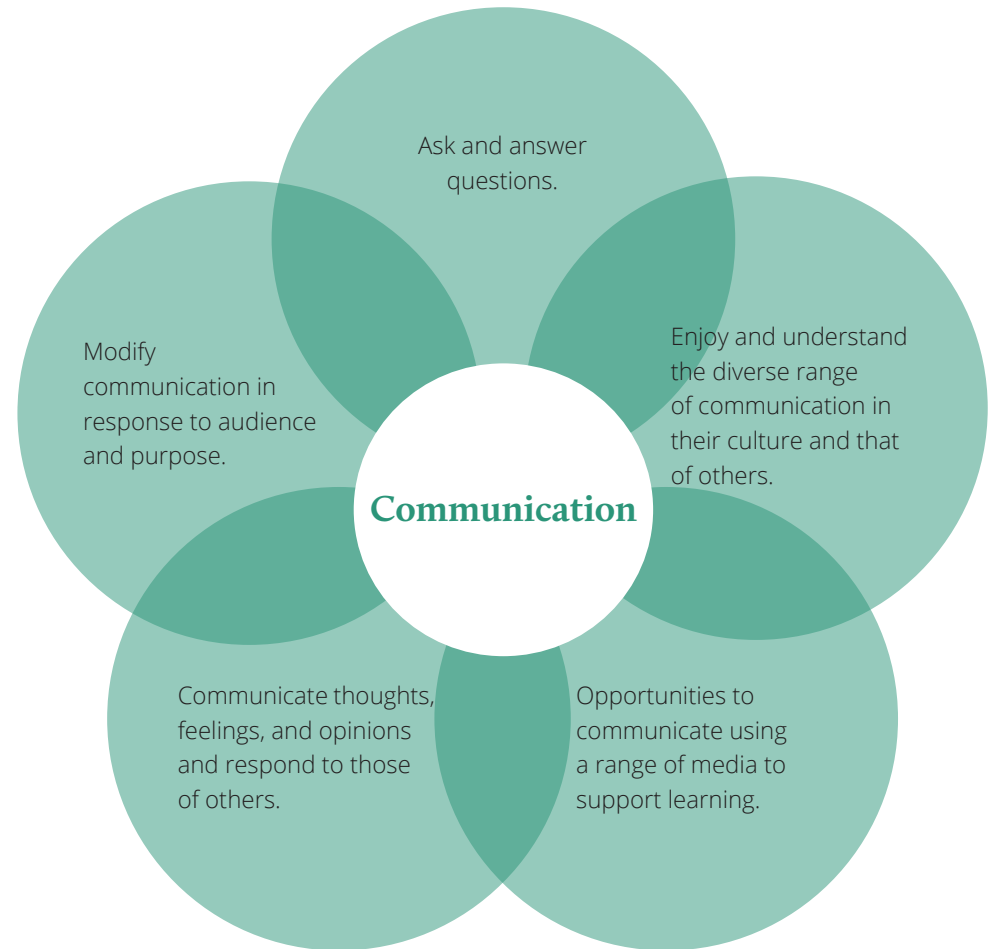|			**L2b**. To express insights into the significance and value of religion and other worldviews on human relationships personally, locally and globally.
Morality, ethics, respect and tolerance			
An ability to consider the concept of morality and understand why respect and tolerance are important			
E3a. To recognise how religions teach ideas about values, particularly those concerned with right, wrong and fairness.	**M3a**. To recognise how religious teachings about values, particularly those concerned with right, wrong and fairness, make a difference to individuals, families and school community.	**B3a**. To discuss their own views of religious truth and belief, expressing their own ideas clearly and appropriately and show respect and tolerance.	**L3a**. To evaluate their own and others' views of religious truth and belief, expressing their own ideas clearly and appropriately.
E3b. To explain the effects of actions on others when thinking about a moral dilemma.	**M3b**. To reflect on ethical issues of right and wrong and communicate their responses clearly and respectfully.	**B3b**. To reflect on ethical issues of right and wrong and their own and others' responses and communicate their responses clearly.	**L3b**. To reflect and evaluate their own and others' beliefs about ethical issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas in depth.
Big Questions and Philosophy			
An ability to ask, consider and respond to questions of a philosophical nature			
E4a. To ask and respond to big questions.	**M4a**. To ask a range of questions about puzzling aspects of life, including religious ones, and suggest responses.	**B4a**. To describe and begin to understand religious and other responses to big and ethical questions and show tolerance and respect of others' views.	**L4a**. To reflect on the relationship between beliefs, teachings and big questions, communicating their own ideas thoughtfully and sensitively, using reasoned arguments.
E4b. To listen to others' viewpoints about aspects of life and begin to show an understanding of different viewpoints.	**M4b**. To understand that others may have a different viewpoint about aspects of life.		**L4b**. To analyse and compare the evidence and arguments used both by believers and non-believers when considering issues of truth in religion and philosophy.

The skills should be taught with reference to: **Religious Education: The Guernsey Agreed Syllabus**
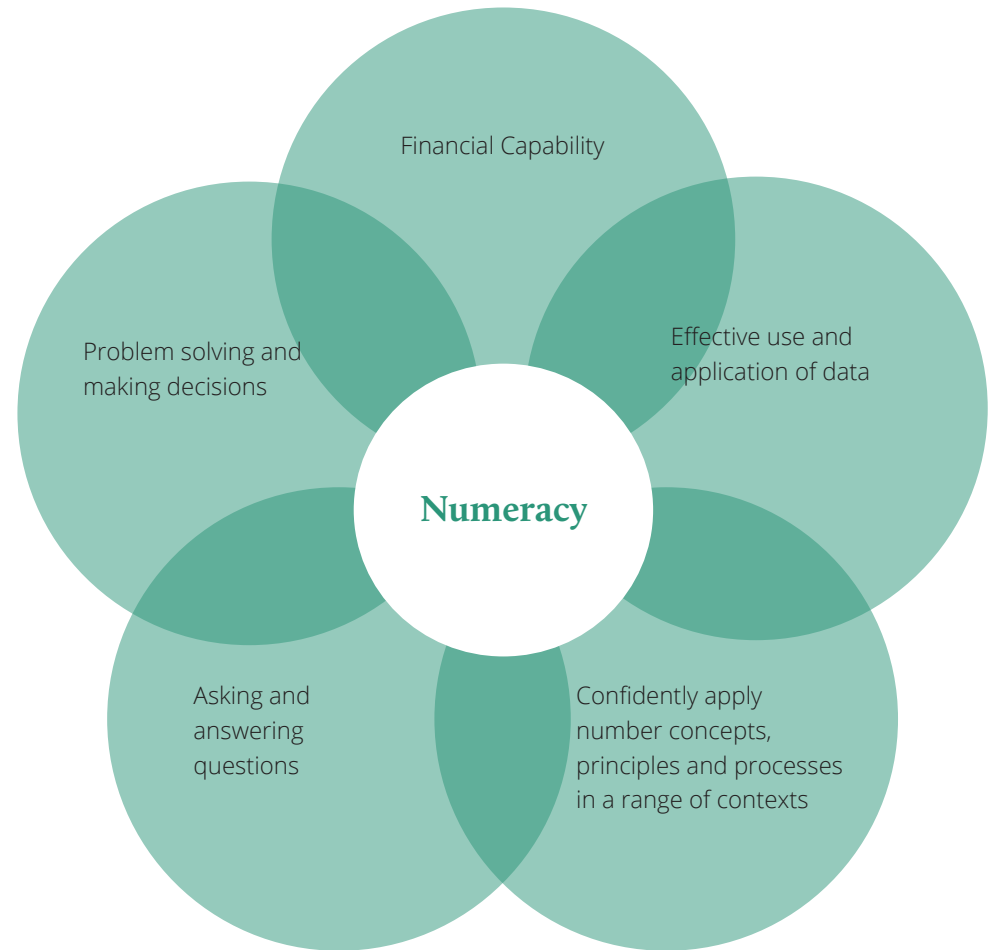
Core Skills
Communication

Communication skills offer an essential passport to learning. They involve both sending and receiving information, ideas and opinions. They are essential for young people to achieve and to be actively involved in society and work. More information and ideas are communicated to us now than ever in a wide variety of forms. Therefore, it is essential to give young people the experience to evaluate and discern relevant ideas and information. Young people also need to have opportunities to communicate their own ideas and share information in the same variety of forms. Effective communication enables young people to make connections with different people and their cultures and to play their part as global citizens.

Ask and answer questions.

Modify communication in response to audience and purpose.

Enjoy and understand the diverse range of communication in their culture and that of others.

Communication

Communicate thoughts, feelings, and opinions and respond to those of others.

Opportunities to communicate using a range of media to support learning.

Core Skills
Numeracy

Using numeracy across learning, within and outside the classroom, offers children the opportunities to transfer discrete mathematical skills to other contexts within the curriculum. By exploring these links children understand that maths is all around them and will learn to combine maths skills within relevant, real life situations and contexts.
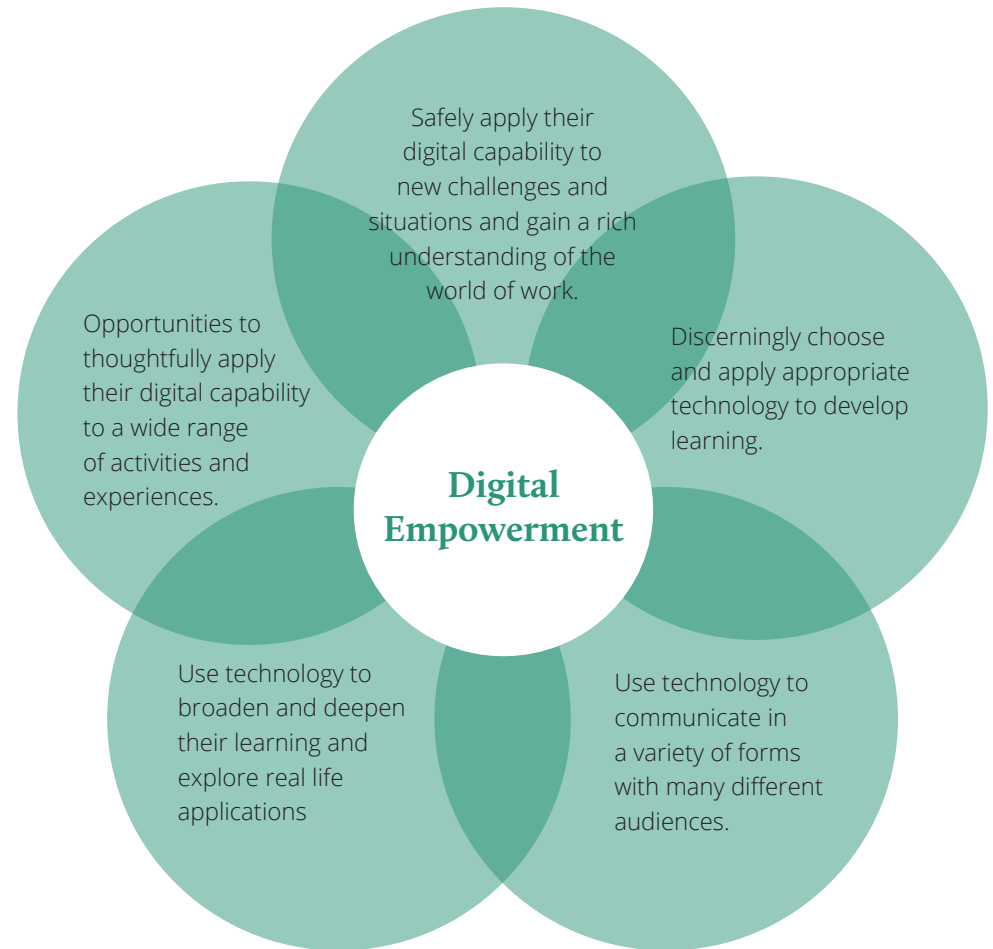
Financial Capability

Effective use and application of data

Problem solving and making decisions

Numeracy

Asking and answering questions

Confidently apply number concepts, principles and processes in a range of contexts

Digital Empowerment

There is a global transformation due to the ubiquitous nature of modern digital lifestyles. Learning using culturally relevant technology and the need for pupils to learn about technology for future careers and life is vital. Digital access for all, and the skills to use it effectively, are essential for health, wellbeing and prosperity, supported by digitally literate staff in a technology-rich environment.

All young people must be empowered to use and apply their digital skills, knowledge and understanding confidently and competently in their learning and collaborate in global contexts. They should become independent and discerning users and creators of technology, able to collaborate, recognise opportunities and risks, and use strategies to stay safe in their global community.

Safely apply their digital capability to new challenges and situations and gain a rich understanding of the world of work.

Opportunities to thoughtfully apply their digital capability to a wide range of activities and experiences.

Discerningly choose and apply appropriate technology to develop learning.

Digital Empowerment

Use technology to broaden and deepen their learning and explore real life applications

Use technology to communicate in a variety of forms with many different audiences.

How well are we achieving our aims?

In the big picture, we ask three key questions:

- 'What are we trying to achieve?'
- 'How do we organise learning?'
- 'How well are we achieving our aims?'

What we are trying to achieve links to:

- The overall aims of the curriculum (that pupils should become effective contributors, confident Individuals, successful learners and responsible citizens)
- The four outcomes of the Children and Young People's Plan

How we organise learning takes account of:

- Lessons, learning environments, routines, events, learning outside the classroom and out-of-school activities
- The development of skills, attributes and beliefs that reflect a growth mindset and positive mental health and wellbeing
- How learning will be delivered through the development of critical thinking, team work, creativity, reflection, independence and resilience
- The areas of learning which include specific reference to curriculum subjects
- Access to communication, numeracy and digital empowerment across the curriculum

To determine how well we are achieving our aims, we need to evaluate the impact of the curriculum through a variety of different ways. These include:

- Continuing to build on existing internal and external validation and review processes which are detailed within the school improvement policy
- Supporting the ongoing development of and analysis of data to ensure that it has an impact on good quality learning and teaching that enable schools to meet the needs of all learners
- Developing appropriate assessment and tracking systems that enable this to happen effectively
- Having robust moderation processes in place particularly at key transition stages
- Listening to and acting on the voice of the community, parents and learners through a variety of existing and new tools which will provide schools with clear feedback on the views of these key stakeholders

We need to ensure that the new curriculum meets the needs of all learners and that it provides opportunities to extend, support and challenge children at different phases in their education.

Success for children and young people will include ensuring that, irrespective of ability or any additional need, they are prepared for:

Accreditations and Examinations

World of Work

Future Challenges
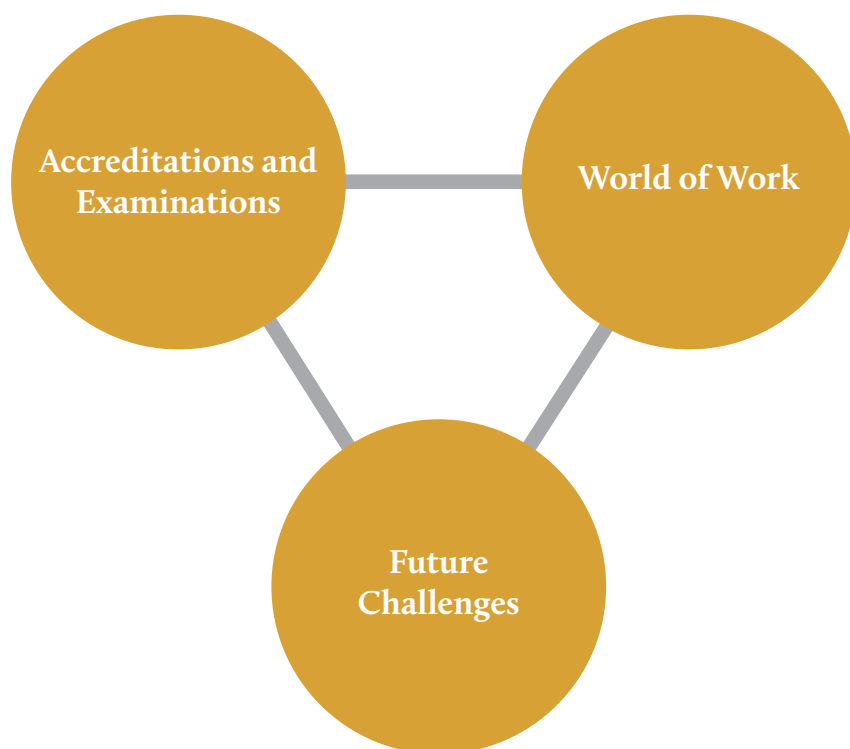
"Education both influences and reflects the values of our society, and the kind of society we want to be. It is therefore important to recognise a set of common aims, values and purposes that underpin the school curriculum and the work of schools".
Mick Waters, international curriculum expert and advisor

We then have a 'bottom line' which will have a wide range of tools and methods for capturing success. These include using existing high quality assessment schedules such as How Good Is Our School and also the development of new 'key performance indicators' (KPIs) that enable us to put measuring progress at the forefront of reporting good outcomes. We will also develop new ways of engaging with learners so that we can measure success across all areas identified on the bottom line. By doing this we can measure how all our children and young people:

- Make good progress and attain
- Show positive attitudes to learning
- Demonstrate high aspirations
- Make healthy lifestyle choices
- Participate in the community
- Have respect for themselves and others

Keeping the curriculum under review

The New Bailiwick Curriculum has been purposely designed to be dynamic, adaptable and able to continually evolve. This includes ensuring that it builds on and works with the curriculum accessed before Year 1 and learning pathways post Year 11.

The Big Picture is aligned with the Early Years Foundation Stage (EYFS) Curriculum which has, at its core, an integrated approach to early learning and care. The EYFS gives children a broad range of knowledge and skills that help to provide the essential building blocks required for good future outcomes throughout school and life. Through access to the EYFS, children develop strong foundations which enable them to make good progress across all areas of learning; developing skills, knowledge and independence to become life-long learners. They develop an enthusiasm, confidence and joy which supports and enables them to move successfully through to the next stage of their education delivered through The New Bailiwick Curriculum.

Likewise, as children and young people transition at post 16, they are well prepared for all the challenges that they face on which ever future pathway they choose, whatever that might be. For those who have a pathway into an educational setting, they continue to have a core entitlement to many aspects of The New Bailiwick Curriculum ensuring that they not only make good progress and attain, but are also successful across the other aspects highlighted on 'The Bottom Line'.

We hope that this curriculum handbook will inspire all our teachers, and those working in our schools, to continue to innovate; to keep the curriculum under review by evaluating and recording the impact on learners; to collaborate and share good practice, but most of all to capture and foster the enjoyment of learning in all our young people.

This curriculum has been designed to help our schools improve, to promote and raise standards, to secure the essentials for learning and life and to make learning the best it can be for all children in all schools. Most importantly, it has been developed by teachers, for teachers and will provide us with a vital tool to help our drive for ongoing school improvement.

Together we can build a world-class education system; one that truly promotes joyous and purposeful learning.

Notes

States of Guernsey
Education Services