

Horizon Curriculum Policy

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Other related policies:	
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Our Curriculum Mission

The Horizon curriculum gives pupils meaningful learning experiences, that links with their local area and broadens their horizons of the wider world; expanding their opportunities for the future.

Our learning at Phoenix St Peter Academy is built around our four core values; through our kindness to all, we are able to have the courage to be creative and aspire to our goals.

We use the National Curriculum as a way of designing a curriculum that is broad, balanced and engaging, focusing on broadening pupils' horizons both academically and culturally. This is an integral part of our learning at Phoenix as we aim to support and guide pupils to explore their potential in all areas of the curriculum.

The Horizon Curriculum was written by school leaders and aims to build on content and knowledge which supports the children in broadening their understanding of the world, preparing them for the future.

Our Curriculum Aims

The Horizon Curriculum seeks to promote curiosity. It provides young people with the opportunity to acquire skills, knowledge and understanding that are transferable and relevant to their lives, in order to broaden their horizons in the years ahead. By fostering the courage to ask questions, the creativity to experiment, the aspiration to focus and persevere, and the kindness to share and collaborate, the Horizon Curriculum embeds Phoenix's core values into young people's day-to-day learning experience.

Our curriculum aims are:

- To promote various themes across the school that spark curiosity, built on strong cross-curricular links when appropriate, where opportunities are created to develop meaningful learning.
- To broaden pupil's horizons through learning about other cultures, religions, countries and people as well as to expose children to subject matter that they may not have had the opportunity to explore in their daily lives.
- To engage all pupils in a learning journey over a period of time – deepening their understanding of subject specific content.
- To ensure that children are well educated by equipping them with the key vocabulary needed to access all curriculum areas which in turn, allow them to talk about what they have learnt.

Our Curriculum Structure

The structure of the Horizon Curriculum at Phoenix uses foundation subjects as a vehicle for going on a learning journey. It is a knowledge-based curriculum that builds on both content and skill and focuses on developing historians, geographers, scientists, theologians, artists, writers, mathematicians and more.

Through the Horizon Curriculum, the following National Curriculum subjects are enriched and covered through the whole school theme: English, History, Geography, Science & RE. Art and design, and design and technology are linked where appropriate but where this is not possible, these are taught as standalone units of work.

Some subjects are taught independently of the Horizon Curriculum, as standalone lessons, and where appropriate, links are made to the Horizon whole school theme. These subjects are maths, computing, music, languages, PE, yoga & mindfulness. English is often taught through the whole school theme, but where this link is tedious, the English unit of work will be taught as a standalone unit to not hinder any progress in this subject.

Our PPA model, where our teachers have time out of class, is based on the premise that children at Phoenix have access to specialist teachers. Currently at Phoenix, children have access to a specialist music teacher, sports coach, language teacher and yoga and mindfulness teacher. This builds on our belief that children should have the best opportunities to broaden their horizons through working with specialists or experts in that field of learning.

At Phoenix, children start their new themes through the use of a fertile question; an open-ended question which they will spend the length of the unit trying to investigate and answer. The aim of the unit is to ensure that all pupils can answer this question in their final lesson – to prove the impact of the learning journey they have been on. The way our curriculum is structured originated from Knight & Benson's work on 'Creating outstanding classrooms' and our decisions around our curriculum are based around the following quote:

“A fertile question is a planning device for knitting together a sequence of lessons, so that all of the learning activities – teacher exposition, narrative, source-work, role-play, plenary – all move towards the resolution of an interesting and meaningful historical/scientific/mathematical/RE problem by means of a substantial activity at the end.”

Oliver Knight and David Benson, Creating Outstanding Classrooms

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1) Horizon Maps

Horizon Maps						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

These documents indicate the long-term plans for each year group and each subject area for an academic year. It also demonstrates the fertile questions being explored. An example of one of these for Year 2 can be seen below:

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Whole School Theme	We are Historians	We are Scientists	We are Scientists	We are Theologians	We are Geographers	We are Scientists	We are Readers & poets	We are Scientists	We are Historians	We are Theologians	We are Geographers	We are Scientists
Length of time	4 weeks (20 school days)	3 weeks (15 school days)	3 weeks (14 school days)	4 weeks (25 school days)	3.5 weeks (17 school days)	2.5 weeks (12 school days)	2 weeks (10 school days)	3 weeks (15 days)	4 weeks (18 school days)	3 weeks (15 school days)	3.5 weeks (18 school days)	3 weeks (14 school days)
English focus	Lost & found story in Crimean war	*Poetry	*Meeting Tale	Diary entry	*Overcoming the monster	Information Report	Poetry	*Instructions	Non-Chronological Report	*Poetry	*Tale of fear	Explanation texts
Core Text	Mary Seacole & Florence Nightingale information text	'If I had wings' by Pie Corbett	'Bob's best ever friend' by Simon Bartram	'Let's celebrate 5 days of Diwali' by Ajanta Chakraborty	'Supertato' by Sue Hendra	'I took a walk' by Henry Cole	'George and the Dragon' by Chris Wormell	'How to trap a dragon' by Pie Corbett	Various non-fiction books	'6 ways to look at the moon' by Pie Corbett and Gaby Morgan	'The owl who was afraid of the dark' by Jill Tomlinson	'Looking after little Ellie' by Dosh Archer
Fertile questions	How did Mary Seacole & Florence Nightingale contribute to the Crimean war?	What do humans and animals need to survive and grow?	How can we use different materials to suit a purpose?	Why are celebrations and festivals important to Hindus?	How does the weather and climate differ in the UK and in various parts of the world?	How are living things well suited to their habitats?	Focus on various poems and famous poets during book week	How do plants grow and stay healthy?	Why was Morton Peto remembered as the 'maker of modern Lowestoft'?	Why are celebrations and festivals important to Christians?	How can we compare Nairobi in Kenya with Lowestoft in the UK?	Why are exercise and nutrition important for humans?
Trips & workshops				Nativity at St Peter and St John's		Africa Alive habitats workshop		Urban jungle Plants workshop		Church Visit	Flash mob (plan and perform next unit) (11B411)	Set or break a whole record (11B4 11)
Maths (White Rose)	Number: place value	Number: addition and subtraction	Number addition and subtraction	Measurement: Money Number: Multiplication and division	Number: Multiplication and division Statistics	Geometry: properties of shape	Number: Fractions	Number: Fractions Measurement: length and height	Geometry: position and direction	Problem solving and efficient methods	Measurement: time Measurement: Mass, capacity and temperature	Measurement: Mass, capacity and temperature Investigations
Art/DT	Drawing – Exploring Materials & Techniques (ART)		Making Finger puppets – Templates & joining techniques (DT)		Structures – Clay Pots (Art)		Making a moving vehicle – Wheels & Axles (DT)		Painting – Kadinsky (Art)		Healthy & varied diet (DT)	
Music	Hands, feet, heart	Hands, feet, heart	Ho ho ho	Ho ho ho	I wanna play in a band	I wanna play in a band	Zootime	Zootime	Friendship song	Friendship song	Reflect, repeat, rewind	Reflect, repeat, rewind
Computing	Key skills	Key skills	Using technology to create	Using technology to create	E safety	Using technology to create	Using technology to create	Algorithm	Algorithm	Coding	Coding	E safety
PE	Fundamental movement skills	Fundamental movement skills	Fundamental movement skills	Fundamental movement skills	Gymnastics	Gymnastics	Dance	Dance	Striking and fielding	Striking and fielding	Athletics	Athletics

2) Horizon Subject Overview

Horizon Subject Overviews												
Reading	Writing	Maths	Science	Comp	Geog	History	Art	DT	RE	French	Music	PE

Subject leaders have created progressive and sequenced subject overviews for each unit of work that teachers deliver. These ensure that both content and skills being taught build on from the previous year/unit and prepare them for future units of work to come. They are created from Early Years up to Year 6 for each subject – focusing on key areas within that subject. The example below shows the Geography subject overview for Early Years:

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Year group and unit	Locational & Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork	Key vocabulary
EY Spring Term <i>How are the lives of Kings and Queens different to our life in Lowestoft?</i>	Can they locate England on a map of the UK? Can they explain that Kings and Queens live in a palace in London? Do they know that London is the capital city of England? Can they name Lowestoft as the town they live in? Can they name Buckingham palace?	Are they aware of features of the environment in the setting and immediate local area, e.g. by making visits to a shop or a park? Can they begin to talk about differences in their locality and in London by looking at pictures?	Can they explore puddles, trees and surfaces such as grass, concrete or pebbles? Can they talk about the features of their own immediate environment?	Can they find out about the environment by <u>talking</u> to people, examining photographs and simple maps and visiting local places? Can they talk about different parts of the local community they have visited including areas where some children may be very knowledgeable, e.g. supermarket, local Church, park?	King Queen London England UK Map Buckingham Palace Lowestoft Shop Park Church Local
EY Summer Term What is special about our world and how can we look after it?	Can they locate the UK on a world map? Can they locate the sea around the UK on a world map?	Can they give their opinions on natural and built environments? Can they talk about how humans can make the world a better place (or a worse place in some instances e.g. plastic waste)? Can they use words that help them to express opinions, e.g. 'busy', 'quiet' and 'pollution'? Can they comment and ask questions about aspects of their familiar world such as the place where they live or the natural world, focusing on human features? Can they explain why some things occur e.g. why animals in the ocean are dying?	Can describe their locality by walking through it and talking about what they see and hear? Can they comment and ask questions about aspects of their familiar world such as the place where they live or the natural world, focusing on physical features? Can they explain the features of a seaside e.g. beach, sea, sand? Can they talk about how environments may vary from one another?	Can they say what they like about their locality? Can they sort things they like and don't like? Can they show care and concern for living things and the environment? Can they look closely at similarities and differences between places? Can they make observations of animals and plants in their local area? Can they talk about changes e.g. how an environment can change if we don't look after it?	Busy Quiet Pollution World Beach Sea Sand World map Plastic Special Different Like/dislike Care Similar Environment Recycle

3) Horizon Unit Journeys

Horizon Unit Journeys												
Reading	Writing	Maths	Science	Comp	Geog	History	Art	DT	RE	French	Music	PE
↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
Year R to Year 6			Year R to Year 6 (x 2/3 journeys per subject – 5 for Science)									



From the Horizon Maps, and the subject overviews created by subject leaders, class teachers use these to create Horizon Unit Journeys. These are lesson plans that show the journey of learning the children will take throughout each unit of work. They indicate key vocabulary, learning intentions and tasks that children will take part in, in order to be able to answer the fertile question at the end of the unit. Below is an example of a history journey for Year 1:

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HISTORY JOURNEY

Year Group	1	Fertile Question	Why was the Great fire of London important to British history?	Term	Autumn
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Conduct class discussion in the week prior to elicit information that children already know or misconceptions they may have. Adapt plan accordingly.

	Lesson 1	Lesson 2	Lesson 3
Learning Intention	We are learning to develop an awareness of the past.	We are learning to compare fire-fighting today and in the 17th Century.	We are learning to discuss an event in chronological order.
Key vocabulary	The Great Fire of London Past/Present Long ago	Now/Then Past/Present Compare Different/Similar	The Great Fire of London Events Chronological
History focus	<p>Comparing present-day London to the London that existed before 1666.</p> <ul style="list-style-type: none"> Show the pupils pictures of typical seventeenth-century houses, churches and street scene. <ul style="list-style-type: none"> Encourage them to describe the street scene and what the houses are made from.  <ul style="list-style-type: none"> Show the pupils pictures of typical 'present' houses, churches and street scenes. <ul style="list-style-type: none"> Encourage them to compare to describe the street scene and what the houses are made from. 	<p>Comparing ways in which how we live now is different and similar to how people lived in 1666.</p> <ul style="list-style-type: none"> Read 'Fireman Jim's account' (session resources). Ask chn to stand up and step into the story and imagine they are seeing The Great Fire of London through Fireman Jim's eyes. Where the story indicates, chn can join in with actions (e.g. at 'he grabbed his fire-fighter hat', ask chn to put on their imaginary hats. Now you have your fire-fighter hats you are just like Jim: ready to put out the flames! What do you think it would have been like being a fire-fighter during The Great Fire of London? Show chn the Sample Venn Diagram on the IWB (session resources). Venn diagrams are visual organisers. You will now organise all the information that you heard from Fireman Jim's account with your knowledge of fire-fighters and their equipment today. Guide the chn through the format and then had out copies of the Blank Venn Diagram (session resources). 	<p>Recount the Events of the Great Fire of London</p> <ul style="list-style-type: none"> What happened in the Great Fire? Read or tell the story of the fire in as much detail as possible, illustrating it with pictures, including those of the main characters. Discuss with the pupils the story of the fire. Ask questions to check how much they have understood, using pictures to reinforce the story. <ul style="list-style-type: none"> Why did the fire start? Where did it start? What happened? How did it end? What were the results of the fire? Why was it called the Great Fire? Plenary activity: http://www.fireoflondon.org.uk/game/
Children's task	<p>Children identify where their period of history fits in with what they have learnt in history so far on a timeline.</p> <p>Chn to sort pictures of past and present London. Chn should be encouraged to use the vocabulary past and present whilst discussing features.</p>	<p>Chn to compare fire-fighting in the 17th Century and today.</p> <p>B's: Chn cut out pictures of fire equipment and stick them on the Venn Diagram to highlight the differences between fire-fighters today and in the 17th Century. They then label the pictures where they can (see session resources).</p> <p>E's: Chn cut out pictures of fire equipment, and stick and label them on the Venn diagram.</p> <p>A's: Chn should also add their own examples</p>	<p>Chn to sequence events of the GFoL along a timeline.</p> <p>B's: Group work – Create timeline on sugar paper (take pic for books then use as classroom display).</p> <p>E's: Create individual timelines to show all events during the GFoL.</p> <p>A's: Create individual timeline and then explain each event in detail to a partner</p>

4) Phoenix Subject Promises

When leaders put together the Horizon curriculum, we used Stephen Covey's concept about 'beginning with the end of mind.' All leaders came up with promises for their subject, something that they promised to all children at Phoenix. That by the time they left our school in Year 6, all children would have achieved all of the promises set out by the leaders.

At Phoenix St Peter Academy, it is our promise that...

a) Reading

- All children will understand the importance of reading and how it helps them to succeed.
- All children will show developing confidence in both word reading and comprehension of texts for their year group.
- All children will have experienced reading a range of quality texts, including some classic novels.
- All children will have a developing knowledge of authors and will be able to talk about their style of writing.

b) Writing

- All children will develop an appetite for writing through an engaging Talk for Writing curriculum.
- All children will have the confidence to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

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- All children will be exposed to high standards of language and literacy through modelling and higher-level examples.

c) Maths

- All children can do maths. Every single child.
- All children will be fluent in mathematical skills and will have multiple opportunities to apply these skills to reasoning and problem solving.
- All children will be able to use mathematical vocabulary accurately to talk about their maths and their mathematical understanding

d) Science

- All children will be able to talk about and discuss the world around them by using key scientific vocabulary.
- All children will be able to take part in scientific investigations and understand how these can help us to answer relevant scientific questions
- All children will have the opportunity to explore the science within their local area.

e) Computing

- All children will understand how to use technology safely and will know how to raise concerns that they have in a suitable way.
- All children will be 'digitally literate' and be prepared for the future workplace.

f) Geography

- All children will understand how to look after their planet for future generations.
- All children will take part in fieldwork of Lowestoft and their local area.
- All children will develop their curiosity about the wider world and how these are similar and different to their own locality.
- All children will be able to use an atlas confidently.

g) History

- All children will be able to discuss key events in British History and the wider world, using a timeline to show the chronology of these events.
- All children will know about the history of Lowestoft and how it has changed over time.
- All children will understand how the events from the past can cause change and impact on life today.
- All children will be able to talk about significant people from the past and what difference they have made to our lives today

h) Art

- All children will be able to express themselves through the medium of art, taking inspiration from their favourite artist and style.
- All children will explore different artists, enabling them to discuss and explore what art forms they prefer and who their favourite artist is and why.
- All children will benefit from experiencing an art workshop.

i) DT

- All children will develop and use a variety of practical skills in order to provide them with some techniques that may be used in the local industry.
- All children will benefit from learning sewing skills within textiles to develop their fine motor skills.

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- All children will benefit from learning about food and how to cook to promote a healthy life style.
- All children will experience a workshop with a professional.

j) RE

- All children will have a developing understanding of a variety of different religions.
- All children will view people's opinions, ideas and beliefs positively.
- All children will be able to share and discuss their own religious practices and views in a comfortable environment.
- All children will visit a place of worship and/or meet an individual that practices a religion other than their own.

k) French

- All children will develop their curiosity about other countries and different languages.
- All children will know basic language structures to apply to different languages.
- All children will be confident enough to continue learning a new language when they enter secondary school.

l) Music

- All children will have the opportunity to learn to play a musical instrument.
- All children will be able to perform, listen to and critically evaluate a wide range of music from different cultures, genres and composers.

m) PE

- All children will know the importance of living a healthy lifestyle and will understand how to stay healthy.
- All children will develop skills that can be used across a variety of sports.
- All students will be confident when participating in PE lessons.
- All children will have the opportunity to participate in a sporting event.