



CLIFTON CHALLENGE CURRICULUM

Aim High!

“Our vision is to give children the knowledge, skills and voice to develop their character so that they are able to flourish in the world they live in.”

We want our children to leave us having lived through a positive experience that has inspired in them, a genuine thirst for knowledge and curiosity for the possibilities that sit within the wider world around them.

We believe that our children deserve the very best and want to give them the first hand experiences, and personal attributes and attitudes for them to thrive in all that they do.

To achieve this, we have built our curriculum around 3 key pillars:

- ✓ **Learning Behaviours** – *“to develop the very best learners”*
- ✓ **Life Skills** – *“to develop the very best communities”*
- ✓ **Life-long Learning** – *“to develop the very best knowledge, skills and vocabulary”*





Clifton Challenge Curriculum



Learning
Behaviours



Life Skills



Life-long
Learning



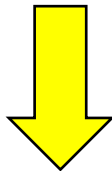
*Developing the
very best learners*



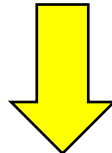
*Developing the
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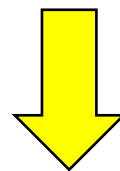
*Developing the
very best
knowledge*



*"We are curious
and critical
learners with
creative minds, we
are resilient...we
never give up!"*



*"We use first hand
experiences to learn
about life – we learn
about respect,
empathy and good
communication!"*



*"We take pride in
building our
vocabulary, skills
and knowledge so
that we learn more
and remember
more!"*



Aim High!

Developing the Clifton Character

We want to ensure that our pupils receive not just the very best learning opportunities but also that they receive the most relevant experiences during their time with us; experiences that live with them forever and shape their characters as they grow.

We have carefully profiled the school community and have consulted with all stakeholders as to what we believe are the most critical attributes and competences that we can develop so that our pupils are prepared for a happy, healthy and fulfilling future.

World Citizens

We believe our children need to develop an understanding about where they live and the wider world. Through learning about the world, we want them to understand their role in society and develop respect towards the environment, communities and religions.

Healthy Advocates

It is important to us that all members of our school community are healthy - physically and mentally. Throughout life, our children will face many difficult challenges and need to have the mental and physical strength to be successful and happy.

Respectful Communicators

We believe our children need to develop the skills to work well with other people. Children need to know how to speak and listen with respect in a variety of different situations.

Resilient Individuals

Our children need to become resilient to be able to deal with different challenges across the curriculum and in the wider world. They need to develop the ability to solve problems without giving up. Developing the skills to work independently and become resourceful will be key to this.

Challenge Curriculum Structure

National Curriculum

- National overview of key objectives inclusive of EYFS guidance

Long Term Plans

- Whole school overview of annual subject mapping and progressive coverage.

Knowledge, Skills & Progression Documents

- Our interpretation of the National Curriculum and EYFS guidance laid out subject by subject with emphasis on key concepts and the development of knowledge, skills and vocabulary.

Medium term planning

- Team-led planning driven by scope, coherence, sequencing and rigour

Short-term planning

- Teacher-led planning designed to deliver an inspirational learning experience

Curriculum Aims

Our Curriculum aims are taken from the National Curriculum. They are important to consider when we are planning *how* we are going to deliver the curriculum in order to ensure that the children are being taught the key skills that are critical to each subject area.

As Artists...

Children will develop the skills to:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in a range of art, craft and design techniques
- Evaluate and analyse creative works
- Know about great artists, and understand the historical and cultural development of their art forms.

As Scientists...

Children will develop the skills to:

- **Develop scientific knowledge** and conceptual understanding
- Develop understanding of the nature, processes and methods of science through different types of **science enquiries** that help them to answer scientific questions about the world around them
- Become equipped with the scientific knowledge required to understand the uses and **implications of science, today and for the future.**

As Historians...

Children will develop the skills to:

- Understand the history of Britain as a chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world:
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

As Mathematicians...

Children will develop the skills to:

- **Become fluent** in the fundamentals of mathematics, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **Can solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

As Geographers...

Children will develop the skills to:

- Develop contextual knowledge of the location of globally significant places;
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Are competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

As Linguists...

Children will develop the skills to:

- Read easily, fluently and with good understanding and develop the habit of reading widely and often, for both pleasure and information.

- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; and elaborate and explain clearly their understanding and ideas both formally and informally

As Designers...

Children will develop the skills to:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

As Technicians...

Children will develop the skills to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Become responsible, competent, confident and creative users of information and communication technology.

As Sportspeople...

Children will develop the skills to:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time engaging in competitive sports and activities and lead healthy, active lives.

Challenge Curriculum Leadership Coaching

Our Curriculum Leadership Development Programme is a 5 part process aimed at improving the strategic understanding, subject knowledge and confidence of our curriculum leaders.

We fully understand the ownership and accountability we are placing upon our middle leaders and want to support and empower them within a developmental, rigorous but supportive model of coaching and collaboration alongside our senior leaders.

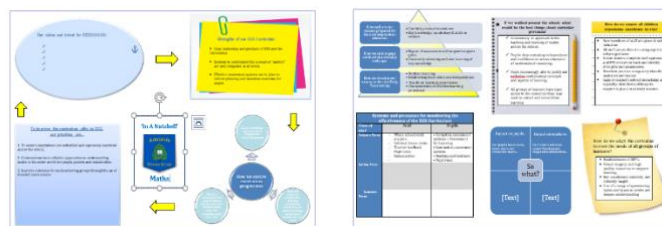
1. Coaching and Development Session

- **Orientation** - Evolution of subject, planning process and reflection.
- **Coaching Dive** - Probing questions around intent!
- **Training Development** - what do you need as a Leader? What does the school need?
- **Resourcing** - audit school provision and needs - how do we ensure our subject shines!
- **In A Nutshell** - development of a strategic, confident and coherent narrative for each subject area



2. Strategic Overview Development - In A Nutshell Document Collaboration

Ensuring our curriculum leaders have a strategic overview of their subject areas AND the confidence to hold a strong professional narrative!



3. Staff Training - delivered by Subject Leader

Curriculum Leaders opportunity to share their vision and expectations
with the wider Staff Team!

- Vision and values
- Progression and Intent documents
- Subject walk-through using IAN documents
- Q&A and audit of staff training needs



4. EYFS Visits alongside Senior Leaders

Getting to know how it all begins!

Curriculum Leaders work alongside EYFS Leader to live the life of our youngest children in action:



- What does it look like for our Emerging Scientists?
- How do our Young Mathematicians represent their knowledge?
- De we inspire our Future Sportspeople through play?

5. Ongoing quality assurance, mentoring and development of other

Sustainability of standards, professional growth and utilising the very best research-driven strategies!

- Rigour of monitoring and feedback
- Quality and timeliness of training
- Signposting and sharing best practice
- Ongoing and outward facing CPD

