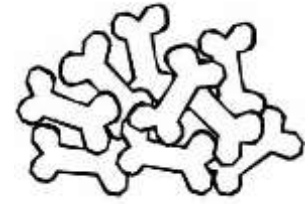
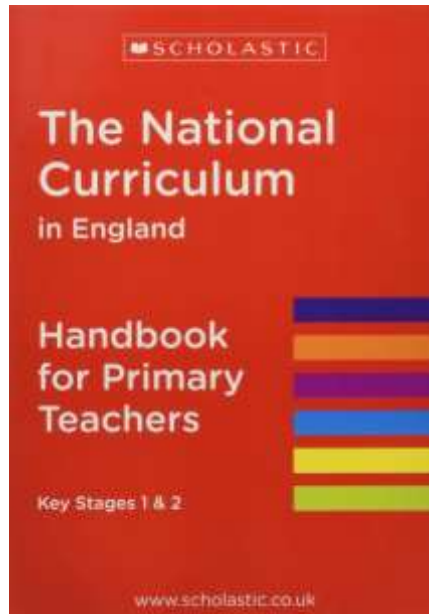
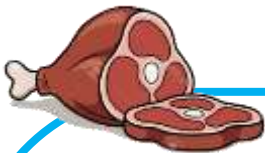




All planning for the CHFC curriculum starts with the National Curriculum 2014, published by the D.F.E.



The National Curriculum framework provides the 'bare bones' of what must be taught.



The CHFC adds 'meat' to the National Curriculum using the Essentials Curriculum by Chris Quigley available at www.essentials.uk.com

Learning Objectives;

- Are in the aims and purpose of study section
- Are few in number so they are repeatable
- Are common to all year groups so they can be tracked
- **Are worthy of mention on a pupil's school report**
- Are both the planning and assessment foci.



The learning objectives are under three Milestone Headings.

Milestone 1-pupils expected to achieve learning objectives by end of Y2

Milestone 2-pupils expected to achieve learning objectives by end of Y4

Milestone 3-pupils expected to achieve learning objectives by end of Y6

The Milestones are taken from the programmes of study. They meet all of the requirements and standards within the programmes of study. **Any 'coverage' has been removed.**

For the non-core subjects they have been developed from the programmes of study but significantly up-levelled to provide more information for planning and assessment.

They exceed the requirements of the National Curriculum by a long way.

It is an aspirational curriculum designed for opportunities to 'thread' knowledge together, to make it meaningful and memorable.

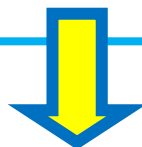
CHFC 'Golden Threads'

We have identified 3 'golden threads' that run through both Core and Foundation subjects. Subject Leaders suggest activities with these in mind and teachers use lines of enquiry and open possibilities to pupils using these threads. These threads aid retrieval of previously learned content and help pupils to 'link' their knowledge. All Subject Leaders use vocabulary to 'root' their subject activities.

Pierre Bourdieu inspires us to keep the reasons we teach at the forefront of everything we do.

'Cultural capital is the cultural knowledge that serves as currency that helps us navigate culture and alters our experiences and the opportunities available to us'.

You will find the 10 Opportunities 'set in stone' for every pupil at Castle Hill.



CHFC: Two Year Cycle

The Castle Hill Foundation Curriculum is a two year cycle

CYCLE A and CYCLE B.

Castle Hill Topic Overview

		Year A			Year B		
		EXPLORATION	DISCOVERY	POWER	EXPLORATION	DISCOVERY	POWER
WIC
Y10
Y11
Y12



CHFC: Topic Intent

In each Milestone teachers plan together first using the **Topic Intent** pages. This gives opportunities for linking learning through vocabulary, golden threads and key enquiry questions. Links will also be made with the core subjects where appropriate.



CHFC: Subject Leader Direction

Next, teachers use the **Subject Leader Direction** pages to ensure that planning includes **Threshold Concepts** that connect knowledge and provide the basis for **progression**. They are important in building breadth of knowledge of the world, cultural literacy and vocabulary. They ensure knowledge comes **before** moving on and creativity. They enable progress to be deliberately slow in order to secure greater depth in the long term. If it ruins it.

BOLD RED UPPERCASE UNDERLINED are the non-negotiables that must be taught.

RED UPPERCASE are non-negotiable subheadings.

Red sentence case highlights the learning objectives (Milestones)

BAD VERBS are used by the subject leader to support the planning of progressive tasks that prove that pupils are gaining a deeper understanding of the curriculum.

SUBJECT LINKS are highlighted to indicate a strong cross-curricular link with another subject. E.g Art/D.T

Learning activity suggestions are given by the subject leader in black sentence case. They are invaluable for making sure that the activity is pitched at the appropriate level for A.R.E and allow opportunities for depth of learning without going on to the next Milestone. They are a culmination of tried and tested activities that have been used since 2014 and support the idea of CHFC 'golden threads'.

CHFC: Progression

Progress in a mastery curriculum may be defined as 'the gradual widening and deepening of the knowledge, skills, understanding and behaviours required within the subject discipline'. To widen means to increase the amount of content pupils have covered and to deepen means to increase understanding. Pupils may have a Basic, Advancing or Deep understanding of curriculum content.

B.A.D VERBS are used to support the planning of progressive tasks that prove that pupils are gaining a deeper understanding of the curriculum.

Cognitive Domain	Type of thinking	Types of activities
Basic	Low level cognitive demand. Involves following instructions.	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, observe, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise, calculate, recite, draw, recall.
Advancing	Higher-level cognitive demand beyond recall. Requires application involving some degree of decision making.	Apply skills to solve problems; explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, estimate, compare, use, experiment, demonstrate, practise, show, arrange, point out, graph, separate.
Deep	Cognitive demand involves non-standard, non-routine, inter-connected, multi-step thinking in problems with more than one possible solution. Requires reasoning and justification.	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove, judge, recommend, justify, generalise, propose, discover, arrange, rate, evaluate, revise, conclude, formulate, construct, develop, connect.

CHFC: Critical Path

Teachers are expected to plan for each term on a 'critical path'. This will ensure every subject and every class follows the agreed format. Timing and opportunities such as observed festivals, seasonal weather or local events can be mapped and provided for.

Critical Path – Yr 1 – Autumn 1- Treasure

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
DELEGATES	2 nd - 7 th Sept Mon lunch 5 th New Reception	10-18 th Sept Parents Coffee afternoon Term 1 IP	17-21 st Sept Edward Cook Teatime	24-28 th Sept	3-7 th Oct	8-12 th Oct Reading afternoon	15-19 th Oct Parents Even 1 st & 12 th Oct Harvest 11 th
ENGLISH	Develop a personal glossar to writing about personal experiences Read and write good sentences and good pp - Writing holiday news - Targets	Write simple sentences with punctuation and punctuation - Digger - Write 2 sentences	Use joiners to write a sentence - Use spelling to write a letter	Write a simple sentence - Increase flow by Alex (difficult)	Write a simple sentence - Start with punctuation - Why do giraffes have long necks?	Write a simple sentence - Start with punctuation - How do giraffes have long necks?	Write a simple sentence - Start with punctuation - How do giraffes have long necks?
SPAG	Use simple letters and full stops when writing simple sentences - Copy and write simple sentences - Match or better task	Use simple letters and full stops when writing simple sentences - HE spelling and DOP	Use capital letters and full stops when writing simple sentences - Copy and write simple sentences	Plan to look at writing using - Express writing	Recognise sentences to form short sentences - Using key words - How to use a question mark - Explain the structure of a sentence		Write SPAG
NUMERACY	Measure and begin to count items - Recognise and use simple objects	Recognise and use simple objects to help counting - Use simple objects	Use simple objects to help counting - Recognise and use simple objects	Use simple objects to help counting - Recognise and use simple objects	Recognise and use simple objects to help counting - Recognise and use simple objects	Recognise and use simple objects to help counting - Recognise and use simple objects	Recognise and use simple objects to help counting - Recognise and use simple objects



CHFC: Weekly Plan

Teachers work from their own short-term weekly plans to deliver lessons and work within the school daily diary.

YEAR ONE Spring 1

Start/End	Monday	Tuesday	Wednesday	Thursday	Friday
10/01/2020 - 16/01/2020	Topic: Christmas 10/01/2020 11/01/2020 12/01/2020 13/01/2020 14/01/2020 15/01/2020	Topic: Christmas 16/01/2020 17/01/2020 18/01/2020 19/01/2020 20/01/2020 21/01/2020	Topic: Christmas 22/01/2020 23/01/2020 24/01/2020 25/01/2020 26/01/2020 27/01/2020	Topic: Christmas 28/01/2020 29/01/2020 30/01/2020 31/01/2020 01/02/2020 02/02/2020	Topic: Christmas 03/02/2020 04/02/2020 05/02/2020 06/02/2020 07/02/2020 08/02/2020
17/01/2020 - 23/01/2020	Topic: The Snowman 17/01/2020 18/01/2020 19/01/2020 20/01/2020 21/01/2020 22/01/2020	Topic: The Snowman 23/01/2020 24/01/2020 25/01/2020 26/01/2020 27/01/2020 28/01/2020	Topic: The Snowman 29/01/2020 30/01/2020 31/01/2020 01/02/2020 02/02/2020 03/02/2020	Topic: The Snowman 04/02/2020 05/02/2020 06/02/2020 07/02/2020 08/02/2020 09/02/2020	Topic: The Snowman 10/02/2020 11/02/2020 12/02/2020 13/02/2020 14/02/2020 15/02/2020
24/01/2020 - 30/01/2020	Topic: The Snowman 24/01/2020 25/01/2020 26/01/2020 27/01/2020 28/01/2020 29/01/2020	Topic: The Snowman 30/01/2020 31/01/2020 01/02/2020 02/02/2020 03/02/2020 04/02/2020	Topic: The Snowman 05/02/2020 06/02/2020 07/02/2020 08/02/2020 09/02/2020 10/02/2020	Topic: The Snowman 11/02/2020 12/02/2020 13/02/2020 14/02/2020 15/02/2020 16/02/2020	Topic: The Snowman 17/02/2020 18/02/2020 19/02/2020 20/02/2020 21/02/2020 22/02/2020
01/02/2020 - 07/02/2020	Topic: The Snowman 01/02/2020 02/02/2020 03/02/2020 04/02/2020 05/02/2020 06/02/2020	Topic: The Snowman 07/02/2020 08/02/2020 09/02/2020 10/02/2020 11/02/2020 12/02/2020	Topic: The Snowman 13/02/2020 14/02/2020 15/02/2020 16/02/2020 17/02/2020 18/02/2020	Topic: The Snowman 19/02/2020 20/02/2020 21/02/2020 22/02/2020 23/02/2020 24/02/2020	Topic: The Snowman 25/02/2020 26/02/2020 27/02/2020 28/02/2020 29/02/2020 01/03/2020