



INSPIRE CURRICULUM LONG-TERM CURRICULUM OVERVIEW



	YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UPPER SCHOOL	A	<p>What lies beyond?¹ (Identity and Diversity)²</p> <p>Cosmic Frank Cottrell-Boyce³ Planetarium Raman Prinja George's Secret Key to the Universe Lucy and Stephen Hawking</p>	<p>What was Kilburn like during WWII? (Peace and Conflict)</p> <p>Journeys; Children of the Holocaust tell their stories: Stephen D Smith Friend or Foe Michael Morpurgo Great Women Who Changed the World Kate Pankhurst Survivors of the Holocaust Kath Shakleton</p>	<p>Can we change the World for the better with Art? (Sustainable Development)</p> <p>Window Jeannie Baker Floodland Marcus Sedgwick</p>	<p>What is Democracy? (Power and Governance)</p> <p>The Odyssey Geraldine McCaughrean</p>	<p>Who were the Maya? (Globalisation and Interdependence)</p> <p>The Maya Tracey Kelly The Maya: Clever Ideas and Inventions from Past Civilisations Izzi Howell Chocolate Tree: A Mayan Folktale Linda Lowery Middleworld: 1 (Jaguar Stones) J&P Voelkel</p>	<p>How does Derbyshire compare to the rest of the Country? (Social Justice and Equity)</p> <p>Deep Secret Berlie Doherty A Beautiful Place for a Murder Berlie Doherty</p>
	B	<p>What was it like in Victorian Derbyshire? (Human Rights)</p> <p>Street Child Berlie Doherty Oliver Twist adapted from Charles Dickens Great Expectations adapted from Charles Dickens</p>	<p>Why is it important to remember WWI? (Peace and Conflict)</p> <p>Private Peaceful Michael Morpurgo Warhorse Michael Morpurgo</p>	<p>How can we make all people feel included? (Social Justice and Equity)</p> <p>Giant Kate Scott Protest!: How people have come together to change the world Alice Haworth-Booth</p>	<p>Are we all part Viking? (Identity and Diversity)</p> <p>The Riddle of the Runes Janina Ramirez How to Train Your Dragon Cressida Cowell</p>	<p>How do we spend our money? (Globalisation and Interdependence)</p> <p>Be a Young Entrepreneur Adam Sutherland and Mike Gordon Billy Sure Kid Entrepreneur Luke Sharpe</p>	<p>How do we progress? (Sustainable Development)</p> <p>Scavengers Darren Simpson</p>
LOWER SCHOOL	A	<p>Who am I? (Identity and Diversity)</p> <p>The Sneds and The Smoos Julia Donaldson You are a Champion Marcus Rashford</p>	<p>When was the Stone Age? (Peace and Conflict)</p> <p>Stone Age Boy Satoshi Kitamura Stig of the Dump Clive King</p>	<p>What is art? (Sustainable Development)</p> <p>Greta and the Giant Zoë Tucker The Tin Forest Helen Ward</p>	<p>What have the Romans done for us? (Power and Governance)</p> <p>Escape from Pompeii Christina Balit Romans on the Rampage Jeremy Strong</p>	<p>Why is the Rainforest important to us all? (Globalisation and Interdependence)</p> <p>The Great Kapack Tree Lynne Cherry The Explorer Katherine Rundell Charlie and the Chocolate Factory Roald Dahl</p>	<p>How does my life compare to others? (Social Justice and Equity)</p> <p>The Once Upon a Time Map Book B. G. Hennessey</p>
	B	<p>Where does my food come from? (Human Rights)</p> <p>Mr Stink David Walliams The Great Food Bank Heist Onjali Rauf The Breakfast Club Adventures Marcus Rashford & Alex Falase-Koya</p>	<p>Why is it important to remember? (Peace and Conflict)</p> <p>Kites are Flying Michael Morpurgo Charlie's War Michael Foreman War Game Michael Foreman</p>	<p>Are we all treated equally? (Social Justice and Equity)</p> <p>Bill's New Frock Anne Fine Fantastically Great Women Kate Pankhurst</p>	<p>Who were the Ancient Egyptians? (Identity and Diversity)</p> <p>Egyptian Cinderella Shirley Climo There's A Pharaoh in Our Bath! Jeremy Strong</p>	<p>Who were the Tudors? (Globalisation and Interdependence)</p> <p>My Friend Walter Michael Morpurgo Tudor Tales Terry Deary Tudor Boy Spy Philip Ardagh</p>	<p>How can we protect our environment? (Sustainable Development)</p> <p>Our Planet: The Official Children's Companion to the Netflix Documentary Matt Whyman Earth Heroes: Children's Book Lily Dyer</p>

¹ Topic Questions

² Underlying Global Citizenship Theme

³ Books which will potentially be used to explore the topic / Global Citizenship link (please note, these may change and may be different between upper and lower school classes)



LONG-TERM CURRICULUM OVERVIEW RATIONALE

Two-Year Curriculum Cycle

- Within the lower school (years 3 and 4) and the upper school (years 5 and 6), there is a repeating, two-year curriculum cycle labelled A and B.
- The context for learning skills will follow this two-year cycle and every child will study all elements detailed in the curriculum overview above.
- The intended knowledge that the children will learn is set out in the Medium-Term Planning for each term, for each phase of learning. This is communicated to the children through the 'key learning' within lesson.
- Within these two years and the contexts of the 'topics', subject specific skills will be taught at an appropriate level for the year group of the child (as detailed in the subject specific skills ladders).
- For example, historical enquiry skills learned in the context of the Victorians at a year 5 level are then learned at a year 6 level in the context of World War II in the following year. The converse would be true for children entering upper school at year 5 when World War II is being taught.
- Due to our pupil numbers, the two year curriculum cycle enables staff to effectively collaborate, prepare resources to be adapted and used across the phases, team teach and share good practice.
- Those with particular subject specialisations/interests have more opportunity to selectively prepare resources to support staff subject knowledge acquisition and ensure resources are of the highest standard for children.
- The collaborative two-year curriculum cycle also benefits teacher workload, reducing time taken for production of materials and assessment of outcomes.
- Collaboration between teaching staff and phase leaders also ensures that progression in skills is maintained between the phases.

Monitoring

- Subject leaders monitor their subjects through a triangulated approach. Individually, lesson observations (with or without a standardized metric), student attainment (data from formative and summative assessments) and student evaluation (book scrutiny and pupil discussions) will not provide a comprehensive picture of teaching and learning. The most consistent and stable measures of good teaching in all areas of the curriculum combine all three by careful triangulation.

National Curriculum

- To ensure compliance with the National Curriculum, subject leaders audit skills and knowledge from the Inspire Curriculum against the statutory outcomes detailed for each subject.
- The intended outcomes for each subject have also been collaboratively created and quality assured by work groups of subject leaders from partner schools across the multi-academy. This process has been overseen by the Embark Federation School Improvement Lead.

Cultural Capital

- Cultural capital in sociology comprises an individual's social assets (education, intellect, style of speech, dress, etc.) that "promote social mobility within a stratified society". The term was coined by 1970s French sociologist Pierre Bourdieu, who developed the idea as a way to explain how power in society was transferred and social classes maintained.
- At Kilburn Junior School, we strive to provide children with the cultural capital to ensure they become knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development.
- Cultural capital can be realised through all aspects of the curriculum – exposing students to a large variety of subject areas and arts; promoting character-building qualities (YOU 22) that lead to creating well-rounded, global citizens, and of course the more typical expectations of education, which is to provide young people with recognised and meaningful qualifications that will open up doors to paths in later life.