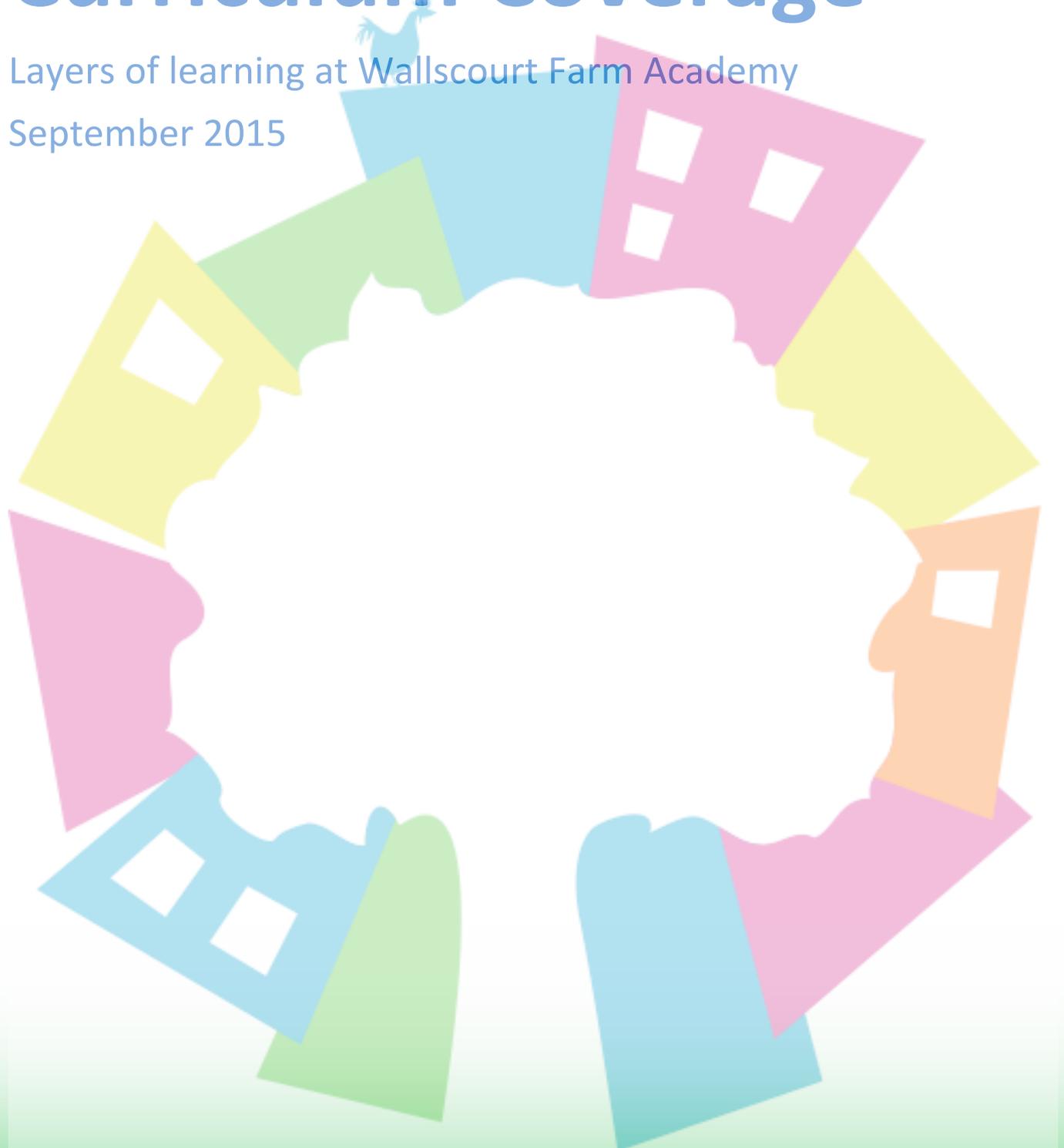


The Tree

Part 6b: National Curriculum Coverage

Layers of learning at Wallscourt Farm Academy
September 2015



Who learns what, when?

We have a very flexible curriculum at Wallscourt Farm, and consider learning to happen as soon as they walk into our playground to the moment they leave school.

As mentioned before, we are proud to blend the innovative with the traditional, and use the National Curriculum 2014 as a foundation for all learning, layering innovative and real world focused contexts onto it. Coupled with the states of being, we use an Enquiry-Led approach to learning, developing curiosity and questioning in our learners.

The core principal of Enquiry-Led learning is the focus on the process of answering a key question, from immersion through to challenge learners to prove what they have learnt, both skills and knowledge¹. Each enquiry is mapped across the school (as seen below), with National Curriculum content (not skills) for each subject matched to it (as highlighted in the same colour as the enquiry question). This ensures coverage as well as opportunity to enhance learning; *'National Curriculum and then some!'*

	Year 1	Year 2
Enquiry question →	<p>What is a [State of Being]? *</p> <p>What grows and what changes?</p> <p>What are materials?</p> <p>Where do our bees fly?</p> <p>The Taller you are, the older you are. True or False?</p> <p><i>* Repeated for all states of being</i></p>	<p>Can change be reversed?</p> <p>Where would you rather live...?</p> <p>Survival or Growth: what do animals and plants need?</p> <p>What makes a map, aerial photo and atlas different?</p> <p>What is a festival?</p> <p>What materials make the best...?</p>
National Curriculum 2014 Subject Content ↓		
Scientist	<p>1. Plants</p> <p>3. Everyday Materials</p> <p>4. Seasonal Changes</p>	<p>5. Living Things & Their Habitats</p> <p>6. Plants</p> <p>7. Animals, inc. Humans</p> <p>8. Uses of Everyday Materials</p>
Computing	<p>9. Algorithms & debug (Technologist)</p> <p>10. Create, organize, store, retrieve content</p> <p>11. Recognize common info beyond school</p>	<p>12. Logical reasoning</p> <p>13. Safety & respect</p>
Geography	<p>14. UK: 4 countries</p> <p>15. Directions: NESW</p> <p>16. Seasons/weather</p>	<p>17. Oceans</p> <p>18. Continents</p> <p>19. Equators & Poles</p> <p>20. Different map scales and Atlas</p> <p>21. Study of: Bristol & equiv non-Euro country</p> <p>22. Aerials photos and maps</p>
History	<p>23. Changes within living memory</p> <p>24. Significant local historical events (Historian: Wallscourt Farm)</p> <p>25. Significant Individual (Technologist: Brunel)</p>	<p>26. Significant events beyond livings memory</p>
DT: Food	<p>27. Seasonal food</p>	<p>28. Varied Diet</p>

Please note:

- The English and Mathematics curriculum is not mapped here as we follow the National Curriculum 2014 objectives directly as specified per year group.
- Objectives for Being a Scientist are mapped out as specified in the National Curriculum.
- Objectives for Technologist are a combination of South Gloucestershire Computing Scheme of Work and the National Curriculum DT coverage.
- North Somerset Religious Education Scheme of Work forms the basis for the teaching of RE at this time.
- PE is not mapped as this is taught using a combination of schemes of work and specialist PE coaching.
- PSHE, SEAL, JIGSAW, Gatherings, British Values and ELLI combine to form SMSC entitlement; they are not mapped as these permeate all aspects of WFA, as well as being highlighted in the 'Tree' documents.
- Art, Music and DT (DMA) are not mapped onto this matrix as these are skill based subjects and are woven into enquiries; they are used as vehicles to teach by, not of. Statutory skills are key stage specific, not year group, and therefore the states of being (as explained in The Tree: Part 5) clearly show how such subjects are progressive through the school.

¹ See The Tree: Parts 2, 3, 4 and 5 for a full description.