



VISION

The Elements Curriculum includes and brings together learning for History, Geography and RE giving pupils opportunities to understand how the modern world has been shaped by past events; learn about other cultures and beliefs; and learn how human behaviour and natural events have shaped the world.

Using a rolling programme adapted to suit our pupils learning needs and selected from the National Curriculum programmes of study ensuring a balanced portfolio of what pupils need to know, apply and understand in each topic.

The Elements curriculum gives pupils the opportunity to learn through experiential learning and explorative experiences including educational visits, speakers and theme-based wow activities. The Elements are made accessible for all our pupils using our pathway approach so all can access learning at their individual stages of development and through a focus on practical exploration throughout our thematic curriculum and is designed to engage our pupils through hands on experience.

Threaded throughout the thematic curriculum is the breadth of subject specialisms with opportunities for consolidation to help pupils retention of knowledge and where appropriate there are close links to PSHE to help our pupils consider and to build on knowledge and skills within their schema of everyday life experiences and to think deeply about the world around them. Asking and answering questions is routed within the Elements Curriculum and links closely with our approach the communication.

CURRICULUM OVERVIEW HISTORY

Year A	Commotion in the Ocean Grace Darling	Visiting the Victorians Victorians	Rumble in the Jungle Charles Darwin
KS1	Representations of the past Understanding Past and Present/ Breadth of Knowledge	Chronology Spotting Change/ Understanding why things happened	Using Sources Spotting Change/ Understanding why things happened
LKS2	Understanding Past and Present/ Breadth of Knowledge	Chronology Representations of the past Spotting Change/ Understanding why things happened	Using Sources Spotting Change/ Understanding why things happened
UKS2	Understanding Past and Present/ Breadth of Knowledge	Chronology Representations of the past Spotting Change/ Understanding why things happened	Using Sources Spotting Change/ Understanding why things happened

Year B	The Stone Age Stone age to Iron age Tribal kingdoms	Chocolate Cake and Golden Tickets Industrial Revolution	Walk the Plank Invasion Vikings
KS1	Chronology Representations of the past	Using Sources	Chronology Understanding Past and Present/ Breadth of Knowledge
LKS2	Chronology Representations of the past	Using Sources	Chronology Understanding Past and Present/ Breadth of Knowledge
UKS2	Chronology Representations of the past	Spotting Change/ Understanding why things happened Using Sources	Chronology Understanding Past and Present/ Breadth of Knowledge

Year C	Explorers Ernest Shakleton	Our Living World Local History Study	Heros The Romans
KS1	Understanding Past and Present/ Breadth of Knowledge	Using Sources	Chronology Spotting Change/ Understanding why things happened
LKS2	Understanding Past and Present/ Breadth of Knowledge	Representations of the past Using Sources	Chronology Spotting Change/ Understanding why things happened
UKS2	Understanding Past and Present/ Breadth of Knowledge	Representations of the past Using Sources	Chronology Spotting Change/ Understanding why things happened

CURRICULUM OVERVIEW GEOGRAPHY

Year A	Commotion in the Ocean		Visiting the Victorians	Rumble in the Jungle
	Locational knowledge	Human and physical geography	Place Knowledge	Locational knowledge
KS1 LKS2 UKS2	Continents and oceans.	Seasonal + daily weather	Investigating a place. Comparing. Identify physical features that may have changed over time.	UK and a non-European country South America Worlds rainforests

Year B	The Stone Age	Chocolate Cake and Golden Tickets	Walk the Plank
		Human and physical geography	Directions and Mapping Place Knowledge
KS1 LKS2 UKS2		Human features of Cocoa farming And land use	

Year C	Explorers	Our Living World	Heros
	Locational knowledge	Geographical skills and fieldwork	
KS1 LKS2 UKS2	Northern and Southern Hemispheres and the Arctic and Antarctic Circles	A Local Study	

CURRICULUM OVERVIEW RE

PATHWAY CURRICULUM

The curriculum across all keystages and throughout all classes has been developed in order to allow for the flexibility and personalization required to respond to the individual needs of each child. All curricular areas aim to support children’s SEMH needs by providing learning opportunities.

We use key information about children’s needs identified in their EHCP to develop Individualised Learning Plans (ILPs) which include curriculum targets collectively supporting their SEMH needs and engagement.

Below is an example of how we may see planning for engagement in the Elements Curriculum for pupils on different pathways in the same class.

Connect	Engage	Develop
Highly dysregulated, seeks disruption to feel safe, inconsistent attention span, poor peer to peer and adult relationships, low self-esteem.	Poor resilience to adversity, particularly with peer to peer and adult relationships, or academic challenge reluctance to persevere with work, even with support.	Poor resilience to adversity, particularly with peer to peer and adult relationships, or academic challenge reluctance to persevere with work.
Bespoke timetable. Identify any hooks with History, Geography, RE with links to PSHE or PFA to work 1:1 support. Focus on Elements within SEMH skills- this may include engaging with the adult, working in a different classroom area for subject exploration, sharing resources with others or willing to take risks, including educational visits and experiences.	Emphasis on hooks within the Elements curriculum (Usually practical elements). Continuous play-based learning opportunities that are low stake to encourage engagement and risk taking such as sorting, exploring and investigating activities. Focus on developing practical skills that involve planning, observing, analysing and evaluating. 1:1 support offered for scaffolding to develop learning key knowledge.	Use hooks and practical skills to support engagement in key knowledge retention. Pupils can engage in the academic curriculum and emphasis is on knowledge retention and practical skill development to develop well rounded pupils that can access further education.

ASSESSMENT FRAMEWORK

In each class and with careful consideration of pupils within each pathway The Elements curriculum planning includes themed topic outlines with clear objectives of learning to which children are assessed formatively to check the retention of knowledge and skills.

Low stakes testing is used supported by activities in Explorify to check new knowledge is learned. Pupils then have the opportunity to use this knowledge to articulate ideas and explanations across the thematic curriculum in different scientific contexts. A core set of curriculum statements accompany each subject within the Elements curriculum which pupils are assessed against.