

Curriculum Policy



King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: September 2023

Approved by Governors: July 2023

Reviewed by Governors: October 2024, October 2025

Next Review Due: October 2026

Aims

Our curriculum has been designed to achieve the Four Purposes for all our pupils. It provides high expectations and aspirations for every pupil and is based on our unwavering belief in the limitless capacity for everyone to achieve great things. It has been designed so pupil make rapid progress and achieve academic excellence. It is rooted in our understanding that what we become and achieve comes from great teaching, hard work and fantastic support.

Our curriculum is broad and balanced. It is a through-school curriculum which systematically and sequentially develops content and skills as pupils journey from age 3 to age 19. It recognises that the development of knowledge and skills are both fundamentally important. It equips pupils with the knowledge and skills to achieve top grades in their qualifications, including at GCSE and A-Level.

Our curriculum is specifically designed to meet the needs of our community and places a real emphasis on Abergavenny and Wales' rich culture. It represents, celebrates, and values the rich diversity and inclusivity within our school community in Wales. It places pupils with additional learning needs, and those experiencing poverty, at the heart of our planning decisions.

Our curriculum provides access to the best that has been thought and said and allows pupils to appreciate human creativity and achievement. It equips our pupils with the character and learning power to lead successful lives. There is a real focus on spoken language, reading, writing and vocabulary integral to all aspects of learning. Our curriculum ensures pupils read a wide range of texts because of the profound impact on educational outcomes. The important Literacy, Numeracy, Digital, and Welsh skills are promoted throughout the curriculum at all ages.

Phases of Learning

Pupils are organised into Phases of Learning. This helps ensure a successfully joined up curriculum throughout our all-age school. The Lower Phase contains Years Nursery-Year 4. The Middle Phase contains Years 5-8. The Upper Phase contains Years 9-11. The Senior Phase contains Years 12-13. The Middle Phase has been strategically designed to ensure a progressive and developmental curriculum between the traditional primary and secondary sections.

Four Purposes

The four purposes are at the forefront of our formal and informal curriculum offer. Skills and subject content chosen by Areas of Learning and Experience (AoLE) is decided based on the promotion and embedding of these purposes and underpinning integral skills.

All pupils at King Henry VIII 3-19 school are challenged to become: Ambitious, capable learners, ready to learn throughout their lives; Enterprising, creative contributors; Ethical,

informed citizens of Wales and the world; Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Statements of What Matters

The 'Curriculum for Wales' sets out the twenty-seven statements of what matters across the six areas of learning and experience. At King Henry VIII 3-19 school the 'What Matters' statements link with the four purposes to decide, organise, and develop learning, so pupils have the appropriate skills, experience, and disciplinary knowledge. Together they span the breadth of each AoLE, articulating the fundamental key concepts of what matters most. The 'What Matters' statements act as the basis of organising learning progression and progress. They, in conjunction with the principles of progression, are used to decide and develop the skill areas that shape learning in each AoLE.

Curriculum Implementation

Each subject area uses the descriptions of learning (progression steps), to design how the AoLE and subject specific skills develop across the through-school. AoLEs and subject areas plan the sequential and systematic development of these skills across the phases and year groups to fulfil the What Matters Statements and achieve the Four Purposes. This developmental mapping also serves to identify what is 'on track' at various points in the school. These descriptions of learning, in conjunction with the What Matters Statements and Curriculum for Wales mandatory and suggested content, are also used to design developmental content coverage for each AoLE and subject.

This skill and content development is also designed holistically to develop the integral skills identified in the Curriculum for Wales. This methodology ensures a coherent holistic curriculum approach.

Cynefin Curriculum

Primary Phase pupils follow our Cynefin Curriculum. This involves strategically designed topics which allow pupils to learn about their local community, Abergavenny, Wales, and the wider World. There is a focus on 'belonging' and the pupils' role within these communities.

Each topic includes key learning content from a range of AoLEs and subjects. This 'topic' approach' allows the content to be coherently linked in order to bring greater meaning and relevance to the material. There is strategic planning behind the chosen topics so that all key and required AoLE and subject content is covered, which our curriculum mapping ensures.

Topic planning ensures that new Science content is covered in a meaningful order, recognising that there is a good pedagogical order to the teaching of Science where new concepts rely on the understanding of underlying concepts. For this reason, Year 6 pupils have bespoke Science lessons, independent to their Topic curriculum learning. This helps prepare them for the Science content taught in Year 7.

Topic planning ensures that key Geographical content is covered so that pupils learn a range of physical and human geography concepts. It ensures they learn about the similarity and difference that exists across the world. Topic planning also ensures that historical periods are covered in a meaningful, often chronological order. This ensures that change and continuity within History can be fully understood, and pupils develop a firm chronological understanding.

Each topic includes skills across a range of AoLEs and subjects. The topics and content chosen ensure that all the identified subject skills for each year group are covered. It is mapped out that all the skills are covered in the correct order. The result is pupils progressing in our identified all-age school skills, via engaging, meaningful, and relevant topic content in the Primary Phase.

Please see appendix 1 for the Cynefin curriculum topics.

Cross-curricular responsibilities

The Curriculum for Wales has three cross-curricular responsibilities: Literacy, Numeracy, and Digital Competency.

Our Primary Phase Cynefin curriculum brings subjects together so pupils can learn and develop these skills in authentic contexts. This allows pupils to apply their learning in Literacy and Numeracy across the curriculum to both consolidate their understanding, and enrich their learning and understanding of topic content. The Cynefin Topic Curriculum includes key opportunities for pupils to learn digital competency skills using their topic learning.

In the Secondary Phase teachers embrace that they are all teachers of Numeracy and Digital Competency. Key mapping activity identifies when various skills are taught to benefit learning in those precise subjects. The key point is that pupils utilise their Numeracy and Digital Competency skills to be able to learn and to deepen their learning across other subjects. This planning takes place in conjunction with the Mathematics and Numeracy department to ensure a progressive approach with coordinated expectations of what is 'on-track' for each year group. Evidence is kept for exemplification purposes. Clear training is provided for staff to ensure the necessary joined up approach. Cross-curricular rich tasks are also planned and delivered to develop these skills.

Literacy

All Secondary Phase teachers are also teachers of Literacy. This is integral to their roles.

New vocabulary

There is a consistent approach to the teaching of new vocabulary across the school which focusses on pronunciation, meaning, and pupils using the new words in sentences. This ensures that all pupils learn all the new words and their definitions:

1	Teacher compiles list of words and accompanying definitions
2	Go over its pronunciation and practise, practise, practise using the I say/You say methodology
3	Test some individuals to confirm they can say the words. Make sure everyone knows how to say the word
4	Explain the meaning of the new words. Be specific.
5	Check for understanding of the meaning of the new words using whole class questioning techniques (cover up some of the words and some of the definitions). Keep going until they all know the meanings of all the words. Pupils have to say the answer using the word.
6	Ask pupils to use the new words in sentences, out loud and in writing. Check for understanding using whole class questioning techniques.

Writing

There is a consistent approach to pupils thinking and developing ideas in the course of writing about them. This recognises that thinking via writing is just as valuable as thinking via talking. and discussion. Pupils think in their writing by responding to formative phrase, for example:

1. What might be?
2. Try to...
3. Let's think in writing
4. What events might...?
5. How might...?
6. Take a stab at this question

Pupils then develop their writing as a result of teaching. This allows them to express ideas with precision and in a variety of ways. An excellent strategy is to focus on a single sentence to allow for meaningful feedback. For example:

1. Begin your response with...
2. Include the phrase / word / grammatical form in your response
3. Complete sentences using conjunctions: because / but / so

Spelling, punctuation, and grammar

There is a consistency with spelling, punctuation, and grammar expectations. All teachers are required to teach and ensure pupils use the following in their writing:

Henry's Eight		
1	Capital Letters	Always use a capital letter for: <ol style="list-style-type: none"> 1. The start of a sentence 2. The pronoun 'I' 3. Names of people and places
		Always use the correct punctuation mark at the end of a sentence:

2	Sentence Markers	<ul style="list-style-type: none"> • Full stop (.) – End of a sentence • Question mark (?) – The end of a question • Exclamation mark (!) – Express strong emotion or a sense of drama
3	Apostrophes	<ul style="list-style-type: none"> • Contraction. E.g. Do not = don't / I would = I'd • Possession. E.g. Henry's throne (singular) The teachers' staff room (plural) <p>Never use an apostrophe to make a word plural.</p>
4	Paragraphs	<p>Remember TIP TOP.</p> <p>Begin a new paragraph for every new:</p> <p style="text-align: center;">TIme Person TOpic Place</p>
5	Sentence Types	<p>Use a variety of the three types of sentence in your writing:</p> <ul style="list-style-type: none"> • Simple: This sentence has five words. • Compound: It was a bright cold day in April, and the clocks were striking thirteen. • Complex: The sun, although it was late afternoon, still shone brightly through the window.
6	Commas	<p>Commas should NEVER be used to join two independent clauses (parts of a sentence that make sense on their own).</p> <p>Incorrect Example This lesson is very interesting, I never want it to end.</p> <p>Instead, use either:</p> <ul style="list-style-type: none"> • a FANBOYS conjunction (For/And/Nor/But/Or/Yet/So) • a semicolon if the ideas are linked • a full stop to make two separate sentences
7	Semi-colons and Colons	<p>Semi-colons show that two main clauses are closely related in subject matter. E.g. This lesson is very interesting; I never want it to end.</p> <p>Colons signal the introduction of further information:</p> <ul style="list-style-type: none"> • Between clauses. E.g. The witch had a wart on her nose: it was green and poisonous. • Introduce a list. E.g. In our team we had: Harry, Henry, Henrietta and Hailey. • Introduce a quotation. E.g. Dr Jekyll begins to change in his behaviour and appearance: 'Dr Jekyll grew pale to the very lips and there came a blackness to his eye.'
8	Spelling	<p>Common homophones should be correct.</p> <p>There indicates a place – Sit over there.</p> <p>Their shows possession – That is their ball.</p> <p>They're is a contraction of they are – They're ready to start.</p>

Reading

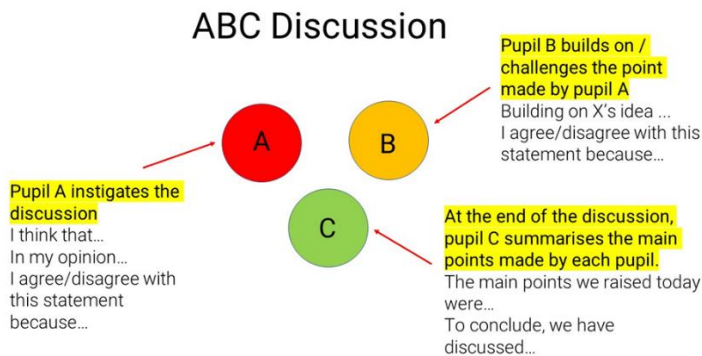
Teachers consistently use and teach the strategies for active reading.

Before reading	
Communicate purpose	Teachers to fully know and communicate the purpose of a text in advance. This involves knowing why you want the pupils to read the text, how it will

	develop knowledge and understanding, and how the pupils will be able to use this developed knowledge and understanding.
Activating prior knowledge	Use teacher questioning so pupils review what they already know and understand what they need to learn next.
Make a prediction	Pupils make a prediction about the text based on what they know.
During reading	
Clarifying	Make the meaning of the text clear to the pupils.
	Provide explicit vocabulary instruction of tier 2 vocabulary. (85% of words in a text need to be understood to understand overall meaning).
	Encourage pupils to ask questions about unfamiliar vocabulary.
Questioning	Ask pupils questions to check their comprehension and subject knowledge.
	Pupils generate their own questions about a text.
After reading	
Summarising	Pupils summarise the meaning of sections of the text: Paraphrase the important ideas (simpler/shorter form to make meaning clearer). Use synonyms (words with the same or similar meaning).
Expand sentences	Pupils develop and improve sentences to consolidate understanding of what has been read: Provide pupils with a sentence. Pupils find out Who? / What? / When? / Where? / Why? / How? Pupils rewrite the sentence(s) with this information.

Oracy

Teachers consistently use and teach oracy strategies so that pupils can learn effectively through talk. They provide the necessary structure so that all pupils are actively involved and learning via the discussion. The strategies include the 3-minute ABC discussion, and the further assigning of discussion roles using sentence stems.



Sentence Stems

<p>Instigate </p> <p>Present an idea or open up a new link of inquiry</p> <ul style="list-style-type: none"> ✓ "I would like to start by saying _____" ✓ "I think _____" ✓ "In my opinion, _____" ✓ "We haven't yet talked about _____" <p><i>Ysgogi</i></p>	<p>Build </p> <p>Develop, add to or elaborate on an idea.</p> <ul style="list-style-type: none"> ✓ "Building on X's idea _____" ✓ "I agree and would like to add _____" ✓ "X's idea made me think _____" ✓ "To develop X's idea further, _____" <p><i>Adeiladu</i></p>	<p>Probe </p> <p>Dig deeper, ask for evidence or justification of ideas</p> <ul style="list-style-type: none"> ✓ "Why do you think _____?" ✓ "What evidence do you have to support X idea?" ✓ "Could you provide an example?" ✓ "Can you expand on this?" <p><i>Holi</i></p>
<p>Challenge </p> <p>Disagree or present an alternative argument.</p> <ul style="list-style-type: none"> ✓ "I disagree because _____" ✓ "To challenge you X, I think _____" ✓ "I understand your point of view but have you thought about _____" ✓ "On the other hand, I am of the belief that _____" <p><i>Herio</i></p>	<p>Clarify </p> <p>Asking questions to make things clearer and check your understanding.</p> <ul style="list-style-type: none"> ✓ "So are you saying _____" ✓ "Does that mean _____" ✓ "Can you clarify what you mean by _____" ✓ "Are you suggesting that _____" <p><i>Egluro</i></p>	<p>Summarise </p> <p>Identify and recap the main ideas.</p> <ul style="list-style-type: none"> ✓ "So far we have talked about _____" ✓ "The main points raised today were _____" ✓ "Our discussion focused on _____" ✓ "To conclude, we have discussed _____" <p><i>Crynoi</i></p>

Progression Step 1

The value of the period of learning in Nursery and Reception cannot be underestimated. It provides the gateway for all statements of what matters in the six areas of learning and experience and provides the crucial firm foundations for pupil lives. The school fully recognises the three enablers necessary to ensure high quality provision for pupils at the start of their learning journey in these year groups. These are Enabling Adults, Engaging Experiences and Effective Environments.

a. Enabling adults

Our adults create emotionally safe environments that support pupils as they begin to express and regulate their feelings and behaviours in positive ways. They provide consistency and model compassion and kindness in line with our school values. They support pupils to cope with uncertainty and change and prepare them to manage transitions and changes in their daily routines. They respond to their likes, dislikes, preferences, and choices and support them to make decisions. They adapt their plans to meet the needs and interests of all pupils. They model a joyful approach to learning and build and develop on their curiosity.

The adults deepen their understanding of the developmental needs of learners by observing, noticing, and responding sensitively. They decide when to intervene to support learners to construct meaning and encourage pupil collaboration to solve problems.

They create an environment which is communication rich and model multiple ways of expression together with the appropriate use of context-specific language.

b. Engaging experiences

Engaging experiences are provided to promote independence and challenge during deep-level involvement and un-interrupted active learning in real-life authentic situations. These experiences result from pupil choices and interests and the culture in the local area. These experiences are carefully planned to develop attention and listening skills in a variety of contexts.

Pupils experiment with a range of mark-making instruments and materials and begin to attribute meaning to these. They are provided with experiences and vocabulary to explore quantity, number, shape, and pattern. This includes opportunities for comparing, sorting, and classifying. They have experiences that promote enjoyment in physical activity using tools and equipment with increasing control.

The engaging experiences support learners to find out about the environment, the world around them and how it works, with a particular focus on causality.

c. Effective environments

Exploration of an effective environment is a key driver for development. It creates a sense of belonging and an appreciation of the world around them. Our environments provide wide and varied experiences with consideration of the physical and emotional climate.

Our environments value diversity, demonstrate inclusivity and promote a sense of belonging. They provide access to a broad range of vocabulary, mathematical concepts, and digital media.

They allow pupils to experience a sense of awe and wonder and ignite curiosity. The environments support mastery by allowing frequent and extended opportunities to practise, rehearse and embed new skills.

At this stage of learning, we focus on five developmental pathways. These are Belonging, Communication, Exploration, Physical development, and wellbeing.

a. Belonging

This includes how pupils develop a sense of how they fit into the many groups and communities to which they belong and their sense of importance within them. We foster strong and secure relationships to create this strong sense of belonging.

b. Communication

This is fundamental to pupil development and involves developing attention, listening, and understanding skills, alongside vocabulary and expressive skills. Pupils are provided with considerable rich language experiences and adults use these to support pupils to understand and make themselves understood. The adults model active listening and speaking for different purposes.

c. Exploration

Teachers provide experiences that extend and enhance curiosity. They provide opportunities for pupils to explore, investigate and share their delight in their new knowledge and skills. Teachers provide the time and opportunity to explore, play and investigate to rehearse skills and test theories.

d. Physical development

Pupils are provided with numerous opportunities to engage in physical activity to enhance wellbeing and support concentration, motivation, memory, and healthy bone and muscle development. Plenty of opportunities for movement are provided. This develops gross motor and fine motor skills. The correct balance between repetition and variety is struck.

e. Wellbeing

Pupils are provided with opportunities to develop their emotional, social, and physical health in emotionally safe environments that support pupils to manage their feelings and behaviours in positive ways. It develops an understanding that actions have consequences. There is a focus on pupils developing secure attachments and relationships, so they feel confident, take risks, show resilience, and participate positively.

We believe that pupils learn best through a hands-on play-based approach. Through play children can access the curriculum using their preferred methodologies. Active, well-planned play helps children to think, make sense of the world, interact with others, to be reactive, to investigate and explore different materials, to experiment and predict.

- Play allows learning to be fun and stimulating.
- Play develops skills and concepts.
- Play helps to develop communication skills.
- Play helps to develop positive attitudes.
- Play helps to develop independence.
- Play is about children learning through perseverance, concentration, and attention to detail – characteristics usually associated with work.
- Play is not only crucial to how children become self-aware and the way in which they learn the rules of social behaviour; it is also fundamental to intellectual development.
- Play is a child's way of learning about their world and processing events in their life.

Outdoor Learning

The development and use of the outdoors as a learning environment is very important for the development of all children. We provide numerous opportunities for pupils to learn outdoors, and they reflect a balance of child initiated and adult directed activities.

Our outdoor learning provision:

- Ensures pupils benefit from exercise outside and using outdoor equipment.
- Provides first-hand experience of nature.
- Links problem solving to outdoor experiences.

- Provides first-hand experience of conservation and sustainability.
- Develops a love of nature.
- Provides opportunities for messy play and large-scale activities that they may not otherwise experience.

Nursery, Reception, Year 1, Year 2 and Year 3 pupils have designated outdoor classroom areas that are used daily. Safe use of equipment is taught and the idea of a safe environment is promoted. All available space is being used. All staff are committed to providing a safe, secure, and stimulating environment.

Curriculum organisation

The school's curriculum follows statutory requirements and the requirements of Curriculum for Wales (up to Year 10) and the National Curriculum (Year 11 upwards).

Every day pupils in Years 1-6 have lessons in Literacy, Numeracy, and Welsh. The rest of the curriculum time is for the Cynefin Curriculum. All Primary Phase pupils also have a bespoke Music lesson which forms part of their Cynefin curriculum, a 2-hour weekly PE lesson (including teaching from specialist PE staff), and a bespoke weekly 30-minute French lesson. Year 6 pupils are taught a weekly 2-hour Science lesson from specialist Science staff which also serves as effective transition into Year 7. Year 6 pupils also have Design Technology lessons on a carousel; one of the two Year 6 classes each half-term. The DT projects seamlessly link in with their Cynefin curriculum.

In Years 7,8 and 9 there is a fortnightly timetable of fifty one hour lessons. The pupils have lessons in Art, Computing, Drama, English, French, Geography, History, Mathematics, Music, PE, PSE, RE, Science, Technology and Welsh.

The curriculum is fully integrated to provide the necessary holistic approach within and across AoLEs. This includes in lesson design (chosen skills and content) and by providing cross-curricular rich tasks that link to various topics and themes.

In Year 10 and Year 11 pupils follow the compulsory core subjects of English, Mathematics and Science and selected courses from the option choices available. The option box choices are designed to ensure that all pupils undertake a broad and relevant curriculum, which does not restrict future choices. Statutory lessons in Welsh, Religious Education, Physical Education and PSE are also provided. Pupils work towards accredited courses, for most pupils this will be GCSE or BTEC.

Year 10 and Year 11 subject offer

Core:

English, Mathematics, Science, PSE, RE, PE, Welsh. Equality and Diversity BTEC is offered to most groups.

Options:

Art, ASDAN, Business Studies, Construction, Drama, Engineering, French, Food and Nutrition, Geography, Health & Social Care, History, Information Technology, Music, PE, Product Design, Public Services, Religious Studies, Sociology, Sports Leadership.

Senior Phase

The Senior Phase comprises Year 12 and Year 13. Our aims are to:

- Provide a stimulating learning environment
- Provide pupils with high levels of challenge
- Provide excellent standards of education, both vocational and academic
- Provide enrichment activities which stimulate social and cultural awareness
- Encourage pupils to take responsibility for their own learning
- Provide objective, informed and evaluative advice and material to pupils to enable them to develop their career potential
- Meet all statutory requirements for KS5 learning pathways

Enrichment activities take many forms and include charity work, Duke of Edinburgh Award, PALs, Sixth Form Leadership Council and Work Experience.

Pupils are provided with opportunities to manage their own learning through private study time, target setting, a bespoke Resource Centre and access to ICT.

Careers information is available through several resources including Careers interviews, outside speakers, taster days, Careers Resource Centre, open days and careers visits.

Years 12 and 13 subject offer

Pupils can choose from several Level 3 qualifications:

Business Studies, Computer Science, Economics, Health & Social Care, Art, Biology, Chemistry, English Literature, French, Further Maths, Geography, German, History, Information Technology, Law, Mathematics, Media Studies, Music, Physics, Politics and Government, Product Design, Psychology, Religious Studies, Spanish, Sports, Welsh, Welsh Baccalaureate.

The number of classes and hours will be dependent on the numbers of pupils choosing these subjects. In some cases, hours will be supplemented with drop down days. The allocation of hours will be decided through discussions with the Subject Leader and the Headteacher. Entry to all programmes of study is based on academic suitability and appropriateness.

We also now offer two Level 2 qualifications. These are Childcare, and Play, Sport, and Leisure.

Pupils can also retake GCSE Maths and GCSE English. This may be compulsory depending on the subjects chosen.

Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. Religious Education is available to all pupils. Parents and carers do not have the right to withdraw their children from this subject.

Collective Worship

All pupils are expected to take part in daily collective worship. The school has a programme of collective worship involving Form Time activities, Phase assemblies, Year assemblies, and Form assemblies. Parents and carers have the right to withdraw their child from acts of collective worship and do so by contacting the school.

Relationships and Sex Education (RSE)

The Relationships and Sex Education (RSE) code means it is mandatory for all pupils to have developmentally appropriate Relationships and Sex Education. Parents and carers do not have the right to withdraw their child from RSE. Further information can be found in our RSE Policy.

Careers and Work-Related Education

The school provides Careers and Work-Related Experience provision to support pupils in gaining experiences related to work and careers. It works closely with a range of external partners including Morgan Sindall and Careers Wales to develop impartial advice and guidance for pupils. King Henry VIII 3-19 school works closely with Careers Wales to source visits and guest speakers to support the curriculum and discuss pathways and next steps.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in several courses and are presented in a balanced manner.

Physical Education

All pupils are expected to take part in the school's Physical Education programme. Pupils can only be excused from PE lessons for medical reasons, for which a note will suffice, or other reasons agreed with the school.

Extra-Curricular Activities

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils have equal access to the programme.

Additional Learning Needs

The school has an Additional Learning Needs Policy for pupils with Additional Learning Needs. The school will determine the appropriate programme to be followed in consultation with parents.

Stretch and Challenge

The school has key identified staff whose role is to identify and offer opportunities for pupils to extend their learning in relation to their aspirations. This offers further support to those pupils with higher starting points. These key staff work closely with AoLEs and departments to ensure everyone is provided with appropriate curriculum experiences.

Appendix 1: Cynefin Curriculum						
	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Cynefin	Celebrate and Commemorate	Hopes, Dreams and Happiness	Wales and our World	From Problems to Possibilities	Express Yourself!
R + Z	‘Seize the Season’					
Y1	<p>People and Places</p> <p>Who are the people and places that help me feel safe and happy?</p> <p>Learn about the roles of family, friends, school staff, and local helpers like postal workers or nurses.</p> <p>Explore key places in our local area (home, school, shops, parks) and use simple maps and directions.</p> <p>Learn how we stay safe around people, places, and substances (e.g. safe use of household materials).</p> <p>Identify and classify living and non-living things around us using MRSGREN</p>	<p>Celebrations Around Us</p> <p>What do we celebrate and why?</p> <p>Compare how different cultures and religions celebrate across the globe (e.g. Diwali, Hanukkah, Eid, Christmas).</p> <p>Learn about Aneurin Bevan and why he is remembered in Wales.</p> <p>Explore light and sound through candles, fireworks, lanterns and music.</p> <p>Plan and hold a festival to celebrate our community values and shared identity.</p>	<p>Future Dreams</p> <p>What do I dream of doing when I grow up?</p> <p>Investigate local jobs and roles (non-gender stereotyped).</p> <p>Compare jobs of the past and present.</p> <p>Explore how different tools and materials help people do jobs – and how they’re made.</p> <p>Express aspirations through performance, artwork, and collaborative writing.</p>	<p>Homes and Families</p> <p>How are our homes and families the same and different from others?</p> <p>Explore homes from different countries and compare materials, shapes, and functions.</p> <p>Share and compare family routines, traditions and values across the class.</p> <p>Investigate materials in water—what floats, sinks, and why?</p> <p>Design and construct dream homes using blocks, cardboard, or digital tools.</p>	<p>Problem Solvers</p> <p>What can we do when something doesn’t work?</p> <p>Explore simple forces like push and pull and how they can impact builds (e.g. ramps, bridges, towers).</p> <p>Discover how famous inventors, scientists and artists learned from trial and error.</p> <p>Use picture books or puppet play to explore resilience and trying again.</p> <p>Work in small teams to fix, build or improve a challenge (e.g. broken toy, unstable structure).</p>	<p>Speaking Without Words</p> <p>What can I show with colour, shape, sound or movement that I can’t say in words?</p> <p>Use dance and movement to express moods, ideas and moments without speaking.</p> <p>Compose or respond to music that reflects feelings, memories or identity.</p> <p>Create symbolic self-portraits using materials, colours and textures.</p> <p>Use drama, role play, and visual storytelling to show ideas that are hard to explain.</p>
Y2	<p>Planet Protectors</p> <p>How do we look after the places and people we care about?</p> <p>Explore ways to care for nature and the environment locally.</p> <p>Use simple maps to compare our local environment with a contrasting place abroad.</p> <p>Learn what fossil fuels are, how they’re formed, and why we need to reduce their use.</p>	<p>Special Times</p> <p>How do we remember special times?</p> <p>Compare how people across cultures remember and celebrate important events.</p> <p>Explore the causes, consequences and legacy of a significant Welsh historical event</p> <p>Create a class event to celebrate a shared moment or person using symbols and storytelling.</p>	<p>Best Day Ever</p> <p>What would your ‘best day ever’ look like?</p> <p>Plan and sequence a day, exploring time intervals and routines using maths and storytelling.</p> <p>Investigate healthy routines, including food, movement, friendships and sleep.</p> <p>Classify animals into groups (e.g. mammals, birds, reptiles) and think about their ideal days too!</p>	<p>Stories of Abergavenny</p> <p>What stories and landmarks make Abergavenny special?</p> <p>Discover local legends, buildings and key historical figures (e.g. castle, market, myths).</p> <p>Use old maps, images and stories to compare Abergavenny past and present.</p> <p>Use positional language and mapping to describe Abergavenny’s landmarks.</p>	<p>Working Together</p> <p>How do different parts work together to make something happen?</p> <p>Investigate how simple machines work and how parts depend on each other.</p> <p>Learn how body systems (e.g. muscles and bones) work together for movement and health.</p> <p>Work in teams to build a structure, performance or story – learning what happens when roles or parts break down.</p>	<p>Expressing Who I Am</p> <p>How can I use art, music or dance to show the world who I am?</p> <p>Use movement and dance to express identity, heritage, and emotion.</p> <p>Create symbolic or abstract self-portraits using mixed materials.</p> <p>Explore animal or plant life cycles and express them through rhythm, poetry or dance.</p>

	Learn about people in our community who help make the world a better place.	Explore which materials are best for celebration tools (e.g. waterproof bunting, bright decorations).	Use visual journals, digital tools or performances to share your best-day-ever idea.	Represent Abergavenny through collaborative art, sculpture or digital work.	Design chain-reaction models using cause and effect (e.g. marble runs, domino tracks).	Use film, sound, music, poetry or sculpture to tell your story and what matters most to you.
Y3	<p>Where We are From & Who We Are</p> <p>How does where we come from shape who we are?</p> <p>Explore Wales' physical and human geography (mountains, castles, cities, rivers).</p> <p>Investigate local place names, flags, and stories to understand regional identity.</p> <p>Compare Wales with another country through traditions, environments, and values.</p> <p>Create artwork representing personal identity and connection to place.</p>	<p>Why We Remember</p> <p>Why do we remember important people and events?</p> <p>Learn about significant individuals from Black History in the UK and Wales.</p> <p>Explore how and why we remember events like Remembrance Day; create class commemorations.</p> <p>Investigate how statues, plaques and traditions are used to remember</p> <p>Write or perform a tribute to someone who has shaped your life.</p>	<p>Dreams into Plans</p> <p>How can we turn our dreams into plans?</p> <p>Set realistic goals and break them into steps using timelines, calendars, and visual planning tools.</p> <p>Study changemakers and inventors who turned bold dreams into reality.</p> <p>Investigate the Solar System and what makes a planet suitable for life.</p> <p>Create and present dream inventions or initiatives through persuasive writing or digital media.</p>	<p>Connections Across the World</p> <p>What connections can we find between Wales and other countries?</p> <p>Explore similarities and differences with Wales and another country e.g. physical landscape</p> <p>Explore how trade connects us to people in other countries (e.g. where our food or clothes come from).</p> <p>Learn about art, music or festivals that bridge global cultures.</p> <p>Compare Welsh myths and legends with global traditional tales.</p>	<p>Inventions and Innovation</p> <p>How do inventions help us solve everyday problems?</p> <p>Explore how Roman inventions (roads, aqueducts, heating) shaped Britain and still influence us.</p> <p>Design and test a solution to a real problem using basic engineering principles.</p> <p>Learn about animal life cycles and how their adaptations inspire design (e.g. Velcro).</p> <p>Explore the impact of fossil fuels and design energy-efficient solutions.</p>	<p>Expression with Purpose</p> <p>How do artists, musicians and performers express something that matters?</p> <p>Explore protest art, street art or eco-art that carries a message.</p> <p>Use music to express an idea, mood or cause that's important to the group.</p> <p>Create a performance piece (dance, drama, or spoken word) exploring a chosen issue.</p> <p>Curate an exhibition that expresses class values, identity, and passions.</p>
Y4	<p>Belonging</p> <p>What does it mean to belong?</p> <p>Explore personal, family, class, school and cultural identities through discussion and creative expression.</p> <p>Investigate how people lived, worked and connected during the Stone Age to Iron Age.</p> <p>Learn about responsible digital identity and belonging in online communities.</p> <p>Represent personal and cultural identity through symbolism, metaphor and art.</p>	<p>Never Forget</p> <p>What should we never forget?</p> <p>Explore commemoration and memory: how do we remember people/events? Who gets remembered?</p> <p>Compare the Aberfan disaster with other historical disasters (e.g. the Great Fire of London).</p> <p>Handle and interpret objects to learn about forgotten or untold stories.</p> <p>Create visual or performance-based responses to events that matter.</p>	<p>Happy Communities</p> <p>What does a happy community look and sound like?</p> <p>Explore decision-making and fairness through classroom voting, charters, and debates.</p> <p>Learn about different belief systems and how respect builds strong communities.</p> <p>Compose layered soundscapes or collaborative rhythms to reflect shared values.</p> <p>Use co-created narratives to show empathy, friendship, and teamwork.</p>	<p>People and Nature</p> <p>How do people and nature work together – and against each other – in Wales and our world?</p> <p>Investigate local and global environmental issues (e.g. flooding, deforestation, waste).</p> <p>Explore human-environment interactions in specific countries (e.g. earthquakes, rice farming, tech cities).</p> <p>Explore plant and animal life cycles in relation to habitats and environmental impact.</p> <p>Design sustainable solutions for local or global challenges</p>	<p>Testing and Improving</p> <p>How do we test and improve ideas over time?</p> <p>Explore historical inventions (e.g. Roman roads, tools, Mayan calendars) and how they're refined.</p> <p>Investigate friction, levers, pulleys and simple machines through testing and redesign.</p> <p>Embed iterative design cycles in projects—plan, test, refine.</p> <p>Present solutions to real or imagined problems through persuasive writing or digital media</p>	<p>Telling My Story</p> <p>What is the best way to tell my story?</p> <p>Create original myths inspired by ancient cultures (Maya, Roman, Welsh) to explore values and power.</p> <p>Use movement, voice and expression to bring personal stories to life on stage.</p> <p>Use digital tools to author, animate or record your story.</p> <p>Curate and perform a collective narrative celebrating the class journey.</p>

Y5 and Y6	Cymru and Beyond	Journey into the Unknown	Rivers of Life	United in Diversity	Our Future, Our Responsibility
	How have other cultures shaped Welsh life?	What was the impact of WWII on the children of Wales?	What is the greatest river?	What are the similarities and differences across North and South America?	How has clothing and fashion changed over time?
	Explore the history of the school and Abergavenny itself through immersive experiences such as visiting speaker and organised tour of Abergavenny to learn about its history.	Study evacuation: Welsh children sent to the countryside or received evacuees from English cities.	Locate the world's greatest rivers.	Compare physical geography (mountain ranges, rivers, climate zones).	Explore fashion in different historical periods (Tudors, Victorians, 20th century).
	Learn about how Britain was affected by the Anglo-Saxons and Vikings. Examine the changes to religious beliefs in Wales from invaders to Britain.	Explore rationing, air raids, and blackout regulations in Welsh towns.	Explore how rivers shape landscapes. Understand human use of rivers.	Explore cultural traditions (festivals, languages, food).	Investigate how clothing reflected social class, gender, and work.
	Read a range of myths, legends and fables including: The Mabinogion, The Legend of Gelert the Dog and Aesop's Fables.	Understand how schools, families, and daily life were affected.	Investigate the impact of river pollution and climate change.	Understand shared histories of colonisation and independence.	Consider globalisation and how clothing is made today.
	Understand the features of myths, legends and fables and use these features in own writing by creating own myth or legend.	Look at how Wales contributed to the war effort (coal, steel, farming).	Read a range of non-fiction texts in order to learn about rivers and their functions.	Discuss trade links between the continents today.	Present persuasive speeches on fast fashion vs. Sustainability.
	Study the Roman numerals and use these to identify the key dates linked to the Vikings and Anglo Saxons.	Explore the life of a child evacuee through fiction. Produce diary entry / letter from the position of a child evacuee demonstrating empathy in writing.	Create a travel guide persuading tourists to visit a river location.	Research and present key facts about a country from each continent in the form of a fact file.	Explore fashion technology: recycling clothes, sustainable fashion.
	Learn about Wales' national sports and role models in sport.	Analyse wartime propaganda posters and speeches.	Use Welsh/English geographical vocabulary accurately.	Write a comparative essay comparing North and South America.	Look at costs of clothing then and now (inflation, affordability).
	Discuss the meaning of Cymru am Byth.	Perform drama role-plays (evacuation, ration queues, school life).	Read and write poetry inspired by rivers.	Research renewable energy sources used across both continents.	Use ratios and measurements for designing outfits.
	Design and produce Welsh shield.	Imagine life as an evacuee in an immersive learning experience travelling by train from Abergavenny to Newport station.	Explore the water cycle and how rivers fit within it.	Compare population sizes and city growth with charts/graphs.	Create timelines with proportional spacing to show fashion changes.
	Investigate wartime inventions (radar, codebreaking, medical advances).	Investigate forces of flowing water.	Measure landmass and distances using scale maps.	Design and sketch clothing inspired by different periods.	
	Explore materials used for clothing (make do and mend).	Use digital maps or Google Earth to trace river sources and mouths.	Analyse import/export data and present in tables.	Promote upcycling and caring for clothes as sustainable choices.	
		Collect and test local water samples.	Create masks inspired by festivals (Carnival, Día de los Muertos).		
		Measure river lengths and compare scales.	Explore sports from both continents (baseball, football, basketball).		
		Graph rainfall vs. river flow data.			
		Calculate travel times by boat along rivers.			

		<p>Calculate ration allowances and compare with today's diets.</p> <p>Create evacuation journey maps with distances and times.</p> <p>Graph numbers of evacuees in Welsh counties.</p> <p>Recreate wartime songs and dances (e.g., "We'll Meet Again" style).</p> <p>Create artwork showing life during the Blitz.</p> <p>Discuss resilience and teamwork as lessons from history.</p>	<p>Create river-inspired music (flowing rhythms, soundscapes).</p> <p>Paint or sketch riverscapes showing movement.</p> <p>Explore how rivers provide water and food for survival.</p> <p>Discuss river safety (floods, currents, drowning awareness).</p>		
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