

# Broad Curriculum at Our Lady and St Hubert's

## The 6Cs of 21st Century learning

To succeed in the 21st century we understand that the children need to be taught, and have time to develop, a different set of skills that is often not catered for in the National Curriculum. We have adapted our curriculum to centre around the 6Cs of 21<sup>st</sup> Century learning, which are; creativity, character, citizenship, critical thinking, collaboration and communication. We are teaching children to persevere and have that grit and tenacity not to give up; supporting children to welcome failures, not as set backs, but opportunities to learn; we are encouraging them to think critically and challenge the world around them- and then play an active role within it. By teaching these skills, we believe that we are providing children with a more rounded school experience, focused on **their** lives and the world **they** live in.



## Project Based Learning

At Our Lady and St Hubert's, we have adopted Project Based Learning as our approach to teaching the broad curriculum. Through this, our pupils acquire knowledge and skills by investigating, exploring and responding to an engaging real-life problem. It promotes active and engaged learning, where pupils are inspired to gain a deeper understanding of the subjects they're studying. Each project has an end product which is meaningful and purposeful to them, as it is often shaped by the children themselves. Teachers then plan a series of lessons that build up to this 'final outcome' before it is shared with a chosen audience. Our projects combine different subject areas together. This helps the children to see relevance in their learning and provides opportunities for them to use and apply the knowledge they are gaining in a variety of contexts.

The following pages will explain what the 6C's are and how they are showcased across the different subject areas, through PBL. Please see the separate documents which show the objectives and progression for each subject area on our 'Learning Ladders.'

# The 6C's of 21<sup>st</sup> Century Learning

## Character

Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance and resilience; and the ability to make learning an integral part of living.

## Critical Thinking

Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge and applying it to the real world.

## Creativity

Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas and leadership to pursue those ideas and turn them into actions.

## Communication

Communicating effectively with a variety of styles, modes and tools (including digital tools) tailored to a range of audiences.

## Collaboration

Work interdependently and synergistically in teams, with strong interpersonal and team related skills including effective management of team dynamics and challenges, making substantive decisions together and learning from and contributing to the learning of others.

## Citizenship

Thinking like global citizens, considering global issues based on a deep understanding of diverse values and world views and with a genuine interest and ability to solve ambiguous and real world problems that impact human and environmental sustainability.



# Music

Music is a fantastic opportunity for children to express themselves in a way that is completely different to other subject areas. Children have the chance to sing, use musical instruments, compose and appraise other music- which enhance the 6C's of 21<sup>st</sup> Century learning- particularly creativity, critical thinking, communication and collaboration. Through PBL, children will have a deeper understanding of the effect music has on an audience; choosing music to accompany and/or enhance the message in their work and often learning songs to help teach others about their learning.

## EYFS

### Perform

Explore how to use their voice and non-tuned instruments to communicate.  
Join in with call and response songs.

### Compose

Explore short rhythmic patterns and sequences with instruments and voices  
Recognise the difference between tones and sounds.

### Appraise

Respond to different moods in music.  
Give opinions on pieces of music  
Recognise tempo and pitch

## Key Stage 1 expectations

### Perform

Sing and follow a melody in tune, paying attention to pitch and tempo.  
Keep a steady beat.  
Use a simple instrument to play simple rhythmic patterns.

### Compose

Create music from a range of stimuli, using different instruments for particular effects.  
Create music to show different moods.

### Appraise

Evaluate the work of others-peers and more well known pieces, including how it makes them feel.  
Recognise popular instruments within a piece of music.

## Key Stage 2 expectations

### Perform

Sing songs in tune and with expression, developing to be able to sing in harmony within a group.  
Control their voices- breathing at the correct times and changing pitch and tempo to suit.  
Explore playing a variety of instruments, developing to begin to understand simple musical notation.  
Work collaboratively to create a piece of music, understanding how parts fit together.

### Compose

Capture different moods and themes in their composition  
Create simple compositions, beginning with repeated melodies and having an understanding of standard notation.  
Explore how their voice can create different moods and themes.  
Keep in time to rhythmic beats and explore the full range of chromatic pitches to build chords, melodic lines and bass lines .  
Recognise the impact of tempo on a piece of music.

### Appraise

Critique the work of others and evaluate the impact of a piece of music-including techniques and characteristics of famous composers and the patterns of music from different time periods.  
Critically evaluate their own compositions and suggest ways to improve.

## Whole school singing

In weekly Hymn Practise, children learn songs that praise and show love to God. They also listen to unfamiliar song or music and interpret the meaning or tone. Occasionally, the children will sing in rounds or groups, depending on the suitability.

## Musical instruments

From Year 2 onwards, children have the opportunity to learn a musical instrument. This includes; the drums, violin, cello, trumpet, flute, clarinet and the euphonium.

# The 6C's and Music

<b>Character</b>	Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance and resilience; and the ability to make learning an integral part of living.	Through Music, children will have many opportunities to compose their own melodies and experiment with different instruments. This may not always 'go to plan' so they will need to persevere and take the time to improve their composition to fit a design brief.
<b>Critical Thinking</b>	Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge and applying it to the real world.	A main part of Music curriculum is to appraise. This is when children evaluate pieces of music to identify the tone or mood and then children give their opinions on that music and explain how it makes them feel.
<b>Creativity</b>	Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas and leadership to pursue those ideas and turn them into actions.	
<b>Communication</b>	Communicating effectively with a variety of styles, modes and tools (including digital tools) tailored to a range of audiences.	Through PBL, children will include music in their solutions to real life problems, through their use of music to enhance their presentations to others. This incorporates both creativity and communication; it could be by choosing emotive music as part of a charity campaign or learning a song to help teach others.
<b>Collaboration</b>	Work interdependently and synergistically in teams, with strong interpersonal and team related skills including effective management of team dynamics and challenges, making decisions together and learning from and contributing to the learning of others.	Children have lots of opportunities to collaborate through music- they create compositions including a selection of instruments, they work in groups to perform songs or to create poems/songs to spread a message. Children will listen to, and learn from, the opinions of others.
<b>Citizenship</b>	Thinking like global citizens, considering global issues based on a deep understanding of diverse values and world views and with a genuine interest and ability to solve ambiguous and real world problems that impact human and environmental sustainability.	The 6Cs and PBL work together to encourage children to want to play an active role in the world around them and solve real life problems. Teachers encourage children to use music in various ways to enhance this learning and the teaching of others.



# Geography, sustainability and environment studies.

Geography can inspire pupils' curiosity and fascination about the world around them and its people, and- if taught well- has the power to inspire them for the rest of their lives. Through PBL and linking to the 6C's of 21<sup>st</sup> Century learning, we will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Linking to the 6C's, children will use geographical skills to explore the Earth's features at different scales; how they are shaped, interconnected and how they change over time. For many PBL units, Geography will provide an excellent starting point for children to explore their new learning and to build on their understanding of the world around them.

## EYFS

Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating the immediate local area to the school.

## Resources

Maps and a globe are available in all classrooms. Larger maps, compasses, measuring equipment are also available. We have access laptops and iPads for children to explore online satellite images, maps and VR software.

## Key Stage 1 basic skills expectations

- name and locate the world's seven continents and five oceans
- name, locate and identify some characteristics of the four countries and capital cities of the UK
- identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator
- use world maps, atlases and globes to identify the UK
- use simple compass directions (North, South, East and West)
- use aerial and simple map; use and construct basic symbols in a key

## Lower Key Stage 2 basic skills expectations

- locate the world's countries, using maps to focus on Europe; its environmental regions, key physical and human characteristics, countries, and major cities
- name and locate **counties** and cities of the United Kingdom and their notable human and physical Characteristics.
- Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,

## Upper Key Stage 2 basic skills expectations

- locate the world's major countries, using concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude,
- use 8 compass points
- investigate world time zones

## Across Key Stage 2

Investigate: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

# The 6C's and Geography, sustainability and environment studies

<b>Character</b>	Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance and resilience; and the ability to make learning an integral part of living.	
<b>Critical Thinking</b>	Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge and applying it to the real world.	Children will investigate the world we live in, focusing on how places are similar or different to the UK and asking why that is.
<b>Creativity</b>	Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas and leadership to pursue those ideas and turn them into actions.	When investigating places around the world, as well as places closer to home, children will be given opportunities to identify problems facing residents, animals or the environment and try to find effective solutions.
<b>Communication</b>	Communicating effectively with a variety of styles, modes and tools (including digital tools) tailored to a range of audiences.	Once children have collaborated in their creativity to find solutions to local, global or environmental issues, children should present their findings to relevant bodies. This may be important people in school or officials in town planning, depending on the nature of the project.
<b>Collaboration</b>	Work interdependently and synergistically in teams, with strong interpersonal and team related skills including effective management of team dynamics and challenges, making decisions together and learning from and contributing to the learning of others.	Children will have many opportunities to collaborate through Geography. This may be through map investigations, using technology to research places or cultures or presenting information to others about what they have learnt about a place- both near and far.
<b>Citizenship</b>	Thinking like global citizens, considering global issues based on a deep understanding of diverse values and world views and with a genuine interest and ability to solve ambiguous and real world problems that impact human and environmental sustainability.	Through Geography, children will really develop their sense of citizenship through exploration of the world around them. Children will learn about both human and physical geography and how these features impact those who live there.



# Computing

At Our Lady and St Hubert's, children will acquire a deep understanding of technology and the key ideas that underpin it. They will leverage this understanding to solve real-world problems through PBL, demonstrating 6Cs such as character, critical thinking and creativity. They will understand how technology empowers them to collaborate and communicate more effectively, contributing to and transforming society as empowered and informed digital citizens.

## EYFS

### Computer Science

Follow sequenced instructions

Give instructions to a programmable robot

### IT

Turn on, log into and shut down a computer

Become familiar with a range of hardware and software

Use a mouse and keyboard purposefully

### Digital Literacy

Recognise how they use technology at home and at school

Know how to use technology safely and appropriately

## Key Stage 1 expectations

### Computer Science

Understand what algorithms are

Give precise and unambiguous instructions

Create simple algorithms and implement them as programs on digital devices

Use logical reasoning to predict the behaviour of and debug simple programs

### IT

Use technology purposefully to create, store, retrieve, organise and manipulate digital content

Search for pictures online

Recognise common uses of information technology in and beyond school

### Digital Literacy

Keep personal information private

Know they can talk to a trusted adult when they have concerns about content or online contact

Stay safe online by choosing websites that are trusted and appropriate

Know that information they put online leaves a digital footprint and that they can manage this

Know what cyberbullying is and what to do when they encounter it

## Key Stage 2 expectations

### Computer Science

Use decomposition, sequence, repetition, selection and variables to design and create programs and physical systems to accomplish specific goals

Use logical reasoning to explain and debug these programs

Understand how computer networks can provide multiple services, such as the World Wide Web

Appreciate how search results are selected and ranked

### IT

Use search technologies effectively

Collect, present, analyse and evaluate data and information

Select and use a variety of software on a range of digital devices to accomplish given goals

Design and create digital content

Understand the opportunities computer networks offer for communication

### Digital Literacy

Recognise acceptable/unacceptable online behaviour and identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Explore differences and similarities between in person and online communication and learn to communicate respectfully and appropriately online Explore ways to be upstanders in the face of cyberbullying

Know how to protect personal information and how to respect online privacy boundaries

Understand how photos can be digitally altered and understand the positive and negative effects of this

Be discerning in evaluating digital content

# The 6C's and Computing

<b>Character</b>	Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance and resilience; and the ability to make learning an integral part of living.	Children will develop perseverance and resilience through debugging algorithms and solving real-world problems
<b>Critical Thinking</b>	Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge and applying it to the real world.	Children will use the processes of Computational thinking to logically analyse and solve real-world problems. They will learn to evaluate the reliability of information they find online and analyse it critically.
<b>Creativity</b>	Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas and leadership to pursue those ideas and turn them into actions.	Children will be given lots of opportunities to identify problems, and then have chance to design and make programs and digital artefacts that solve them, incorporating various their knowledge of algorithms and programming.
<b>Communication</b>	Communicating effectively with a variety of styles, modes and tools (including digital tools) tailored to a range of audiences.	Children will use IT to present and communicate their learning. They will use internet technologies to communicate, adapting their modes of communication appropriately depending on the audience.
<b>Collaboration</b>	Work interdependently and synergistically in teams, with strong interpersonal and team related skills including effective management of team dynamics and challenges, making decisions together and learning from and contributing to the learning of others.	Children will work collaboratively to solve problems and design digital artefacts. They will make use of communications technologies to collaborate more effectively.
<b>Citizenship</b>	Thinking like global citizens, considering global issues based on a deep understanding of diverse values and world views and with a genuine interest and ability to solve ambiguous and real world problems that impact human and environmental sustainability.	Children will learn to use technology safely and responsibly. They will use technology to learn about issues affecting their community and the wider world. They will design technological solutions to real-world problems.



# Design Technology

Design Technology fits perfectly into the Project Based Learning approach and brilliantly showcases the 6C's of 21<sup>st</sup> Century learning. PBL often sees children given a problem to solve, so they then follow the 'Design, Make, Evaluate' process building on skills such as creativity, collaboration and character to design, refine and then make a product that best solves the problem, or meets a design brief. Children then test their products looking for ways to improve.

## EYFS

### Developing /Design

To draw on own experiences to help generate ideas.

To begin to identify problems and suggest ideas to solve them

### Make /Technical Knowledge

To mark out, cut and shape a range of materials.

To choose appropriate materials for a task- including building structures

To develop skills to evaluate my own work and that of my peers.

## Key Stage 1 expectations

### Design

To design purposeful, functional, appealing products for themselves and other users based on design criteria, then share these with others

### Make

To select from and use a range of tools, equipment and materials to perform practical tasks.

### Evaluate

Explore and evaluate a range of existing products and begin to evaluate their own and their peers work.

### Technical Knowledge

To build structures exploring how they can be made stiffer or stronger. To explore the use of some mechanisms.

## Key Stage 2 expectations

### Design

To use research to develop design criteria to inform the design of functional, appealing products that are fit for purpose and then to communicate their ideas through a variety of methods.

### Make

To select from and use a wider range of tools, equipment and materials to perform practical tasks accurately.

To choose materials, textiles and ingredients, according to their functional properties and aesthetic qualities to match a design brief.

### Evaluate

To investigate and analyse a range of existing products to help them develop their own ideas.

To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

To understand how key events and individuals in design and technology have helped shape the world

### Technical Knowledge

To investigate a variety of systems (electrical systems, mechanisms and computer aided design) and incorporate them in their designs- to make their product more effective.

## Cooking and Nutrition

Throughout the year, all children will cook each half term and build up their own recipe book of healthy snacks and meals. These recipe books will be kept at home to encourage children to teach their family members and share the experiences. These lessons will also incorporate health and hygiene.

# The 6C's and DT

<b>Character</b>	Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance and resilience; and the ability to make learning an integral part of living.	The children's character skills will be showcased in DT, where they will regularly be challenged to design and make a product- learning from each attempt, failure or set back. Children will learn to embrace these 'failures' as opportunities to learn and improve.
<b>Critical Thinking</b>	Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge and applying it to the real world.	
<b>Creativity</b>	Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas and leadership to pursue those ideas and turn them into actions.	Children will be given lots of opportunities to identify problems, and then have chance to design and make products that solve them, incorporating various DT skills and elements. This will develop their 'entrepreneurial eye' and encourage them to take action.
<b>Communication</b>	Communicating effectively with a variety of styles, modes and tools (including digital tools) tailored to a range of audiences.	Through DT and PBL, children will have various opportunities to present and explain their work to a range of audiences. They will also be given opportunities to tailor their products to a design brief- for a specific age range or audience
<b>Collaboration</b>	Work interdependently and synergistically in teams, with strong interpersonal and team related skills including effective management of team dynamics and challenges, making decisions together and learning from and contributing to the learning of others.	Through the design, make, evaluate process there are lots of opportunities for children to work collaboratively. Assessing each person's strengths in a team, making group decisions and working together to achieve one outcome.
<b>Citizenship</b>	Thinking like global citizens, considering global issues based on a deep understanding of diverse values and world views and with a genuine interest and ability to solve ambiguous and real world problems that impact human and environmental sustainability.	Through various projects, children will be faced with problems that affect themselves, and/or others around the world. They will use design briefs along with the design, make, evaluate process to plan ways to solve or support these issues.



# Art

Anyone who has ever seen a student become excited, energized, and confident through artistic exploration has seen first-hand how arts education engages children and contributes to their overall development. The arts – dance, music, theatre, and the visual arts, which collectively include the media arts – are recognized as “core academic subjects” in Federal law, as well as in state statutes and core educational documents. While each of the arts disciplines has its own unique set of knowledge, skills, and processes, the arts share common characteristics that make arts education powerful preparation for college, career, and a fulfilling life.

## EYFS

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art and design and technology.

## Resources

Basic art resources such as paint, paintbrushes, palettes, glue and colouring pencils are available in every classroom. More specific resources such as tissue paper, felt, lollipop sticks and a wide range of card and paper supplies are available in the two art cupboards. We have access to laptops and iPads for children to research the work of artists, designers and architects to base their artwork upon.

## Key Stage 1 basic skills expectations

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## Key Stage 2 basic skills expectations

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- To learn about great artists, architects and designers in history.

## Across Key Stage 2

Record observations, review and revisit their ideas to improve them, master drawing, painting and sculpture techniques and learn about artists, architects and designers.

# The 6C's and Art

<b>Character</b>	Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance and resilience; and the ability to make learning an integral part of living.	Children discuss their artistic products, based on criteria related to the assignment. Each child then implements changes to improve his or her artistic product. Children find the need to adapt to varied roles and responsibilities to complete the artwork. Children's artwork reflects the perspective, thoughts, opinions and intentions of the child.
<b>Critical Thinking</b>	Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge and applying it to the real world.	Children view and critique multiple works of art, created by themselves their peers and past artists/ designers/ architects. Children use mutually agreed upon criteria (elements and principles of art and design, subject matter, technique, style, etc.) to describe, analyse, interpret, and make informed judgments about the artwork.
<b>Creativity</b>	Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas and leadership to pursue those ideas and turn them into actions.	Children research works of art to identify how different artists have created work relevant to their lives and the world around them. Children analyse the works to identify distinguishing characteristics that reflect each artist's creativity. Children then produce multiple sketches to explore several approaches they might take to create a finished work. Children select and refine one idea from among their sketches to create a painting, and revise the painting during the creative process.
<b>Communication</b>	Communicating effectively with a variety of styles, modes and tools (including digital tools) tailored to a range of audiences.	Children examine how artists/ designers/ architects use their work to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the viewer. They analyse and compare these devices.
<b>Collaboration</b>	Work interdependently and synergistically in teams, with strong interpersonal and team related skills including effective management of team dynamics and challenges, making decisions together and learning from and contributing to the learning of others.	Children demonstrate the ability to work effectively with diverse teams, on a group project. They exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. They assume shared responsibility for collaborative work.
<b>Citizenship</b>	Thinking like global citizens, considering global issues based on a deep understanding of diverse values and world views and with a genuine interest and ability to solve ambiguous and real world problems that impact human and environmental sustainability.	Children connect with the work of an artist/ designer/ architect and use their ideas for creating artwork around a common theme. Students apply what they have learned to create works reflective of cross-cultural understanding of the theme.