

Project Planning @ Central

DEVELOPMENT OF KNOWLEDGE AND SKILLS

Identity - Enquiry - Inclusion

PURPOSEFUL LEARNING



As seen in our Curriculum Matrix, each of our projects are underpinned by concepts that run through each project and a real life issue to make our learning purposeful. For example, rather than learning about the Stone Age as a discrete subject, we look at 'belonging' and consider how not everyone has a place they 'belong'. This leads to a conversation about how to support the overcoming of this issue. Our end product links what we have learnt to the studied real life issue.

DEVELOPMENT OF SKILL

We use the Chris Quigley milestones to develop skills. The skill framework is split into three milestones with each milestone representing a phase (Key Stage One, Lower Key Stage Two, Upper Key Stage Two).

Each milestone has then been further broken down into year group specific objectives.

DEVELOPMENT OF KNOWLEDGE

We consider knowledge types to incorporate what we want the children to learn, how they are going to learn it and the process they must go through to achieve it and retain it. This is based on objectives taken from the National Curriculum.

Our projects are then split into 'knowledge threads'. This incorporates a variety of essential knowledge into different themes. For example, our Geography curriculum incorporates the themes of 'Population', 'Location', 'Environmental Impact' and 'Sustainability'.



LEARNING THROUGH ENQUIRY

As seen in our enquiry lens approach document, we appreciate the importance of learning through curiosity and aim to deliver a curriculum that allows for exploring, investigating and creating. We use floor books to represent our learning and journey of discovery.

