



## The Lioncare School

### Curriculum Map 2019-20 Autumn Term Project: Roald Dahl

#### Introduction

The primary task for the adults working at The Lioncare school is to foster a sense of engagement and enjoyment in learning by breaking down the fear and resistance that has been acquired through disrupted early years, and through this grow the skills and capacity of our children to engage positively and productively with the world. It is our experience that a project-based approach, underpinned by targeted literacy and numeracy interventions, is a successful way of offering both the breadth and depth necessary for our therapeutically-informed, child-centred curriculum model.

In June 2017 OFSTED stated:

*The curriculum meets the needs of pupils well. The enrichment of pupils' experiences through the curriculum is particularly strong. The school's curriculum ensures that pupils have the opportunity to make progress in a range of subjects.*

In December 18 they reported

*The school enables pupils to study a large range of subjects, and work is tailored to meet each pupil's specific needs. Pupils, including those who are most able, are given the opportunity to explore subjects in considerable depth... Leaders have developed a set of themes which have been designed to help pupils develop their life skills.*

Each year The Lioncare School runs three whole school projects. These are planned to offer breadth across three of our curriculum areas- The Human Curriculum, The STEM Curriculum and The Creative Curriculum. All projects allow for ongoing progress in all subjects but the shift in focus each term allows for the class teacher, curriculum leads, and school managers to plan for deeper learning opportunities, to monitor progress and to gap-fill areas of learning that emerge for individuals and for class groups.

For 2019/20 the Projects will be *Roald Dahl*(Human Curriculum), *Musicals*(Creative Curriculum) and *How the Brain Works* (S.T.E.M Curriculum).

**Roald Dahl** is the second Human Curriculum project under the newly revised version of Curriculum 16, the Curriculum structure of our therapeutic education model. C16 has been formulated to acknowledge the unique profiles of the children placed at the Lioncare School - characterised by disrupted early learning experiences, interrupted formal schooling, disengagement from mainstream settings, distrust of adult and professional input, continuous high levels of anxiety and emotional arousal due to trauma and disrupted attachments, and the resultant cognitive, sensory and social impairment. C16 is based on the following principles:

- All young people, whatever their start in life, and however they challenge, defy and subvert expectations, deserve the joy of learning and opportunities for success.
- The capacity to learn from experience and, from this, work towards goals, strive for achievement and acknowledge success, is a pivotal positive factor in a healthy and productive adult life.
- Learning also contributes to a rich and fulfilling life through our intrinsic development - self-belief, our joy in discovery and creativity, the enriched understanding of our world and, most of all, the relationships that develop as part of the process.
- For our children and young people the best route to such outcomes is to foster a skill set that engenders confidence, interest, enquiry, interdependence, reflection and resilience: knowledge will follow.
- The abilities and needs of each child are unique and must lead the curriculum, not follow it.
- Living is learning and all adults who interact with our children contribute to their curriculum.

C16 is made up of our three tiers of learning: PERSONAL DEVELOPMENT, PARTICIPATION and MAKING GOOD PROGRESS.

PERSONAL DEVELOPMENT is made up of four curriculum areas (*Being at School, Communication, Being Safe and Healthy, and Moving On*) that thread through all areas of living and learning.

PARTICIPATION is split into four curriculum areas (*Learning Together, Community, Belonging and Difference, and Activities*) that sit at the centre of our community-led approach to learning and development.

MAKING GOOD PROGRESS is made up of four curriculum areas (*Human, Creative, STEM and Functional*) which offer a broad and balanced academic curriculum that addresses gaps in learning and fosters opportunities for achievement for however long a child or young person is placed with us.

The subjects within these areas are defined by a small list of skills (Key Performance Indicators) that are the backbone of our work. Children and young people are set personalised, age appropriate learning objectives within these KPI and are assessed against these regularly as they progress through school, using a range of formal and informal mechanisms.

As **Roald Dahl** is a **Human Curriculum Project**, it will have the primary task of developing individual skills as described by our Key Performance Indicators for History, Geography and Philosophy. This Curriculum Map will detail these and suggest activities that best foster these. It is up to individual class teachers to develop and

deliver these in the way best suited to individual young people with consideration given to the age appropriate knowledge outlined in the National Curriculum programmes of Study for England . Roald Dahl offers a creative way to fill the gaps evident in the profiles of the young people at the school. For the cohort expected into the school for Autumn 2019 the project will be centred on Key Stage 2 outcomes

For History targeted planning for groups and individuals will ensure we meet the expectation that:

*A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.*

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

For Geography targeted planning for groups and individuals will ensure we meet the expectation that:

*A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.*

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

For Philosophy targeted planning for groups and individuals will ensure we meet the expectation from our own Curriculum that:

*I can explore important questions such as 'How can people find happiness in life?', 'Is there life after death?' I can use examples from real life, fiction or other forms of media*

<https://docs.google.com/document/d/16lPOkvNLxIZDjulYJOarJAmwhZx9O0Zp3IRMkh37FfQ/edit>

Children who show that they can confidently achieve these outcomes within the project will be given opportunities to extend their learning. Additionally, detailed scaffolding of core concepts and vocabulary in the early weeks of the Autumn term will support those not yet working at the relevant related expectations to support their understanding of the project content.

Education Reports at the End of this Project will give an overview of attainment against age related expectations for History and Geography.

**Roald Dahl** also allows for the underpinning of our Literacy and Numeracy and opportunities for further development of the skills outlined in the KPI for the Science and Creative Curricula.

**Roald Dahl** will also provide opportunities to explore a number of social and emotional issues that are live for the school community. There will be a focus on the relationship between the individual and the world around them and how this is mediated in our daily lives. Topic One on Our Living World will lead to discussions regarding sustainability and responsible membership of the global community. Topic Two on the World of Childhood will allow for comparisons between children, families and schools across places and times. Important questions about identity and belonging will be raised alongside an exploration of the ideas of “good” and “bad” people and how we see ourselves. The third topic- World of the Imagination- will use ideas of fantasy and nonsense to safely allow children to share, evaluate and celebrate their ideas and individuality.

Related will be some experiential learning about how others may have differing world views and creative processes.

**The following principles will apply to our project, *Roald Dahl*.**

- 1) Knowledge and skills are not acquired in a vacuum. The context for the sources and stimuli for activities will be considered in an age appropriate manner and will include both historical and contemporary themes and issues. Children with deprived and neglectful backgrounds may not have experienced formative opportunities to observe the influence of personal or global narratives in a healthy, coherent way. This project aims to provide the potential for fuller participation in peer, adult and community mediated life by broadening contextual understanding of the wider world.
- 2) Adult uncertainties will be embraced. If schools are to be true learning communities then dividing them into adults that know all and children that know nothing is reductive. While teachers will be expected to plan their lessons and use of resources professionally, all adults should be prepared to pause to consider issues that arise and give time for research, discussion and exploration in all forums. Adults should expect to sensitively, safely and professionally reflect on their own experiences and at all times ensure their views on cultural and personal transformation are professional and unbiased.
- 3) The Lioncare School strongly believes that its group-learning ethos provides consistent, meaningful coverage of core values. The themes of participation, representation, inclusion and tolerance, expressed in discussion of the themes of our project will give plentiful opportunity for young people to explore their feelings, thoughts and opinions on how the groups they live, and learn, in function. This will be underpinned by our annual Democracy Day on May 16th when the school community will vote on matters of significance to its day to day life.

4) Specific targets set for English/Literacy and Maths/Numeracy, following assessment, which are recorded on reports and monitored via our child centred systems, including Live Monitoring Forms, should underpin the personalised work for each young person. Work should be recorded in relevant workbooks and be evaluated following the Lioncare School Assessment and Accreditation Policy. Planned work should be informed by P:\Curriculum Plan\2014-15 National Curriculum and [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum - English\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf) and <https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study> which sets out specific skills to be taught at each stage. It is expected that these subjects be taught through both embedded and discrete approaches. Key Performance Indicators for these areas are detailed in the Appendix below.

**The Curriculum Maps for each project along with C16 as detailed for individuals in Live Monitoring Forms form the Lioncare School Scheme of Work.**

**Key Performance Indicators For History**

I can recount stories to help me understand events from the past (Chronology)

I can use timelines to show important events and help me understand the past (Chronology)

I can explain the impact of change on people and places from different time periods (Chronology)

I can show I understand cause and effect using my own examples (Causation)

I can explain why a person may have a different viewpoint depending on their age, gender or class

I can ask questions of my own about events from the past

I can use historical sources and evidence to help me understand the past

I can evaluate different sources and identify which sources are the most reliable (Using sources)

**Key Performance Indicators For Geography**

I can find out about the location of different countries and continents

I can find out about the people and how they adapt to their environment in different parts of the world
I can use maps, diagrams and charts to find out about the geography of our planet and describe how the earth has changed over time
I can describe different rock, climate and weather types found in different parts of the world
I can use maps, globes and atlases and create my own maps
I can use class and school trips to collect information about the local area and community
I can find out about the different people in my local community, in the UK and in the rest of the world
I can learn some basic facts about environmental, cultural and economic issues affecting the people around the world
<b>Key Performance Indicators for Philosophy</b>
I can explore how different people express their beliefs in the ways that they live and worship.
I can learn about philosophies, religions and worldviews and compare them
I can learn about the place of religious belief in my local community
I can share my thoughts, ideas and feelings about religious faith through a variety of activities (e.g. in Art, Music, Dance and Design & Technology)
I can explore important questions such as 'How can people find happiness in life?', 'Is there life after death?' I can use examples from real life, fiction or other forms of media
I can understand how the historical impact of religious beliefs have affected different communities (e.g. in Ireland, The Middle East etc.)
<b>Core Topics</b>
<b>The suggested project breakdown is</b>

*The following topics are to be delivered as appropriate for the class group and plans for the week as a set of interrelated themes, not discrete units.*

### **Topic One :Our Living World**

We will use the content of some of Dahl's best loved children's books to explore themes of how people live in the world , the choices we all make and how this impacts on others. This theme will look at the production of chocolate , the impact on local environments and the fair trade movement. This will open out the theme to explore the differences between the countryside and urban lifestyles and the impact of industrialisation. Excerpts and themes from *Danny, Champion of the World* and *Fantastic Mr Fox* will be used to look at the debates around poaching , hunting and farming methods. Children and adults will discuss how individuals are consumers who make choices that have consequences. Some class groups will also read though the whole of these books as an ongoing piece of work.

### **Topic Two: The world Of Childhood**

As the children at The Lioncare School know better than many the divide between the idealised childhood of many works of fiction and the reality of family life do not meet in reality and our hope is the stories we will present them will give them a safe space to reflect on own narratives, identity and close relationships. *Matilda* will open up both a comparison of education models of different eras and introduce ideas key ideas around family, identity, and the good-enough relationships we might find as we move through life. This will be developed through closer reading of *James and The Giant Peach* for some groups. Ideas about keeping safe and making realistic judgements about goodies and baddies/heroes and villains will be underpinned by readings from *The Enormous Crocodile*, *The Giraffe The Pelly and Me* and *The B.F.G.* Older groups will look at the life of Dahl himself to consider further how we might reconcile various aspects of a person into a complex individual.

### **Topic Three: World of Pure Imagination**

Adding *George's Marvellous Medicine*, *The Magic Finger*, *Esio Trott*, *The Vicar of Nibbleswicke* as well as poetry and recipes to the project, this theme will allow children to use their imaginations to make up countries , cultures, foods, flags and languages to be celebrated at a community wide theme day. We will celebrate how Dahl has inspired and shaped more contemporary writers such as David Walliams, Phillip Ardagh with the aim of promoting library membership and book ownership among the children. This topic will be used to promote deeper thinking about how we see and live our lives, mediate the frontier between our inner and outer worlds and express, and work for. our hopes and dreams. Children will be further encouraged to set these down in dream jars and to share and value each other's contributions to shared artwork and displays.

**Resources** *there must be a strong rationale linked to the individual LMF for the use of generic and printed resources*

<https://www.roalddahl.com/museum>

<https://www.twinkl.co.uk/resources/story-resources/story-resources-authors/story-books-roald-dahl>

[http://www.primaryresources.co.uk/english/englishbooks\\_authors\\_d.htm](http://www.primaryresources.co.uk/english/englishbooks_authors_d.htm)

<https://www.teachingideas.co.uk/library/authors/roald-dahl>

<https://www.roalddahlfans.com/students-teachers/teacher-ideas/>

<https://www.fairtrade.org.uk/>

<https://makechocolatefair.org/issues/cocoa-production-nutshell>

[http://news.bbc.co.uk/cbbcnews/hi/find\\_out/guides/animals/fox\\_hunting/newsid\\_1717000/1717812.stm](http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/animals/fox_hunting/newsid_1717000/1717812.stm)

<https://easyscienceforkids.com/all-about-pheasants/>

<https://www.visitmyfarm.org/preparing-for-your-farm-visit/296-farm-linkedactivitiesforks2geography>

### **Difference**

It is a core strand of The Lioncare School's approach to Equality and Diversity that the Curriculum Map for each Project will include an explicit statement on how the work will contribute to the understanding of difference and the promotion of respect, tolerance and participation in the school and wider community.

For **Roald Dahl** this will happen through young people:

Understanding that children in different global and local communities may have a different standard of living to that which our community may consider good enough

Recognising that the decisions we make about our lifestyle may contribute to inequality

Experience the views of those who make different lifestyle choices and show how to communicate tolerance of these differences

Having opportunities to discuss how they as individuals and The Lioncare School as a community may want to take action around sustainable living

Being supported to enter conversations about who is “lucky” in life, the manifestations of envy and greed this can promote and an assessment of individual lives where material comfort may or may not be felt to offset emotional or social deprivation.

Being supported to think about what type of family life is “good-enough” and what constitutes healthy relationships between adults and children in different settings, and what makes a good friend; we will look at how friends don’t have to be like us to show and receive positive regard.

This will project will start a discussion about dyslexia, and other neuro-diverse learning conditions that will extend throughout the year and be the focus of our S.T.E.M project, How the Mind Works.

**Participation**

Relevant Key Performance Indicators for classroom based aspects of this project under the Participation tier maybe found in *Work and Learning* and *Making a Contribution*.

For offsite elements the KPI can be found in *Being Safe Activities and Play* and *Physical Development*

PE activities for Autumn 2019 include trampolining, Tennis, swimming, horse riding and Bouldering

**Activities:**

The Lioncare School runs a trip or activity each Friday and these are a balance between curriculum enrichment (Progress), community awareness (Participation) and skills (Personal Development).

Activities Planned for September to December 2019 Include:

Curriculum	Community	Skills
Chocolate making day	Use of the library	Swimming
National Roald dahl day outdoor activities	Exploring the old police cells at brighton town hall	Riding
Butterfly and worm growing	Go Ape	Trampolining
Peach and snozzcumber growing	Hindleap warren (team building)	Climbing Swimming
Film appreciation Day		
Matilda the musical	Matilda the Musical	
Herstmonceux science centre		
Fantasy world theme day	Fantasy world theme day	
Middle farm (Fantastic Mr Fox day)		
Go Wild (Danny the Champion of the World day)		