



The Lioncare School

Curriculum Map 2020-21 Spring Term Project: The 1970s

Introduction

The primary task for the adults working at The Lioncare school is to foster a sense of engagement and enjoyment in learning, break 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 positive personal development plans and targeted literacy and numeracy interventions, is a successful way 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 teachers and school leaders 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 the school year 20/21 we will deliver Britain (Human Curriculum) , The 1970s (Creative Curriculum) and Space (S.T.E.M Curriculum). Future planned projects include The World of Sport, Moving Pictures and Light.

The 1970s is the first Creative Curriculum project under the newly revised version of Curriculum 2020 (C2020), the Curriculum structure of our therapeutic education model. C2020 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. C2020 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.

C2020 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 **The 1970s** is a creative project it will have the primary task of developing individual skills as described by our Art, Drama and Music Key Performance Indicators. This Curriculum Map will detail these and suggest activities and resources 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.

The 1970s will also provide opportunities to explore a number of social and emotional issues that are present for the school community. There will be a focus on ideas of identity, individuality and belonging and how these can be expressed through art, music and fashion. A comparison between the life of children then and now will highlight thinking around contemporary British lifestyles and values. Children will explore what school was like in the 1970's through games, cooking and experiencing a pre-internet school week. This will also coincide with Safer Internet Day in February 2021, teaching and learning planned for this period is a planned stage in our implementation of the new Relationship, (Sex), and Health Education Curriculum. **The 1970's** also allows for the underpinning of our Literacy and Numeracy and opportunities for further development of the skills outlined in the KPI for the S.T.E.M and Human Curricula.

Education Reports at the end of this Project will give an overview of attainment against age related expectations for relevant aspects of the Creative Curriculum.

The following principles will apply to our project, *The 1970s*

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.

CoVid-19

One extreme and specific context for the delivery of this project is that it is being planned for delivery during a worldwide pandemic. At the time of writing it is assumed that the school will be fully open in January 2021, as we have been throughout, or whether circumstances could change at any point we will be delivering the project in one of our flexible learning modes <https://docs.google.com/document/d/1lehl4ygFsva9UxIgiGgn3HWkd44QNgUQFQcX1q3XUEY/edit?usp=sharing>. Not only does this challenge our capacity to plan for classes it raises many uncertainties that can only be resolved week by week; for example illness or self-isolation may mean that teachers are prepared to teach all children across all classes. In addition anxiety in the children's group is magnified by the removal or reduction of the routines and activities that contain worries and fears. Adults and children alike could be preoccupied by the health and well being of themselves and their loved ones/families and tolerance for learning may be reduced in some , while the need for structure, activity and certainty will be key for others. Risk assessment may impact on community based aspects of planned delivery of this project.

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 development 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 identity, individuality, 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 and how they and their peers can negotiate and tolerate both shared and unique experiences, opinions and expression.

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, Education Reports and Behaviour Watch, 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 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.

Topics

Art and Nature

Children will look at appropriate images from the land art movement and use a range of media and material to create their own works that both replicate and develop the ideas they have been exposed to. This will include the use of digital media for contemporary explorations of the genre. Associations will be made around the

feelings that are evoked working in and with natural objects and linked to the roots of green/sustainable thinking in the 1970's. Children will be encouraged to link this to how they care for their own environment.

Images, photographs and artefacts produced will be used in a (real or virtual art show) to encourage children to take pride in their work.

Identity, individuality and belonging

The making and understanding of music and sound will be the dominant thread of this project and will capitalise on the skills and interests of the current cohort. Alongside an exploration of our 70's jukebox * as a resource for understanding and discussing our music curriculum, children will also look at how music in the 70s became a way of expressing identity. Children will learn about and make fashions from the time and explore how external presentation can influence how others perceive you and how music and fashion was used over the decade to express conformity, rebellion, and political, cultural, and racial alignment. Issues around gender and sexuality and how they have developed to the modern day will be explored in each class in an age appropriate way.

**Our 1970's jukebox will consist of: Siouxsie and The Banshees, Kate Bush, Blondie, Donna Summer, Gil Scott Heron, Last Poets, David Bowie, ABBA, The Police, Bee Gees, Elton John, Stevie Wonder, Bob Marley, Sweet, T. rex, Pink Floyd, Black Sabbath, Fleetwood Mac, Village People, Kool and the Gang*

In conjunction with , and building on work from last term, children in Key Stage 3 and 4 will undertake the Stepping To Success counter extremism programme and the school will pilot a new reflective process for incidents of racism.

Film and TV

"Classic" TV programmes will be shown and compared to today's entertainment. Children will watch appropriate clips from 70's films, especially musicals. Through These resources will inform the planning and creation of short pieces of drama for recording and performing, this may include the use of puppets and animation. Recorded works will contribute to the Art Show.

The 1970's school

Similarities and differences between schools in the 1970s and now will be drawn out and the lived experience of those adults of the correct age will be an important focus for this work. Toys and games from the 1970s will be provided and there will be periods where no modern technology will be used to complete routine tasks. This work will be pulled together to have full seventies school days including the provision of a school lunch. Iconic children's texts published in the 1970s will be introduced to classes: The Lorax (1971), A Bear called Paddington (1974), and Are you there, God, It's me, Margaret (1970). The final theme in this topic will be to broaden the scope of the project to look at what happened in the 1970s for children in a range of non European cultures.

Difference

It is a core part 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 community.

For the 1970s this will happen through young people:

- Learning around ideas of individualism, identity and belonging through fashion and music and through this engaging with culture change about race, sexuality and feminism
- Experiencing aspects of school life as lived by some of the adults who care for and educate children at the school.
- Working together to perform creative tasks and learning to offer and accept constructive evaluations and subjective responses to these.
- Building on work done in Black History Month to further challenge racist thought and action in school

The Curriculum Maps for each project and the individual Live Monitoring Forms constitute the Lioncare School Scheme of Work.

Key Performance Indicators For Making Good Progress- Art

I can observe, investigate and respond to first-hand experiences, memory and imagination

I can collect, examine and select resource material to use in the development of ideas

I can explore and discuss the works of artists, designers and craft workers from my own and other cultures

I can develop my understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate my ideas

I can evaluate my work and that of others, saying how it was made and sharing my ideas

I can discuss difficulties and review and modify work to find solutions

I can use a range of media, materials, tools and processes including drawing, painting, printing, textiles, 3D construction and malleable materials

I can select what is appropriate media to realise personal ideas and intentions

I can discuss my own work and the work of others and consider how I might adapt and refine my ideas, skills and processes

Key Performance Indicators For Making Good Progress- Music

I can experiment with and create and combine sounds

I can use my voice expressively alone or with others

I can play tuned and untuned instruments with control and thought alone, with others and to an audience

I can manipulate and organise ideas with musical structures and replicate sounds from aural memory

I can improvise and compose music for a range of purposes

I can develop an appropriate knowledge of musical notation

I can listen to and attend to sounds and music from a range of traditions and cultures

I can talk about the music I listen to in and out of class of class with knowledge of its form, history and impact

Key Performance Indicators For Participation : Drama

I can use a variety of dramatic conventions to explore ideas, issues, texts and meanings.

I can appreciate how different techniques are used to convey action, character, atmosphere and tension

I can listen to others, respect their ideas and viewpoint and work positively as part of a group

I can comment critically on a range of performances that I have taken part in or watched

I can create and take part in role-play or improvised scenes in order to explore themes or issues

I can invent and develop a character or role to explore a dramatic situation, theme or issue

I can understand the cultural and social purposes of drama and can appreciate the values and attitudes of my own and other communities

I can use a variety of dramatic forms and techniques to express my own ideas and feelings in a performance

Key Performance Indicators For Participation : 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 Participation : Agency and Interdependence

I can accept that there are a range of choices in all situations

I know how to think about which choice to make, including seeking guidance and advice when necessary

I can feel good about making the right choice , reflect on poor choices and understand that some choices can be equal but different

I understand my actions have consequences, including emotional ones for myself and others

I understand there are times when I have little choice about what happens but I can manage how I act and feel about these times

I am clear about what has happened in my life as a child that is not within my control and I can show how my thinking about this develops as I mature

I have a clear story about my life which is realistic and can tolerate thinking and talking about how this shapes what choices I have now

I can say some things I want in my future

I can take steps towards the things I want in my future

I can initiate talk about and actions towards these changes

Key Performance Indicators For Participation : Understanding Difference

I understand how I am the same as others and how I am different

· I can support others whether they are similar or different to me

· I can learn about my own cultural and ethnic background

- I can talk about my own and others cultural and ethnic background
- I can talk about culture and ethnicity with respect
- I understand the terms prejudice, discrimination, equality and diversity
- I understand that the language I use about those I perceive as different to me can affect how others feel, and how they act towards me
- I can work and play with others who may be different to me with tolerance and patience

Participation and The Activity Curriculum

This section is written in the context that Public Health Restrictions are ongoing

Curriculum	Skills	Community
Outdoor sessions for Land Art (small groups)	Skateboarding	70's school dinner
70's games, toys and crafts	Horse Riding	70's playground activities
70's films, music and TV	Dance (via Youtube/Switch/Wii)	70's school days
70's cooking	Hula Hoop	70's fashion show
70's Technology (Atari, Computers the size of rooms, cameras with film roll, Voyager 1 and 2, Arcade Games)	Forest school type activities	Queen's Silver Jubilee Day
	Developing camera film	Strike Day (speeches, soapboxes, placards, slogans) - could be likened to BLM
	Scooters/(chopper) bikes	Festival Day: Eurovision/Woodstock