



The Lioncare School

Curriculum Map 2021-22 Autumn Term Project: The Human Curriculum : Sport Around The World

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 21/22 we will deliver Sport Around The World (Human Curriculum), Moving Pictures (Creative Curriculum) and Light (S.T.E.M Curriculum). Future planned projects include Ancient Civilisations, The 1980s and The Constructed World (Materials and Forces).

Sport Around The World is the first Human Curriculum project under the newly revised version of Curriculum 2020 (C2020), the Curriculum Framework for 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 ***Sport Around The World*** is a Human Curriculum project, it will have the primary task of developing individual skills as described by our Key Performance Indicators for Geography, History and Philosophy, as well as areas of our curricula for Global Communities, Activities and Play and Physical Development. 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. For this project, and based on the prior attainment of the children at the school across all key stages, the focus of the teaching input will be based on supporting young people to attain or exceed outcomes related to the Expectations for Years 2-5 in these subjects. We recognise that many of our older children have not completed the prior learning necessary to access all of the secondary curriculum and are disadvantaged by gaps in their basic knowledge of the geography and history of their world. Where young people have a stronger foundation in specific areas, targets that are appropriately challenging will be set.

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

The following principles will apply to our project:

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

The school has remained fully open throughout this pandemic however it is vital to recognise that the children have been kept within a very small bubble, both in school and at home. As the school begins to open up more, accessing community, off site PE and educational visits we must not underestimate the impact this is likely to have on our children and adults. Suddenly, from accessing home and school only we are now beginning to step into the world of off-site activities that is different to how it was before. Not only does this challenge us as adults, it will raise uncertainties that can only be worked through and looked at week by week by keeping risk assessments and working documents live. In addition, anxiety in the children's group is likely to be magnified by the reintroduction of previous routines and activities that are likely to escalate their worries and fears. Adults and children alike could be preoccupied by the unlocking of the outside world therefore 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

This project aligns itself well with the interests of our current cohort. Global events (COVID 19 pandemic) have limited our sense of community and as such it has been our focus to support integration into our local and wider communities. We have witnessed through the Football European Championships and our own Sports Day how sport can be a unifying experience. We have also all used the pandemic as a back-drop to considering our own health and well-being, and made links between our physical and emotional well-being. Children have enjoyed formal and informal ways of staying active throughout and the experience of the summer term 2021 was that the current cohort could manage to participate well in, and enjoy the experience of-riding, trampolining, climbing, watersports and park games. We will build on this through the teaching of the following topics:

1) The History of the Olympics

In this topic children will study the origins of the Olympic Games in ancient Greece and develop their ability to understand aspects of the past and how they think about it. This will develop further as other events from the history of the Olympic Games are explored. Through thinking about ideas of ritual and celebration some of the “big questions” from our philosophy curriculum will be asked including those about happiness, perseverance, belonging, aspiration and how they contribute to a “meaningful” or purposeful life.

2) Sports across the world

In this topic children will learn about the national sports of four different countries as well as other traditional sports and games played in these countries. Through this they will explore how the geography and climate of the region has affected the culture and activities undertaken by the people of the country and the cultural, political, religious and historical significance of sport. The countries are: Finland, Brazil, South Korea and Australia. Comparison will be made between these countries and between them and the United Kingdom.

3) What is Sport and who does it?

This topic will allow children to think about what we mean by “a sport” or a “game” (is darts a sport? chess? dance?). They will explore these questions in ways that develop their critical thinking and discussion skills. In age appropriate ways, issues of inclusion and representation will be considered including those related to race, wealth and class, gender and trans-inclusion.

Each class will look at case studies relating to famous personalities and their contemporary and historical significance, with each class developing their learning about Marcus Rashford and teachers selecting from the following other personalities:

Muhammad Ali, Pelé, The William’s sisters, Michael Jordan, Jessie Owens, Usain Bolt, David Beckham, Princess Anne, Victoria Pendleton, Gareth Southgate, Laurel Hubbard, Simone Biles, Chelsea Werner, Ellie Simmonds, Tani Grey-Thompson, Martina Navratolova and Zahra Nemati.

4) Fit In

This is the applied element of the project as outlined in the activity section of this curriculum map. As well as working on their personal fitness and skills you people will develop team skills of cooperation and negotiation and their capacity to accept coaching and feedback.

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 Sport around the world this will happen by:

- Structured learning about different places and culture
- Discussion about ideas of participation, inclusion, representation and privilege in sport
- Experience of, and support in, respecting individual difference throughout the Fit In topic

Reading and Media

All classes will read parts or all of Marcus Rashford's *You are a Champion*

Initial engagement in concepts about winning and losing will be supported by Simon Phillip's picture book, *I really Want to Win*

Teachers may also choose from:

Roller Girl (Victoria Jameson)

Thrills, Skills and Molehills (Chris MD)

Billy the Kid (Michael Morpogo)

Extra Time (Morris Gleitzman)

Ghost (Jason Reynolds)

Tiny, Pretty Things (Dhionella Clayton and Sona Charaipotra) (Butterfly Class)

The following films will also be consider, in part, or entirety, across key stages subject to teacher preparation :

Bend It Like Beckham

Africa United

Billy Elliot

Glow (TV) (Butterfly Class)

Fighting with my Family

I Tonya, (Butterfly Class)

Karate Kid

Ali

Senna

Eddie The Eagle

Hercules

Brave

Mulan

High School Musical (1, 2, 3)

Robin Hood
Cars (1, 2, 3)
Raya
Descendants
Harry Potter
Miracle
Rocky of the Year
Cool Runnings (as a good source of discussion around stereotypes which is a strand from the RSHE Primary Curriculum)
Enchanted (themes of winning and losing in life, difference, seeking happiness, perseverance)

All class teachers can bring in additional, suitable media once discussed via email or in Teacher Group Supervision.

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: 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 Making Good Progress: 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

Key Performance Indicators For Making Good Progress: Philosophy

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 the historical impact of religious beliefs have affected different communities (e.g. in Ireland, The Middle East etc.)

Key Performance Indicators For Participation : Global Communities

I am aware that I live in Great Britain and where it is in the world

I can learn about the history, politics, culture and values of Great Britain

I can learn about the history, politics, culture and values of other places and how they might be the same or different to Great Britain

I can use a range of sources to find out what is going on around the world

I can think about how world events may affect me and the people I know

I can think about how the actions I take might affect others across the world

I can show identification with and empathy for others I may never meet, especially those of a similar age to me

I can show appropriate emotional reactions to world events

I can participate in activities that contribute to global communities

Key Performance Indicators For Participation: Activities and Play

I can engage in a range of physical, creative, social and cultural activities, games and pastimes

I can make choices about the activities I want to do

I can try new activities, games and pastimes in familiar and new settings

I can choose an appropriate activity to occupy myself for a period of time

I can participate with a familiar adult, in a group and with new people

I can take part in outdoor and adventurous activities which present intellectual and physical challenges both individually and within a team

I can follow the rules of a game or activity that is familiar to me and learn the rules of new games and activities, including those rules that are in place to keep me safe

I can take turns and cooperate with others when playing

I can manage winning and losing

I take part in imaginative play and activities in a familiar group

Key Performance Indicators For Participation: Physical Development

I can get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle

I can develop my skills of balance, flexibility agility and coordination

I can develop my strength, technique and control when performing sports and activities

I can use a range of movement patterns, styles and forms creatively and expressively

I can think about how I have done a physical activity and make changes and improvements to my work

I can accept guidance and coaching to improve my performance

I can be part of a team

I can engage in healthy competition

I can swim

I can take part in sports and activities outside school through community links or sports clubs

Participation and The Activity Curriculum

For Autumn 2021 The Lioncare School will run a number of regular PE trips. Friday trips will be opportunities for each class to come together and try a new or communal activity.

Resources will be in place for class based playground activities and park sessions.

At the time of writing the plan below is purely indicative and subject to change due to local and national guidelines, the final makeup of the cohort for the school and booking arrangements with partner organisations.

PE	Fridays	
PE one: football	10.9.21	Small group park activities
PE two: high sports	17.9.21	Golf - small group foot or crazy golf Plus half day visitor tbc

Visitors	24.9.21	Golf - small group foot or crazy golf	Plus half day visitor tbc
Korean hip hop/ street dance tutor	1.10.21	Volleyball - small group at Yellow Wave	Plus half day visitor tbc
Capoeira	8.10.21	Volleyball - small group at Yellow Wave	Plus half day visitor tbc
American Football	15.10.21	Whole School Lodge Hill or Branching Out	
	22.10.21	Half day - break up for half term	
IN school sessions (classes) Nintendo switch fitness You tube dance tutorials	5.11.21	School sponsored steps fortnight - Nature walks (Stanmer, beach, etc) Small group swimming - initial assessments <i>Alternate for bad weather board games' day</i>	
Playground sessions Circuit games and activities	12.11.21	School sponsored steps fortnight - Nature walks (Stanmer, beach, etc) Small group swimming - initial assessments <i>Alternate for bad weather board games' day</i>	
Park Sessions Circuit Games Rounders Frisbee Football	19.11.21	Bowling - small groups, Marina or other	
	26 .11.21	Winter Sports Day	
	3.12.21	Whole school - Knockhatch	
	10.12.17	Ice Skating	
	17.12.17	Half day break up for Christmas	