



# Our Curriculum at Manland



The curriculum at Manland is engaging and progressive. It covers a wide range of topics, interests and key events in History. At Manland, we follow the Chris Quigley skills for our non-core curriculum teaching. For the core subjects (English, Maths and Science), we use planning provided by Herts for learning. The Chris Quigley Curriculum sets out essential coverage, learning objectives and standards which are required for all subjects. Furthermore, it provides progress measures for all subjects including personal development. It also emphasises the importance of developing the depth of children's learning whilst allowing them to apply the skills which they have learnt independently in a range of contexts.

At Manland, we want to challenge our children to become independent, well-round individuals who take ownership of their learning and become deep thinkers. The Chris Quigley skills learning approach allows our children to apply their knowledge and skillset in a range of contexts. By following the Herts for Learning planning for our core subjects, it ensures that we are setting challenging targets for our children and keeping up to date with any curriculum changes. It also enables us to work with schools in the local consortium to moderate the children's outcomes and share ideas, for example, key texts or resources which work well for different year groups within our cohorts.

Teachers work from long term plans which have the skills they need to teach their year group for each subject, together with topics and units which gives the context to teach the skills within. You will find these documents on each class page. This ensures that non-core subjects are taught with equal coverage. Subject leaders also work together to ensure that each subject provides enrichment activities for the children at Manland. For example, we have many school trips, local visits and workshops.

The children are involved within our planning. At the beginning of each topic, children are given the opportunity to tell their teacher what they know and what they want to know. At the end of the topic they then reflect on these key questions by answering the question "What have you learnt?" Teacher's use this pupil voice to ensure they are building on the children's existing knowledge, teaching them the skills they need to learn within an engaging unit of work. The majority of our families are from White British families; therefore we have recognised the need to teach children about the world around them. For example, by teaching the children about cultures from around the world and different religious beliefs that people may hold.

Teachers assess and differentiate their lessons so that all children can achieve and be challenged within their learning. Leaders monitor the curriculum to ensure it allows the children to access a wide range of learning opportunities. They do this in many ways, including meeting with teachers, carrying out pupil voice and monitoring the coverage of subjects in books. Information from this is then used to review and evaluate our curriculum coverage.