

Curriculum Overview

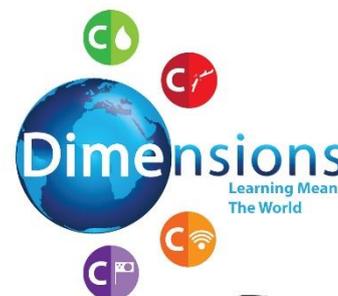
Science, Geography, History, Art & Design, Computing (Including e-safety), Design Technology, Music and PSHE:

Dimensions: Learning Means the World

Rationale for Implementation - Dimensions

We use Dimensions 'Learning Means the World' curriculum as one of the **main approaches** for achieving our outlined curriculum intent. Dimensions incorporates all our science, geography, history, art & design, computing, design technology, music and part of our PSHE. PSHE and RSE is supplemented with additional units from the Dimensions 3D PSHE primary programme. Other subjects interweave with Dimensions where appropriate.

The 'Learning Means the World' Curriculum has been described as an **outstanding** example of curriculum innovation. It is **carefully** and **creatively** designed, with rigorous **progression** and **integration** of subjects, taught through **highly relevant** and **engaging** thematic units. It is built on the foundations of current world issues (**Communication, Conflict, Conservation and Culture**) and encourages children to be **outward-facing** in applying their learning into **everyday life**.



It is broken down into the following phases, known as **Learning Pathways**:

- Adventurers (7-9 year olds) (Year 3 and Year 4)
- Navigators (9-11 year olds) (Year 5 and Year 6)



Each **Learning Pathway** is characterised by **learning traits**, which are developed through the themes. These help equip pupils to be **agents for positive change**, both within their local context and further afield.

Our curriculum narrative begins with **Communication**, as oral, written and visual communication is at the heart of all our learning in school. We recognise the **importance** of **positive communication** and its impact on **compassionate relationships**, a sense of **curiosity** and **community spirit**.

We follow this with **Conflict** as we understand the importance for our children to **acknowledge the impact poor communication can have** in causing conflict. This will help them to positively resolve their personal conflicts and enable them to **develop a deeper understanding** of conflicts in society.

Our third area is **Conservation**. In the spring, children are provided with **opportunities to witness and take part in the changes of nature** as the seasons move to a **time of growth**. As they learn more about nature, they also develop a better **understanding of sustainability** and what they can do individually to help **look after our planet**.

Finally, we complete our school year with **Culture** to demonstrate **empathy** within our **diverse community** and to **celebrate the similarities and differences** within our community. This opening

of children's minds equips them with the understanding of positive aspects of varied cultures and encourages them to take this into the summer break and beyond.

Our [GJS Dimensions Project Overview](#) details which projects are taught, when they are taught and gives more information about each project.

Current World Issues: The Four 'Cs'

Communication:



As a school with children from a **large range of cultural backgrounds**, we understand the importance of **effective communication**, not only in their learning but also in **building relationships** and conveying meaning to the wider society. We want our pupils to understand the **power of communication** and the impact it has on their lives, whether positive or negative. At Greenleys Junior School, we aim to give our pupils **rich and varied opportunities** to develop their **spoken language and vocabulary** so that they can express themselves and their learning across a range of contexts. Through our curriculum, we aim to **inspire** them to read, to gain **enjoyment** from reading and independently seek out texts which interest them. It is our aim to provide our pupils with the right **communication tools** so that they can fully **access the curriculum, confidently articulate their learning and make positive contributions to society**, now and in the future.

Communication Learning Journey:

By the end of the Navigators Phase (Year 6), pupils will be able to communicate in ways that **build and maintain positive relationships** through focused **listening, confident speaking, sharing ideas and explaining clearly**. They will know how communication has developed through time and the chronology of technology, now our current main means of communicating. They will also learn how to **communicate in an assertive way, avoiding conflict through mutual respect**.



Conflict:



Our pupil's **behaviour** and their **enthusiasm** for our school is evident for all to see. We understand that their **experiences of conflict varies** in degrees. As a result, we aim to help all our pupils **understand how their actions can lead to conflict**. We expect each individual to be **responsible for their own actions**. Through our curriculum and our restorative practices, we aim to provide the **opportunities** for all pupils to **develop the skills needed**, including **resilience**, to **deal with conflict positively**.

At Greenleys Junior School, we aim to give our pupils a more **realistic view of conflict** within society. We want them to know that conflict can often be the result of a **lack of understanding of different viewpoints** and **poor communication skills**. We believe that it is important that they have a **clear picture** of the role conflict has played in **history** to shape our **society** and how it continues to **shape our present**.

Conflict Learning Journey:

By the end of the Navigators Phase (Year 6), pupils will be able to **define conflict** and explain the **key reasons** as to why conflict exists. They will also be able to give specific examples of conflict, both **past and present**, on a **local, national** and **global** scale. On a personal level, they will learn how to **handle disagreements constructively** and **resolve their differences peacefully**.



Conservation:



At Greenleys Junior School, we are **committed** to ensuring that our pupils have a **meaningful understanding** of what **conservation actually means locally and globally**. They need to see how **their actions**, and the **actions of others** and groups in society have a **direct impact** on citizens now and in the future. Through our **curriculum experiences**, we aim to bring the meaning of **conservation** to life **highlighting its importance and relevance** to our pupils. We want them to be **inspired** to be **responsible global citizens** by providing **opportunities** for them to **take care of the environment**. Through these **conservation experiences**, in our **extensive outside areas**, our pupils have the opportunity to **care for, nurture and respect nature**. From this, it is our aim that all pupils will realise the **importance of their role** and the direct impact they can have.

Conservation Learning Journey:

By the end of the Navigators Phase, pupils will be able to **define conservation**, outline key areas e.g. biodiversity and understand why it is such an important world issue. They will learn how we can **live more sustainably**, understanding the **importance of natural resources and renewable energy**. On a personal level, they will learn how they can **make a difference** by **reducing their carbon footprint** and behaving in a more **environmentally responsible** way.



Culture:

By the end of the Navigators Phase, pupils will be able to define and identify the characteristic **features of culture** and understand why **cultural diversity** is important. They will be able to talk about the **features** of a range of **different cultures** from around the world, explaining some of their **similarities and differences**. They will also learn how culture affects **perception** and **influences behaviour**.

Culture Learning Journey:

We are **proud** that our school is **culturally diverse** with pupils from a range of different **backgrounds, cultures and ethnic groups**. It is our aim to build on the **respect** children demonstrate to each other in school, to develop a **deeper understanding** of **cultural differences** in society and how these differences can be **celebrated**. We want them to have the **confidence** to **respect and embrace** these differences and not be influenced by negative peer pressure. At Greenleys Junior School, we are committed to **enabling pupils** to **celebrate** their own **cultural uniqueness** whilst being able to **show empathy and tolerance** to others, as valued members of the school and wider community. Through our curriculum experiences, we want our pupils to understand and recognise **British values** within a global context so that they become **outward-looking** and understand the **importance of global diversity**.



Dimensions ‘National Curriculum Essentials’ Units:

Dimensions ‘NC Essentials’ units ensure **complete coverage** of the National Curriculum. They **complement** the core projects and add additional **breadth and depth** to our curriculum. They cover Science, Geography and History.

Year 3 NC Essentials Units:

Rocky the Findosaur – Science
Three Giant Steps – Geography

Year 4 NC Essentials Units:

Out and About – Geography
May the Force Be With You – Science
Window on the World – Geography

Year 5 NC Essential Units:

Go With the Flow – Science
Been Around the World – Geography

Year 6 NC Essentials Units:

Time Team – History & Geography
In Your Element – Geography

Dimensions ‘Competency’ Units:

Our Greenleys Junior School mission of ‘**Learning for Life**’ is at the heart of all our curriculum planning and the learning experiences included reflect this. Aligned with this we also encourage our pupils to have **high aspirations** by teaching them about **human creativity and achievement** through additional **Competency Units** about **famous figures** and **groups of people**. The units add further depth and breadth and focus on **Creativity, Commitment, Courage and Community**.

Year 3 Competency Units:

Lindow Man – Prehistoric Man
Saxon King – The Story of Harold Godwinson

Year 4 Competency Units:

Viking Warrior – The Story of Ragnar Lothbrok

Year 5 Competency Units:

The Rescuers – The Story of Heroes of the Titanic
British Bulldog – The Story of Winston Churchill

Year 6 Competency Units:

True Crime – The Pendle Witches
Pharaoh Queen – The Story of Hatshepsut