

Our intention is to create a culture of enquiry, curiosity and challenge that permeates both explicit and hidden curricula. Written by teachers for teachers, our school is in the early stages of implementing a local, bespoke version of the Curious-city™ approach that inspires and guides our teachers to create contextually relevant enquiry-led experiences. This enquiry-led approach is enabling our school to create a bespoke, locally focused curriculum over the course of two years that goes beyond the National Curriculum 2014.

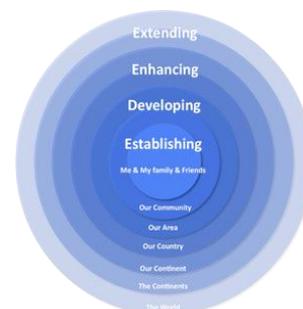
The skeleton of curious and creative learning opportunities, progressively planned and matched to cognitive development, exposes learners to the wider world in carefully planned stages. The skeletons provide just enough guidance whilst enabling our teachers to inspire learners with local people, places and stories relevant to the school's locality. The current structure also has plenty of room to respond to the ever changing world. Enquiries are shaped by our school over time. Our curriculum will be unique but not isolated: we are part of a family of curious, enquiry-led settings and collaborate regularly at learner, teacher and leader level.

We implement the enquiry-led approach in several ways. Using seven themes that help to steer and give a particular flavour to an enquiry, learners seek answers to questions posed. The seven themes help teachers ensure that a broad range of perspectives are offered during a year, and that they understand the purpose of the enquiry. This helps create a balance of experiences each and every year and ensures a breadth of experience in every year group.

States of Being (below) enable learners to focus on and/or combine powerful knowledge in different enquiries. Each knowledge-engaged state symbolises an aspect of the curriculum, helping learners to master both the *know of* and *know how* of a subject, not just remember it. For instance, we want our learners to be Scientists, not just learn about science. As a result, whilst we have enquiry skeletons, we build on these responding to the needs of learners: as they get older, we help them cross-pollinate states. We want learners to discover for themselves that they can be an Author, Scientist, Geographer and Philosopher at the same time and that some adults combine these states to become Archaeologists, for instance. We want our learners to see the interconnection between what they are learning in how this knowledge is applied.

Cognitive development aligned with enquiry-led learning

In a nutshell, enquiry-led learning provokes learners with **key questions** too big to answer in one go, but not so conceptually large that they cannot understand. The purpose is to guide learners through a scaffolded process, answering the big question with a piece of writing for example, performance or animation. As cognitive development, emotional literacy and language immersion underpin the Curious-city approach, as well as purposeful links to mastery-led learning principles and attachment theory, we recognise children's awareness of the world develops as they mature and that this has a significant impact on their ability to learn. Our job is to help learners make sense of the world, not just expose them to it.



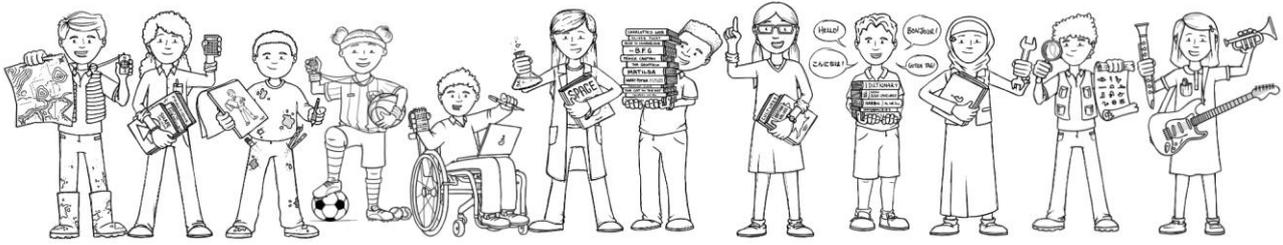
More than the National Curriculum

Lessons may also feel different in our setting from the norm. Think of a child's time in school as a continuum of experiences rather than a set of lessons. Sometimes experiences are short, sharp and immersive, other times they are light-touch events over a longer period of time. This is exactly what a curious, knowledge-engaged curriculum should be. The usual Author (literacy) and Mathematicians (numeracy) teaching sequences continue, enhanced by locally rich and relevant experiences through the inclusion of significant people, places and stories by weaving in faith, community and culture into enquiries. National Curriculum subject objectives from Science, History, Geography, Art & Design, Design and Technology, Music are woven throughout enquiries as seen on the *Whole School Enquiries Map*. Some subjects (renamed using the States of Being) are taught discreetly, such as Foreign Languages, Physical Education, Religious Education (using the South Gloucestershire locally agreed syllabus and the Understanding Christianity resource) PSHE (using the Jigsaw syllabus) and SMSC (Spiritual, Moral, Social and Cultural). Where possible links are made, but more often than not, they are stand alone experiences.

The seven themes



enable learners to become...



Geographers • Scientists • Musicians • Authors • Philosophers • Mathematicians • Artists • Engineers • Historians • Linguists • Athletes

To find out more about our local, knowledge-engaged, globally connected, enquiry-led curriculum ask us about the deliberate action we are taking to shape our curriculum to meet the needs of our learners and community that we are proudly a part of.