

O.U.R Curriculum

Oldbury's Unique Response

OUR curriculum (Oldbury's Unique Response) has been developed to ensure that children have: a sense of where they belong and how this fits into the wider world (character and identity); their rights and responsibilities as citizens of the world and a secure foundation of knowledge and skills on which to build lifelong learning. To this end, all of our themes start with the child and what they know developing into a deeper and broader understanding of local, national and global perspectives. Every theme is carefully planned building on prior knowledge and understanding (metacognition).

In a world of great cultural and faith diversity we want our children to understand and celebrate similarities and difference. Our goal is that children leave us with 'the roots of responsibility and the wings of independence' - they will be empowered to live their own lives and have resilience to face a rapidly changing world.

Our curriculum helps our children to develop the skills and knowledge they need for their future lives as architects, engineers, designers, artists and teachers of the future.

O.U.R Curriculum Model



The final part of our Curriculum model is the importance of the holistic development of children and their character development. We develop character through:

Character caught, based on our values and ethos within the school

Character taught, a way of reinforcing positive character development through building learning powers – we call these our 'Gem Powers'. It is the gem powers that help the learners develop

OUR Curriculum – Developing Character

A major focus of OUR Curriculum is to empower our pupils to become effective learners and using our underpinning values to help develop a pupil's character.

We believe that developing 'character' goes hand-in-hand with high academic aspirations. We support our students to become capable, curious, confident and caring learners who will be able to contribute positively to our ever changing community. Character can be caught and taught; caught in the everyday positive climate and ethos of our school and taught by inspirational teachers and support staff.

At Oldbury on Severn School we recognise that character is a valuable asset; we will make it our mission to help children to nurture it, look after it and be proud of it.

Character Caught – Research demonstrates that character development is most effective when schools live their values. Character is 'caught' through our climate and ethos, the values we have, the tone we set; in short our expectations. It's in the way we model our own behaviours, the respect we show and the caring community we are part of and that we all foster. It's also in the relationships we build, our humour, passion and enthusiasm for all that we do.

Character Taught – This is when we model and develop the children's knowledge around personal development. This can be through our PSHE (Persona, Social and Health Education) and RSE (Relationship and Sex Education.) or more broadly through the way our curriculum has been developed and the way we plan to explicitly develop and nurture character.

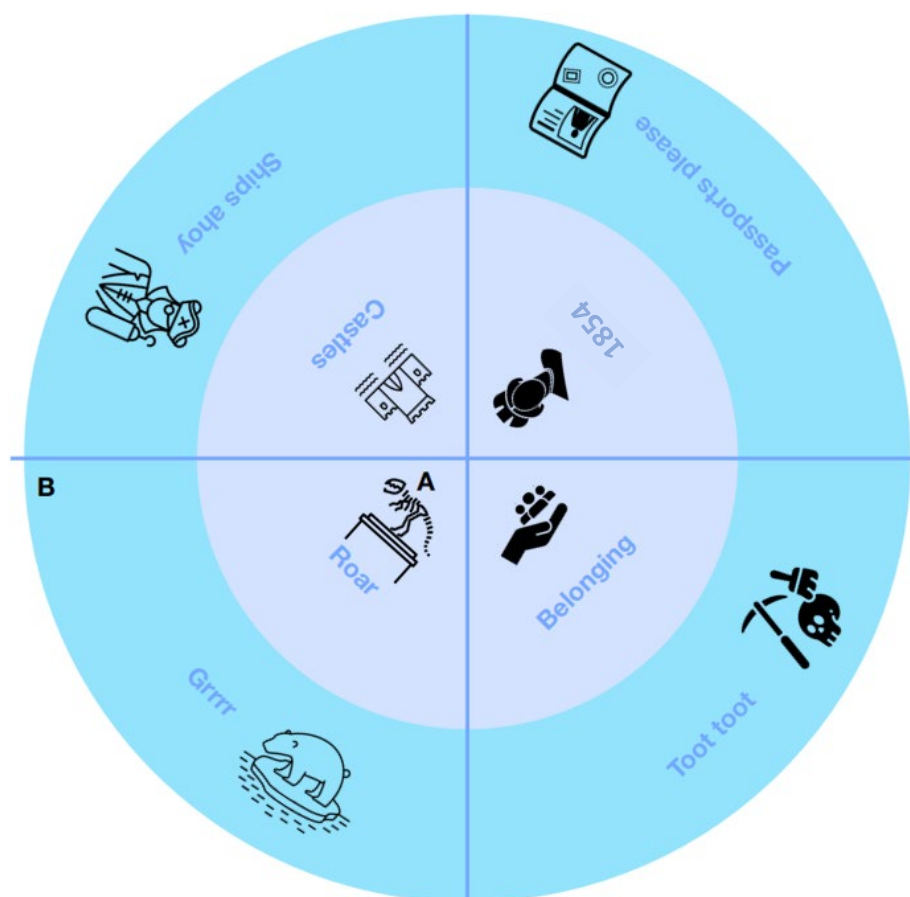
It's also about all teaching and support staff sharing the responsibility to promote and develop our Character Curriculum routinely and consistently.

One of ways we foster character development is through learning Gems – the gem system helps so make abstract concepts more tangible and concrete for the children. Children are empowered to develop a range of character attributes which are represented by a selection of gems, which are collectively referred to as 'Gem Powers'. There is a strong link between the characteristics represented by the gems and our school values.

Our Gem powers are:

Gem	Area of Character Development	Gem	Area of Character Development
Diamond - Problem Solving	Taking responsibility for finding the solution to a problem; developing problem solving skills and the ability to use the Christian value of 'Growth'.	Topaz - Teamwork	Collaborative learning; working successfully in groups to develop our understanding; share at least one idea with the whole group; takes turns. Demonstrating the values of 'Community & Friendship'.
Amethyst - Independence	Taking responsibility for your learning and being able to do so with independence. Being responsible for your own development. Demonstrating the 'Joy' of learning.	Ruby - Supporting others	Kindness and Respect for others; celebrating successes of others; responding positively to others. Helping out others if they need it. Demonstrating the values 'Care & Friendship'.
Emerald - I can ...	Showing courage in our learning; having a go; not giving up but persevering; Bounce-back-ability; learning from our mistakes, keeping calm.	Pearl - of truth	By being truthful and open. Whether reflecting on learning or how we feel about something. Showing the school value of 'Respect' through honesty.
Turquoise - Resourcefulness	Using the materials around you to support learning, solve problems or support others. Using manipulatives to support learning effectively.	Sapphire - Keeping Focus	maintaining focus in our learning; managing distractions; keeping focused and recognising that we have responsibility to ourselves and others to concentrate on all of our learning

OUR Curriculum – EYFS and KS1



The Oldbury KS1 Curriculum works on a two year rolling cycle. In the diagram above we have called these stages A and B.

During ‘**Stage A**’ Pupils will study:

- **Belonging** and community – understanding their place in our community, school and village.
- **1854** – How Oldbury connects to the UK through our Victorian past.
- **Castles** – learning about why we have castles near us. Learning how Britain formed.
- **Roar** – Dinosaurs and bones. Not that far from where we are... dinosaurs roamed (Severn valley fossils)

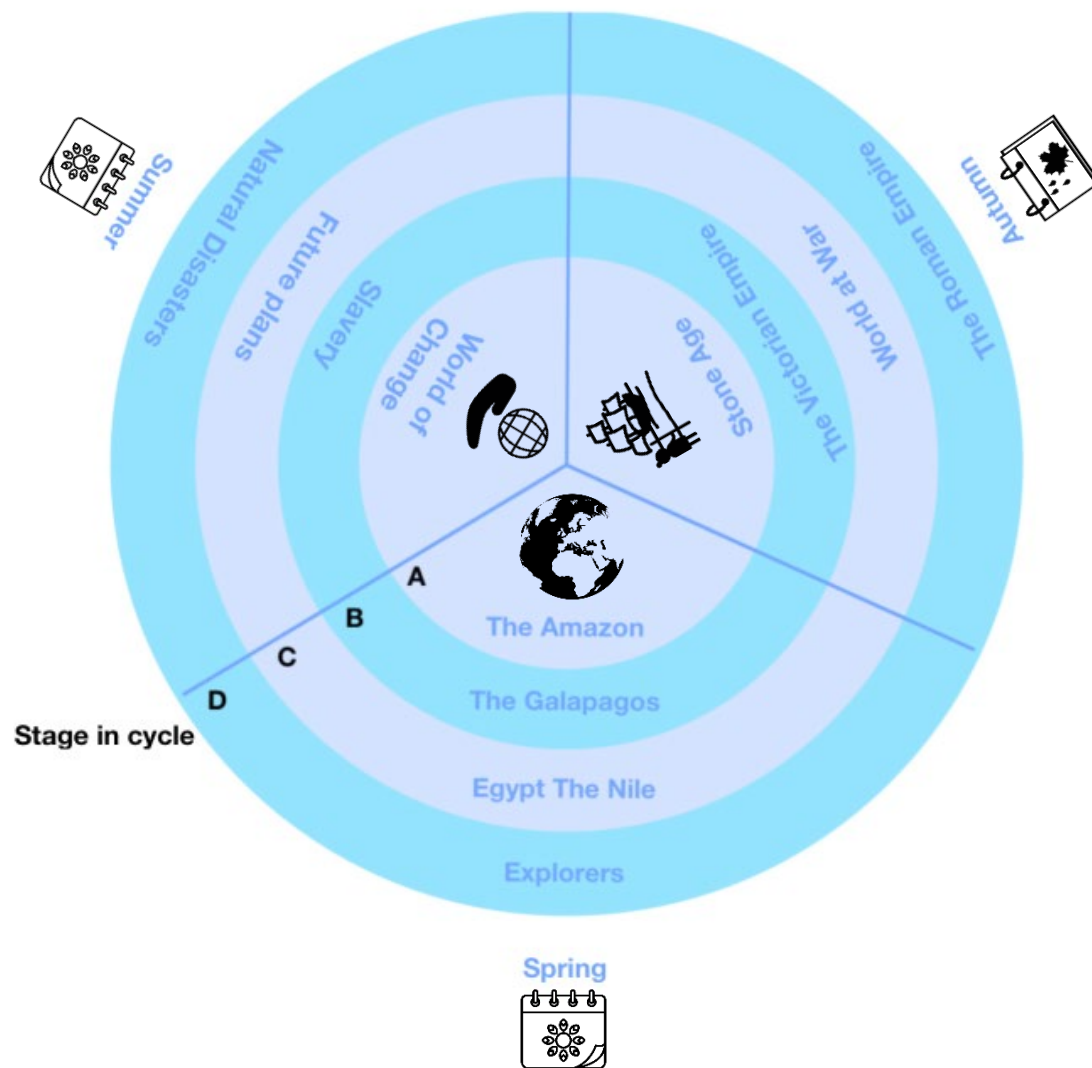
During ‘**Stage B**’ Pupils will study:

- **Toot toot** – learning more about our village and its rich links to the past. How village life is different to the big cities.
- **Passport please** – in this topic the children fly from Bristol airport to discover Europe.
- **Ship Ahoy** – All aboard ‘The Matthew’ to explore Newfoundland and tropical waters.
- **Grrr and Brrr** – The children now explore why the world is so defend. From Africa to Antarctica. How do animals and people survive?

OUR KS1 curriculum (Oldbury’s Unique Response) has been developed to ensure that children have: a sense of where they belong and how this fits into the wider world (character and identity). Our KS1 topics are designed to give the children a good understanding of where they belong and their connection to the school and its community. Our topics help the children understand the uniqueness of themselves but also of where they live. During the two year cycle the children will develop an expanding view of the world – both near and far.

These eight topics then feed into the KS2 curriculum to help the children build knowledge and skills across their full primary school experience.

OUR Curriculum – KS2



The Oldbury Curriculum works on a four year rolling cycle. In the diagram above we have called these stages A, B C and D.

During 'Stage A' Pupils will study: • The Stone Age and Iron Age • The Amazon including rivers • The world of Change (Sustainability)	During 'Stage C' Pupils will study: • The World at War • Egypt and The Nile • Future Plans (Sustainability)
During 'Stage B' Pupils will study: • The Victorian Empire • The Galapagos Islands • Slavery	During 'Stage D' Pupils will study: • The Roman Empire • Explorers • Natural Disasters

OUR curriculum (Oldbury's Unique Response) has been developed to ensure that children have: a sense of where they belong and how this fits into the wider world (character and identity); their rights and responsibilities as citizens of the world and a secure foundation of knowledge and skills on which to build lifelong learning. To this end, all of our themes start with the child and what they know into a deeper and broader understanding of local, national and global perspectives. Every theme is carefully planned building on prior knowledge and understanding (metacognition).

We use a model that is designed to build knowledge over time – we do this by using a curriculum design that uniquely allows us revisit skills and concepts in different contexts. Our Curriculum, though designed as a four year rolling program, is actually split into two 2 year complimentary topics.

Stage A has learning connections to Stage C

Stage B has learning connections to Stage D

During 'Stage A' Pupils will study: • The Stone Age and Iron Age • The Amazon including rivers • The world of Change	During 'Stage C' Pupils will study: • The World at War • Egypt and The Nile • Future Plans (I have a dream)
During 'Stage B' Pupils will study: • The Victorian Empire • The Galapagos Islands • Slavery	During 'Stage D' Pupils will study: • The Roman Empire • Explorers • Natural Disasters

Topic Anchors

Both our KS1 and KS2 topics are set on topic anchors. These Anchors not only help provide a robust and connected curriculum they also reinforce our six core values: Growth, Care, Respect, Community, Friendship and Joy.

	A sense of history	An understanding of significant periods of time that have shaped the world around us. By developing a deeper sense of historical events that though we may not have lived through we can see the impact they had on the world.
	A sense of place	By understanding what is around them and then branching out around the world the children will begin to understand their place in the world. They will also be able to make concrete links through personal experience. Playing in our winter river in Ks1, to looking at the river Severn will help they understand how Nile, or Amazon, were formed and impact the lives of the people around them.
	A sense of belonging	By have a better understanding of themselves, the impact they have on others and the wider world we aim develop emotional resilient and intelligent children. By studying issues around sustainability, social justice and discrimination we aim to arm our children with knowledge and morality that will help them to positively impact the world.

OUR Curriculum – Topic Overview

Curriculum Topic title	Topic hook question	Synopsis	Places	People	Events	Links within topics (knowledge)
KS1 Topics						
Belonging	1. What makes my world wonderful?	Children set off on their 1 st topic by exploring their local community. They find out about Oldbury's place in the 'Forgotten Landscape' and the significance of their local church St Arildas and the 'Toot'. They also find out about local events past and present and how Oldbury and the world is different to when members of their family were young	Oldbury The school Home The local area Surrounding villages, The Severn, The Severn Bridges. Their route to school	Their families Grandparent s Parents Friends School Community	Significant events in their lives Births of family members	5 – comparison of London and Oldbury village/Bristol 11 – living by the river Severn 12 – local area 13 - River Severn
1854	2. Where will this road take me?	Oldbury CE Primary School was built in 1846 during the reign of Queen Victoria. Where did Queen Victoria live? Did she live in Oldbury and in a house like ours? Children start to explore beyond Oldbury and its surrounding villages. Oldbury Village is close to a major motorway network - the motorways go in many directions – west , over the Severn Bridges to Wales with its capital city of Cardiff; South, past Bristol (our nearest city) to Devon and Cornwall and East to London, England's capital city. One of London's iconic buildings is Buckingham Palace where Queen Victoria lived - but who lives there now? From past to present, the children create a timeline and find out about our current Royal family and the reign of Queen Elisabeth II.	Buckingham Palace Windsor Castle Balmoral Oldbury	Their own families Queen Victoria Elizabeth II	Building of railways Expand their own family timeline Timelines of both queens.	5 – Homes and where we live 16 – Queen Victoria 17 – Monarchs (Queen Victoria and Queen Elizabeth II 18 - Monarchy

Castles	3. Who would live in a castle like this?	Children delve deeper into history and start to explore further afield in the British Isles, learning about invaders, defenders and settlers. They discover who built significant castles and who lived in them. What types of castles are there? They look at castles near to where we live (Berkeley and Chepstow). Using knowledge from their previous topic, the children further explore the countries that make up the United Kingdom, the features of its coastline and the captivating legends connected to them – including those about dragons	Castles - Windsor Balmoral Berkeley Cardiff Chepstow	William Fitz Osbourne William the Conqueror The Normans	Norman Invasion Building of different castles in sequence.	2, - buildings from the past, Buckingham palace, Queen Victoria and Queen Elizabeth II 5, - Monarchs 14, Invaders and settlers, Normans 16, - William The Conqueror introducing castles 17, - invaders 18 - castles, William the Conqueror
Roar	4. Did dinosaurs really exist?	From dragons to dinosaurs – dragons are mythical creatures but did dinosaurs really exist millions of years ago? How do we know this is true? Was it due to changes in their habitats? Children begin to learn about a time before people, looking at fossils, both in the Severn Valley (close to home) and from other places in Britain, and start to think about how the Earth as we see it was formed.	Severn Beach Jurassic Coast Fossil Beach Chepstow Dinosaur Coast	David Attenborough Mary Anning	Finding of Ichthyosaur 2018 fossil discoveries in Wales	1 – the local area – Severn beach 9, - fossils, dinosaur extinction 10, fossils (link to archaeology)

Toot Toot	5. What was London like in the past?	Children set off on their Key Stage 1 journey by comparing and contrasting life in a village like Oldbury to life in a big city. What would it be like to live in London in the past, or even today? How is it different to life in our villages? Is it similar to life in the city of Bristol? Children compare rural and city life. Together, they investigate significant events in the capital through the centuries including the 21st Century!	St Paul's cathedral London eye Tower of London Different religions	Samuel Pepys Charles II Guy Fawkes William Morris	Great fire of London The plague Gunpowder plot	1, - comparison of London and Oldbury village/Bristol 2, - Homes and where we live 3 - Monarchs 12, Compare London and Bristol 18 Charles II, invention of fire department
Passports Please	6. Why do I need a passport?	Stamping their own 'passport' as they go, children will go on a journey around the continent, visiting some of Europe's capital cities. Leaving from Bristol airport (a city of great aerospace heritage), they travel through some of the main cultural and historical centres of Europe. How are the buildings, weather and people different and how are we all connected?	Paris Pisa Moscow Madrid Berlin	Monet Galileo Picasso Einstein Kandinsky	Invasions from different places Great European inventions	9, - Italy 10, Italy, earthquakes and volcanoes in Italy, Pompeii 12, Comparison of European countries to UK

Ship ahoy	7. Who's your crew?	Having explored parts of Europe, the children compare the size of 3 very different islands – Great Britain, Newfoundland and St Lucia. They set sail from Bristol in the Matthew (keeping an eye out for pirates) and cross the North Atlantic sea to Canada. After spending time whale watching and iceberg hunting off the coast of Newfoundland, they sail down to the warmer climates of the Caribbean.	Oldbury St Lucia	Significant people and leaders People we know	Significant events in the history of both places	8, - pirate explorers, first ships 12, - the Matthew 14, pirate explorers, first ships 17 pirate explorers, first ships
	8. Why don't polar bears live in Antarctica?	Why do animals only live in certain places? What conditions do they need to survive? The children investigate biomes and habitats. Why is it hot in Africa and so cold in Antarctica? They learn about some of the incredible stories of polar exploration and then, try to see if they can attract a range of animals to live at our school. Do we have the right conditions?	Antarctica The Arctic Different biomes Habitats	Scott Amundsen Shackleton Henson Polar explorers	Reaching the north and south poles	7, - pirate explorers, first ships 17 polar explorers, equipment needed, famous polar explorers.
Grrr and Brrr						

KS2 Topics

Natural Disasters	9. What makes the Earth Angry?	Having already started to explore how our Earth was formed, the children ask some very important questions - Why does the Earth shake? Why do Volcanoes spit lava? This topic takes children on a journey through Italy. Whilst investigating the threats posed by Mother Nature, they will stop off to learn about the fascinating culture and history of one of our European neighbours. Oh and find out about some of our favourite food – pasta and pizza!	Italy, Rome, Naples, Vesuvius, Pompeii, The Vatican	Columbus, da Vinci, Michelangelo, The Pope	Vesuvius Eruption Earthquakes in Sicily Floods Extreme weather events in other parts of the world	4, - fossils, dinosaur extinction 6 - Italy 10 Italy, earthquakes and volcanoes in Italy, Pompeii
The Roman Empire	10. Can we see the Romans?	The children build on their knowledge of Italian and British history by asking - Why did the Romans come to Britain? When they left, what did they leave behind? Can we still see their influence today? Exploring the world around them, they discover how The Romans have had an impact on our local surroundings. Children learn lots about the Roman Empire, what they made, what they believed and what it would have been like to be a citizen, a slave or a centurion during this influential period of history.	Rome itself Bath Caerleon Local sites with Roman influence	Caesars Boudicca Roman Gods Septimus Severus* The African emperor	Leaving and arriving in Britain Roman Battles	4, - fossils (link to archaeology) 6, - Italy 9 – Italy, earthquakes and volcanoes in Italy, Pompeii 14, Romans 17, Roman exploration/empires 18
Egypt and the Nile	11. Where does the water take me?	Children will take a journey from source to sea of one of the world's greatest rivers. As they travel along the river's meanders and rapids they will experience the geography, cultures and history of this region, learning about the civilisations that depended on the Nile so they could survive and thrive. There is so much to discover about this fascinating period of history.	Lake Victoria Khartoum Nile drainage basin Countries along the route of Blue and White Nile Key river vocabulary taught here.	David Livingston Howard Carter Tutankhamun	Building the pyramids Finding Tutankhamen's tomb Meeting of Livingston with Henry Morton Stanley	1, - living by the river Severn 10 – Julius Caesar, Roman Empire 13 – River Nile and water cycle

Slavery	12. Who made Bristol?	Is Bristol a great city? What is it known for across the globe? What impact has it had on the world? Just to our south, this vibrant, bustling place is bursting with stories from a sometimes violent and often treacherous past including pirates and slavery. With such a rich history our neighbouring giant has been shaped by the good, the bad and the ugly. But Bristol is also a funky and exciting city with an artistic and cultural present.	Bristol Caribbean Coasts of N. and S. America Filton Airfield	John Cabot Edward Teach Colston	Building of the suspension bridge Building of Concorde	1, - local area 5, - Compare London and Bristol 6 – Comparison of European countries to UK 7 – the Matthew 14, - Settlers in Bristol 16, - Inventions from Bristol 18 Famous people from Bristol
The Amazon	13. Could you swim the Amazon?	We learn more about the attributes of rivers and discover amazing things about the world's longest river. What would happen to you if you tried to swim the Amazon River? The Amazon biome also contains the Amazon rainforest, some areas of which are threatened by deforestation. Whilst exploring this vital region, children discover why it is there, what threats it faces and how we can all play a part in helping it survive.	Source of the Amazon Manaus Rivers in the UK	Ed Stafford Amazon tribes	Climate change Logging Water cycle	1, - River Severn 11 – River Nile and water cycle
Stone Age and Iron Age	14. Who was here first?	British people are descendants of many different people who migrated to Britain over the centuries. But who was here first? Who conquered who? What was life like for the first people who ever called these islands home? The children explore the lives and influences of the early settlers – Stone Age, Iron Age, Anglo Saxons and Vikings.	Ancient forts Invasion sites - Lindisfarne Stonehenge Avebury	Alfred the Great King Cnut William the Conqueror	Invasions of Vikings, Saxons, and more. Building of monuments	3, - Invaders and settlers, Normans 10, - Romans 12 – Settlers in Bristol 17, invaders and settlers 18 invaders and settlers

The World at War	15. WWII, what was it good for?	What happened during WWII? How did such different countries come together to defeat a terrible foe? What would life have been like for you? How did it affect people in Britain and around the world, and how did things change as a result of the most devastating conflict in history, still in living memory? What important role did planes and pigeons play? The Bristol Type 156 Beaufighter was made on our doorstep.	Oldbury during the war - including our school. The home front. Europe study The Pacific theatre, Evacuees	Events leading to its start The Blitz Invasion of France End of the war, partition of Europe	Churchill, Roosevelt, Hitler, Stalin. The roles played by women Evacuees Common soldiers	1, - the local church and cenotaph 6, - European countries 12, - Bristol past and present 1618, Britain post Victorian era
The Victorian Empire	16. How did the industrial revolution change Britain?	As early settlers and invaders influenced life in Britain, the Industrial Revolution utterly changed the world and, slowly, changed life for the whole of humanity. It started in Britain, but what was it? How did it alter people's lives and who won and lost as a result? What inventions and ideas started here and spread across the entire globe?	Ironbridge Lancashire Caribbean Northern mills	James Watt Brunel George Stephenson	First Mills Inventing the steam engine Building of GWR	2, - Queen Victoria 3, - William The Conqueror introducing castles 10, How Romans changed Britain 12, - Inventions from Bristol

Explorers	17. exploration and invention	• How has exploration changed over the centuries? • How do we know about it? • Comparison of Wallace knowledge and Attenborough. • Tudor explorations to American and beyond • Polar exploration	Biome	Cook Alfred Russel Wallace Shackleton Galileo Christopher Columbus	Tudor exploration Polar exploration Comparison of Wallace and Attenborough.	2, - Monarchs (Queen Victoria and Queen Elizabeth II 3, - invaders 7, - pirate explorers, first ships 8, - polar explorers, equipment needed, famous polar explorers. 10, - Roman exploration/empire 11, - Egypt 12, - Bristol explorers 14 – invaders and settlers
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Galapagos	18. Evolution or creation?	We discover more about the reasons the world looks the way it does today. What scientific discoveries from history have combined to create our understanding of the world we see around us? How have the discoveries influenced our nation? What have significant scientist taught us about asking questions and seeking answers? But is there more to life than scientific discovery suggests? How do different religions think the world was created? Is there more of a connection between the two than you might imagine?	Bristol Jamaica India	Russel Wallace Anning Darwin	Fossil discoveries The story of creation Darwin's 'Origin of the Species'.	2, - Monarchy 3, - castles, William the Conqueror 4, - fossils (link to archaeology) 5, - Charles II, invention of fire department 10, - Roman impact on Britain 12, - Famous people from Bristol 14, - invaders and settlers 15, - WWII – how it changed Britain 16 – industrial revolution
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A world of change	19. How can I be a global citizen?	With the world facing innumerable challenges, children will bring together all of their learning about diversity and justice, sustainability and conservation to try and answer these questions: • Can they be the kind of person the world will need? • What characteristics will a global citizen need? Global citizenship is all about encouraging our children to develop the knowledge, skills and values they need to engage with the world. And it's about the belief that we can all make a difference. Children explore and question the world around them. This unit promotes critical thinking, advocates social justice and encourages the children to apply their learning to real world issues.		Young indigenous people and young people of colour protecting the planet. Martin Luther King Rosa Parks Marcus Rushford	The Bristol bus boycott Lockdown food voucher campaign Climate protests COP 26 Oldbury Flood defences Expanding Thornbury Growing the school	
Future Plans	20. I have a dream ...	What are our hopes and dreams? What is it we want for the future? Building on our world of change project the children look to the future. Where do they see their futures and the future of the planet? In this topic the children explore their hopes and aspirates. They also look at how the world is changing. How visionaries have looked at the way the world is and the way the world can be.		Martin Luther King Malala Elon Musk Greta David Attenborough Lord Shaftsbury Dr Bernardo Jeff Besos	Rights of the child Human rights 1833 Factory Act	