St Cyprian's Greek Orthodox Primary Academy

ΠΑΝΤΑ ΙΣΧΥΩ ΕΝ ΤΩ ΕΝΔΥΝΑΜΟΥΝΤΙ ΜΕ ΧΡΙΣΤΩ ΙΝΑ ΑΡΙΣΤΕΥΩ

I AM STRONG THROUGH JESUS CHRIST

TO THE BEST THAT I CAN BE

LEARNING CHALLENGE CURRICULUM POLICY

Devised: July 2026

Reviewed and ratified by Full Governing Body:

Date: 16/7/26

Signed: A. Christou

Name: AREDI CHRISTOU

Position: Chair of Education Standards Committee

Date of policy review: July 2028

Mission Statement

The aim of St. Cyprian's Greek Orthodox Academy is to provide its children with a primary education of the highest quality in a supportive learning environment, through the National Curriculum in the core subjects, enriched by the progressive learning of the Greek Language, culture and Christian Orthodox religion. The children of St Cyprian's Greek Orthodox School will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and to prepare them to contribute positively to the challenges of a diverse multi-cultural society.

The term 'parents' in this policy also refers to carers.

Learning Challenge Curriculum Policy
(Including Geography, History, Art and Design and Technology)

Rationale

The Learning Challenge concept is built around the principle of greater learner involvement in their work, which requires deep thinking. In designing the curriculum teachers and learners are using a prime learning challenge, expressed as a question, as the starting point. Using the information gained from pre- learning tasks and the school's context, a series of subsidiary challenges are then planned. Each subsidiary learning challenge is also expressed as a question. The subsidiary learning challenge is normally expected to last for one week but this does not need to be the case. The important point is that the learning challenges need to make sense to the learners and be something that is within their immediate understanding.

Aims/Objectives and skills

We believe that a broad and balanced topic based curriculum is the entitlement of every child, regardless of their ethnic origin, gender, class, aptitude or disability. Our aims in teaching the subjects include:

Art

To produce creative work, exploring their ideas and recording their experiences by:

- Using a range of materials to design and make products.
- Developing a wide range of art and design techniques in using colour, patter, texture, line, shape, form and space.

To become proficient in drawing, painting, sculpture and other art, craft and design by:

- Using drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

To evaluate and analyse creative works using the language of art, craft and design.
To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms by:

- Learning about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

- Learning about great artists, architects and designers in history.

Design and Technology

To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world by:

- Generating, developing, modelling and communicating their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Selecting from and using a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Building structures, exploring how they can be made stronger, stiffer and more stable.
- Exploring and using mechanisms [for example levers, sliders, wheels and axles] in their products.
- Understanding and using electrical systems in their products [for example series circuits incorporating switches, bulbs, buzzers and motors]
- Applying their understanding of computing to program, monitor and control their products.

To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users by:

- Designing purposeful, functional, appealing products for themselves and other users based on design criteria
- Selecting from and using a wide range of materials, components, including construction materials, textiles and ingredients, according to their characteristics.
- Using research and developing design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generating, developing, modelling and communicating their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

To critique, evaluate and test their ideas and products and the work of others by:

- Exploring and evaluating a range of existing products.
- Evaluating their ideas and products against their own design criteria and consider the views of others to improve their work.
- Investigating and analysing a range of existing products.
- Understanding how key events and individuals in design and technology have helped shaped the world.

To understand and apply the principles of nutrition and learn how to cook by:

- Using the basic principles of a healthy and varied diet to prepare dishes.
- Understanding where food comes from.
- Understanding and applying the principles of a healthy and varied diet.
- Preparing and cooking a variety of predominantly savoury dishes using a range of cooking techniques.
- Understanding seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Geography

To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes by:

- Naming and locating the world's seven continents and five oceans
- Naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.
- Using world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Using simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Using aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Locating the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time.
- Identifying the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understanding geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time by:

- Identifying seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Using basic geographical vocabulary to refer to:
  - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
  - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

- Using simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Describing and understanding key aspects of:
  - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

The children will also be expected to be competent in the geographical skills needed to:

- **Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.**
- **Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).**
- **Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.**

History

To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world by:

- Learning about the lives of significant individuals in the past who have contributed to national and international achievements. Some of whom should be used to compare aspects of life in different periods
- Learning about changes within living memory and events beyond living memory that are significant nationally or globally
- Learning about changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind by:

- learning about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- learning about Ancient Greece – a study of Greek life and achievements and their influence on the western world

To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses by:

- Learning about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales by:

- Learning about significant historical events, people and places in their own locality.

Planning and Teaching

Planning for the Learning Challenge Curriculum is a process in which all teachers are involved to ensure that the Academy gives full coverage of the primary curriculum for art, design and technology, geography and history.

Early Years
Key Stage 1 and 2

In Years 1 – 5 pupils should be taught the knowledge, skills and understanding through topic based worked which is being taught in a creative and cross-curricular way.
In Year 6 pupils should be taught the knowledge, skills and understanding through discrete sessions which cover all of the subjects (art, design and technology, geography and history)

Use of ICT & Computing in the Learning Challenge Curriculum

In ICT data handling, information retrieval and internet use are highlighted. The use of cameras and ICT equipment can be used as well as the interactive whiteboards as a resource and teaching tool. The children are constantly being asked to think and develop their moral, cultural, spiritual, environmental and citizenship skills.
The children should be taught in a variety of ways such as individual, paired, group and whole class sessions. The learning challenge curriculum sessions should be able to challenge and involve all pupils appropriately according to their age and capability. We use materials/ resources which avoid stereotyping and bias towards race, gender, role or disability and we deal with these issues clearly and sensitively if the need arises. We are all aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles.

Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Assessment, Recording and Reporting

We use assessment to inform and develop our planning and teaching and also to track individual pupil progress using the pupil tracker.
The topics should begin with an informal assessment of what the children already know through questioning, simple games or brainstorming etc. from this the topic can be planned making sure that all the objectives are covered and ensuring that the children make progress in all areas and with the relevant skills.
Throughout the topic the teacher should be making informal assessments of the children on what they can/cannot do, who needs help and how to progress the children further. These notes should help plan the next session and also the differentiation in the lessons, where the adults are based and any extra help/support the children may need.

Resources

Most of the resources for design and technology, geography and history will be kept within the curriculum resource room. However some resources relevant to certain year group's topics will be given to a teacher within that year group to be kept by them.

Review

This policy will be reviewed by the Learning Challenge Curriculum Leader and the Senior Leadership Team.