



White Way  
Pitton  
Salisbury SP5 1DT

2<sup>nd</sup> September 2021

Dear Parents and Carers,

Welcome back to school after what I hope was a wonderfully relaxing summer holiday.

I wrote to you towards the end of Term 5 regarding some of the feedback we had received and how we were focussing on our curriculum in Term 6. I am delighted to tell you that we have now embarked on an Enquiry Led Curriculum. Over the next term we will be introducing the children to some of the terminology as well as how an enquiry led curriculum works. As of September 2021 we will be using Curious City: Enquiry Led Curriculum which we have worked with Lighting Up Learning to develop.

A key feature of enquiry led learning is that, when learning, children 'be' not 'do'. Staff and children talk about themselves as being, for example, authors, mathematicians, geographers and engineers, rather than doing English or Maths. These 'States of Being' 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.

## What are States of Being?



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## States of Being

These focus on children actively using skills and knowledge for a purpose. They focus on giving experiences, talking to role models and creating aspiration.

English	→ Author
Maths	→ Mathematician
Science	→ Scientist
History	→ Historian
Geography	→ Geographer
Design Technology	→ Engineer
Art	→ Artist
Music	→ Musician
SMSC, British Values	→ Philosopher
MFL	→ Linguist
PE	→ Athlete



# Being not doing



Geographers • Mathematicians • Artists • Athletes • Authors (writer) • Scientists • Authors (Reader) • Philosophers • Linguists • Engineers • Historians • Musicians



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# And, this is how we could describe them



**Authors...** read a lot and use what they have read to help them write what is inside their heads. This means other people can read what they have written to help them understand something, entertain them or make life better.



**Mathematicians...** use numbers to find solutions. Being a Mathematician can help with everyday things like shopping, cooking and travelling. The world is full of numbers so we often need to count, sort and measure things.



**Scientists...** ask questions about the world by looking closely at both big and small things, as well as things that cannot be seen easily. They constantly search for answers to understand the world better for everyone.



**Historians...** use things that have been left behind to understand what the past might have looked like. They use different sources to help understand people, places and stories throughout time.



**Geographers...** understand the world above, around and below us by exploring, mapping and documenting. They make connections between cause and effect and how actions affect the natural and made world.



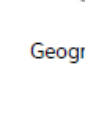
**Philosophers...** try to make sense of the world by asking lots of questions. They particularly like 'why' questions and seek answers to difficult ideas like emotions, thoughts and ideas.



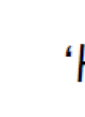
**Musicians...** express ideas and emotions using voices, tuned instruments or found objects. They communicate complex things in amazing ways through sound. Music can help communicate things that might be hard to say in just words.



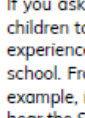
**Artists...** use different ways to communicate ideas and emotions. They can use a variety of things to help them represent the world around us like painting and drawing, sculpture or performance. Artists help us to understand the world from different perspectives.



**Engineers...** try to find solutions to different problems. Engineers design things to be easier to use or work better like buildings and transport. They often try to improve things that already exist or create new versions.



**Linguists...** understand the world through different languages. They love learning about faith, community and culture through understanding how people communicate in different places around the world. If we understand someone else's language, we not only can communicate with them, but understand how things might be different.



**Athletes...** are focused on being fit and healthy. They work hard at being the best they can be through listening to other people, problem solving and keeping going no matter how tough it gets. They constantly set new goals and are ambitious.



## What have you been today?



Geographer | Mathematician | Artist | Athlete | Writer | Scientist | Reader | Philosopher | Linguist | Engineer | Historian | Musician

**'Have you been an Author today?'**  
**'How were you an Author? What did you learn?'**

If you ask, 'What did you do today?', some children will tell about what they ate for lunch or who they played with. This is because the question encourages children to think about isolated events that they 'did'. The core concept of States of Being, is about shifting questioning from what they did to what they have experienced. The language of 'being' and 'been' helps to recall connected experiences, particularly when the language of States of Being is echoed throughout a school. From timetables to certificates and enquiries, States of Being place ownership of learning onto children. If children are encouraged to be Scientists, for example, it encourages them apply learning and experiences, not that they were present whilst a teacher taught them science. Families will hopefully see and hear the States of Being being used in classrooms from Early Years to Year Six across a school. Some have displayed this poster at home, to help start the 'What have you been today?' conversation. Children should recognise the characters, although younger children may not understand all of them yet. The most common States of Being are underlined and wearing blue to help identify them and it is very likely that even if they have not been Athletes or Engineers that day, they will definitely have been Authors and Mathematicians.



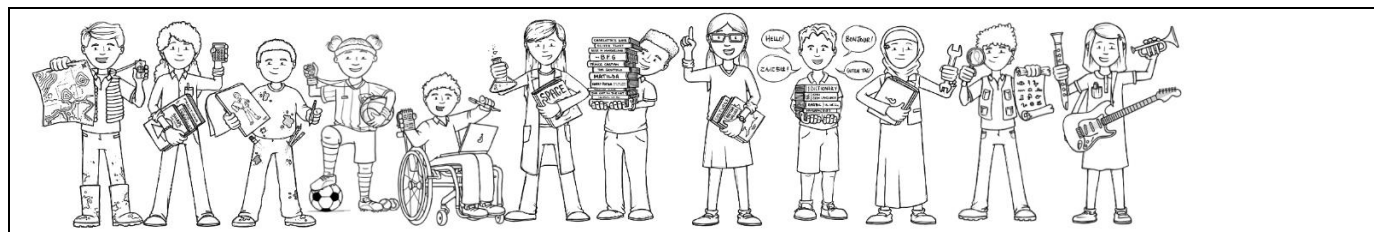
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Our curriculum continues to be closely linked to the National Curriculum, ensuring coverage and progression across the school. In addition to this, the curriculum is contextually relevant and it provides a framework for children to be curious, ask questions and find solutions. Each enquiry starts with a question, children are then immersed in the learning and practise skills and develop their knowledge, before ending with a challenge and answering the question. Children are engaged in their learning and we aim to always make the learning fun, relevant and with local links.

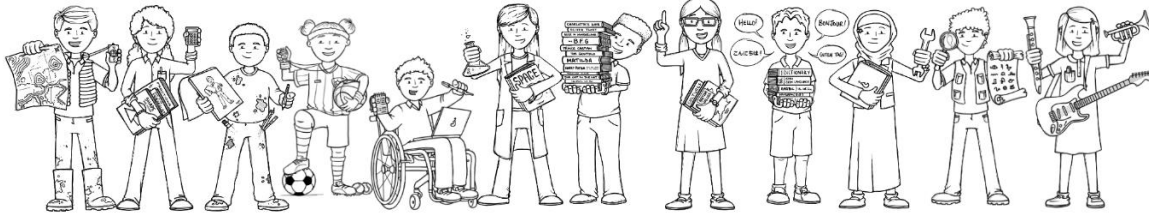
## Enquiries for the next academic year



### Reception/Year 1/Year 2 Cycle B

Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year R/1/2 will investigate this year will enable them to know more, remember more and apply more.

Cycle B Terms 1 and 2	Cycle B Terms 3 and 4	Cycle B Terms 5 and 6
What could my classroom be made of? (Engineer/Historian/Artist/Scientist)	What did Brunel do for Great Britain? (Historian/Engineer)  How are schools the same? (Geographer/Artist)  What is home? (Scientist/Philosopher/Artist/Geographer)	How do plants grow near me? (Scientist/Artist/Geographer)  How will we get around in the future? (Geographer/Historian/Musician/Engineer)  How do we live a healthy life? (Engineer/Scientist/Artist)
Curious Computing What tools are used for?	Curious Computing What is the 'World Wide Web'?	Curious Computing What is coding?
Discrete Teaching not included in Curious City	Discrete Teaching not included in Curious City	Discrete Teaching not included in Curious City
<b>Being an Author</b> – Traditional Tales, story writing, labelling, instructions and Descriptive writing <b>Being a Mathematician</b> – Number, Place value, Addition, Subtraction, Geometry, Fractions <b>Being a Philosopher</b> – What can we learn from Jewish and Christian creation stories? Who made the world? Why do we celebrate special times like Hanukah and Christmas? <b>Being an Athlete</b> – Spatial awareness, Dance, Ball Skills, Gymnastics	<b>Being an Author</b> – Instructional writing, Reports and Explanation, Information texts and fact files, Letter writing, Diary writing <b>Being a Mathematician</b> - Number, Place Value, Number Facts, Addition, Subtraction, Time <b>Being a Philosopher</b> – What is a leader? Why does Easter matter to Christians? <b>Being an Athlete</b> – Gymnastics, Team games, Ball skills, Dance, Swimming (TBC)	<b>Being an Author</b> – Descriptive Writing, Labelling, Persuasive writing, Instructions, Explanations, Writing in role <b>Being a Mathematician</b> – Measure, Addition and Subtraction, Position and Direction, Money, Time, Fractions <b>Being a Philosopher</b> – How Jesus showed friendship? How did Jesus show God's love for us? <b>Being an Athlete</b> – Cricket, Athletics, Gymnastics, Team games



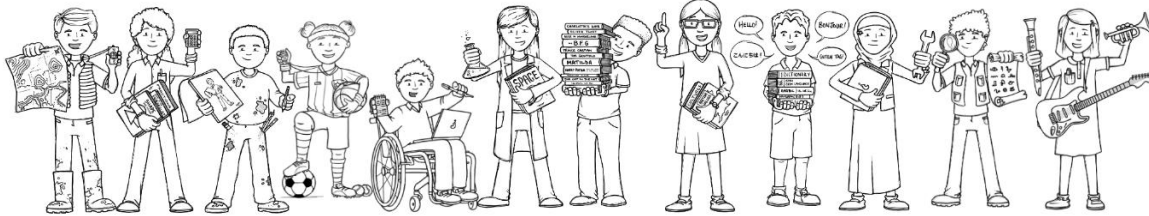
Year 3/Year 4  
Cycle B

Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year 3/4 will investigate this year will enable them to know more, remember more and apply more.

Cycle B Terms 1 and 2	Cycle B Terms 3 and 4	Cycle B Terms 5 and 6
Why do we live here? (Geographer/Historian/ Artist)	Why are more people becoming vegetarian? (Scientist/Engineer)  How can we switch off? (Scientist/Geographer/ Engineer)	Who has stood here before us? (Historian/Artist)  Where does our water come From? (Scientist/Geographer/Artist)  What should you flush down the loo? (Scientist/Engineer/Geographer)
Curious Computing How can variables help?	Curious Computing How can data be modified?	Curious Computing How do hyperlinks work?
Discrete Teaching not included in Curious City	Discrete Teaching not included in Curious City	Discrete Teaching not included in Curious City
<p><b>Being an Author</b> – Setting in narrative, Flashback stories, Explanatory texts</p> <p><b>Being a Mathematician</b> – Place Value, Addition and Subtraction, Multiplication</p> <p><b>Being a Philosopher</b> – What is it like to follow God? What are the deeper meanings of festivals?</p> <p><b>Being an Athlete</b> – Football, Volleyball, Gymnastics</p> <p><b>Being a Linguist</b> – Pets and Hobbies</p>	<p><b>Being an Author</b> – Persuasive stories, Diary entries, Debate, explanation and Information texts</p> <p><b>Being a Mathematician</b> - Multiplication, Division, Length, Fractions, Decimals</p> <p><b>Being a Philosopher</b> – Where people worship? What matters to Christians about Easter?</p> <p><b>Being an Athlete</b> – Netball, Basketball, Cricket</p> <p><b>Being a Linguist</b> – Birthdays and Weather</p>	<p><b>Being an Author</b> – First person, Biography, Diary and Explanation texts</p> <p><b>Being a Mathematician</b> – Weight, Money, Time, Data Handling, Angles, Shape</p> <p><b>Being a Philosopher</b> – What is God like? Who has made a difference to the world because of their faith?</p> <p><b>Being an Athlete</b> – Lacrosse, swimming, Athletics, Rounders</p> <p><b>Being a Linguist</b> – Houses, Homes and Friends</p>



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Year 5/Year 6  
Cycle B

Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year 5/6 will investigate this year will enable them to know more, remember more and apply more.

Cycle B Terms 1 and 2	Cycle B Terms 3 and 4	Cycle B Terms 5 and 6
How are lives saved? (Scientist/Historian/ Musician)	Who were the greater engineers, the Ancient Britons or the Victorians? (Engineer/Historian)  Where does our food really come from? (Geographer/Artist/Engineer)	Linnaeus and Darwin – how are they connected? (Scientist/Historian)  How do we all live together? (Historian/Philosopher)  How big is your footprint? (Philosopher/Scientist/Geographer/ Artist/Musician)
Curious Computing Why is 'copyright' important?	Curious Computing Why are formulas helpful?	Curious Computing Why can coding go 'wrong'?
Discrete Teaching not included in Curious City	Discrete Teaching not included in Curious City	Discrete Teaching not included in Curious City
<b>Being an Author</b> – Biographies, Poetry Balanced Argument/persuasion <b>Being a Mathematician</b> – Decimals, Place Value, Addition, Subtraction, Shape, Money, Negative Numbers <b>Being a Philosopher</b> - Can religious teachings help us to decide what the best way to live is? What are the deeper meanings of festivals? Was Jesus the Messiah? <b>Being an Athlete</b> – Football, Hockey, Gymnastics, Dance <b>Being a Linguist</b> – Homes and Houses, stories	<b>Being an Author</b> - Biographies Recounts, Newspapers Flashback stories, Genre within a genre, Explanation Persuasive, Flowcharts Fact files/presentations <b>Being a Mathematician</b> - Fractions and Percentages, Ratio, Order of Operations, Algebra, Statistics, Area and Perimeter, Factors and Multiples <b>Being a Philosopher</b> - Who was Guru Nanak? What kind of King is Jesus? Why do some people believe in life after death and what difference does it make? <b>Being an Athlete</b> – Netball, Tennis, Swimming (TBC), Rugby <b>Being a Linguist</b> – Pets and Shapes,	<b>Being an Author</b> - Explanation Non-chronological report, Newspaper reports, Biographies Diary, Discussion/debate Story, Persuasive writing/ Letter writing, Journalistic Non-chronological reports <b>Being a Mathematician</b> – Four operations, Problem Solving, Average, Fractions, Angles and Transformations <b>Being a Philosopher</b> - What do different people think God is like? What does it mean if God is holy and loving? Creation and Science: conflicting or complementary? <b>Being an Athlete</b> – Lacrosse, Athletics, Cricket, Orienteering <b>Being a Linguist</b> – School, Clothing

Over the next two years we will work closely with the team at 'Lighting up Learning', who provide our teachers with CPD, coaching and planning sessions to implement and embed their Curious City curriculum approach.

We would like to invite parents in to school at **2.45pm on Friday 24<sup>th</sup> September**. Teachers will share the current work on the class enquiry and be happy to answer any questions you may have. This will also be an opportunity to visit your child's classroom – something we haven't managed for over 18 months!

Yours sincerely,

Headteacher



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