

Teaching, Learning and Curriculum

Ermine Street Church Academy

First approved by Governors	05/07/2023
Policy to be reviewed every 2 years	
Reviewed by Governors	

INTRODUCTION

Ermine Street Church Academy's vision is for every child to flourish, to be introduced to the richness of human experience, to understand and question the world around them. We believe that our curriculum should educate for wisdom, knowledge and skills. It should educate for hope, aspiration, for community and living well together with dignity and respect.

Providing our students with powerful and well-organised knowledge that they can use to think with and to understand the world and themselves; will enable them to become young independent, creative individuals who care for their community, can think critically and can challenge injustice.

"I have come in order that you might have life - life in all its fullness." John 10:10

AIMS

- Celebrating the uniqueness and individuality of each person in the school community
- Promoting a lifelong love of learning through an engaging and broad curriculum
- Promoting the Christian ethos, building positive relationships between all members of the school community and beyond
- Establishing a safe, supportive and nurturing environment where everyone can succeed
- Encouraging everybody to continually strive for improvement in all they do

WHAT IS LEARNING?

In order to make sense of our experiences, our brain sorts the information we acquire into schemas, these are the building blocks to our cognition. The more knowledge we acquire, the larger and more complex these schemas become and the more we understand and are able to make sense of the world around us.



When students join us, they are beginners (novices) who have knowledge schemas which are rudimentary, incomplete, shallow and often contain misconceptions. We want them to leave us with dense, well-linked and well-organised schemas – in other words, we want them to have learnt lots of high-quality knowledge in the subject. Building these schemas however takes time and new knowledge must be explicitly and directly taught in order to achieve the best outcomes for the learner. As our knowledge grows, we are able to acquire further knowledge, further building and expending existing schemas, thus, overtime we become experts.

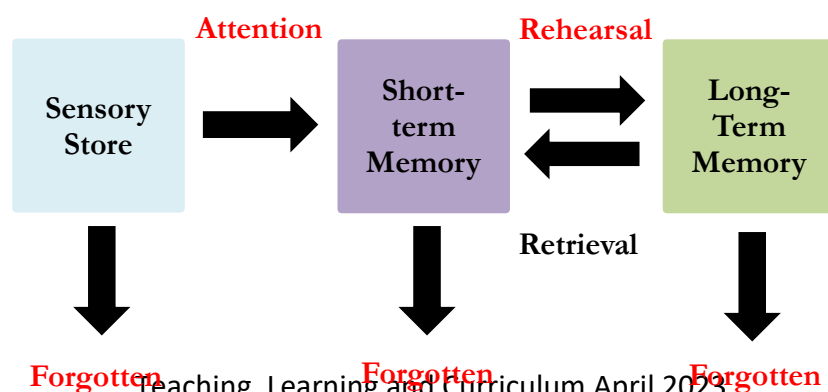


Oliver Caviglioli

Experts in contrast, have acquired knowledge over time and have built extensive schemas. They can be given a problem to be solved after having been taught a certain technique or principle, we can fade away scaffolds and reduce guidance as the learner expertise increases.

Current research shows that some learning (e.g. communicating and speaking) occurs 'automatically' without having to make any noticeable effort. This is because we are genetically programmed to learn certain things. This is defined as biologically primary knowledge. However, biologically secondary knowledge (e.g. reading and writing) in contrast is acquired consciously, often requiring considerable effort. This means that for our students learning will take effort and will need to be helped to balance their own interest along side the interests of the classroom.

When considering instructional procedures, we must consider how our brain processes information. The model below illustrates the widely accepted manner in which our cognitive structures are organized. Providing a sensory stimulus gains our attention, it will initially engage our working memory. However, our working memory has a limited capacity to retain information and will only hold it for approximately thirty seconds. It is also limited in its' ability to hold several different elements ranging from seven to four. In contrast, our long-term memory is defined as a central structure and stores virtually unlimited amounts of knowledge and skills which organized into schemas. Learning happens when changes occur in our long-term memory. In order for this to happen we must rehearse the learning that the working memory is engaged in; retrieve the information regularly and continually revisit it so that learning is not forgotten.



The multi-store model of memory by Atkinson and Shiffrin (1968)

To make situated cognition and learning possible, learning experiences must become less abstract and more embedded in authentic tasks and contexts. The learning should begin with a review of prior learning and present new learning in small steps. We must check for understanding through asking large numbers of questions and allow lots of guided practice to allow for the changes in long-term memory to occur.

CURRICULUM

Curriculum Intent

“How much better is it to get wisdom than gold! and to get understanding rather to be chosen than silver!” Proverbs 16:16

Our curriculum is designed with the aim of equipping our learners with the knowledge and skills they need so that they have high aspirations for themselves, achieve all that they can within their life, celebrate their successes and become active participants within their community. To this aim, our curriculum is knowledge-rich, specified, sequenced and is taught to be remembered. We acknowledge that our learners are novices, not experts and that for them to be successful at becoming experts; we must teach the knowledge and skills they require explicitly and directly. Being a church school is important to us and Christian values underpin all that we do within our learning as well as the wider activities within our school. Our ethos reflects the values of the community and the church where we respect and care for each other, the church as well as promoting a love of learning throughout the school. Children who attend our school are supported to access the full, broad curriculum and learn so that they can bear the fruits of their labour and lead a full and rich life as they grow.

“To be the heartbeat of the community, rooted and established in God’s Love” Ephesians 3:17; “bearing fruit in all seasons” Jeremiah 17:8.

Our curriculum is designed to be a road map for our students. It is a specified journey towards success in a given field. In this sense it is the progression model. It is sequenced so that it builds knowledge both within year groups and across so that it is embedded and remembered beginning with our EYFS and finishing at the end of Year 6. It is an inclusive, broad curriculum and appropriate adaptation is made to enable all our learners to access it and be successful. Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Curriculum Implementation

Our curriculum is mapped to allow for knowledge to be revisited throughout, both within the discipline being studied and across other subject areas. Learning is broken down to small steps – with practice at each stage. Our teaching and learning approach includes many worked-examples to increase and deepen the learners' understanding. Scaffolding is provided to develop expertise (e.g. how to structure extended writing or a solution to a problem with missing parts) – but they are gradually withdrawn. Students practice applying the new knowledge they've acquired and mistakes made are corrected through feedback that feeds forward, enabling students to build confidence and gain high success rates leading to higher independence. Prior knowledge is continually revisited, allowing students to make links with new knowledge. This ensures progression and development of substantive and disciplinary knowledge and allows for previous learning to be built upon when embarking on new areas of learning.

Within each subject, we deliver learning using recommended, respected and tested schemes of work, for example in Maths we use Complete Maths, for Science, History, Geography and Art we use Primary Knowledge Curriculum and in ICT we use the National Centre for Computing Education scheme of work (Teach Computing).

Curriculum Impact

Impact is determined by assessing whether or not the learners develop detailed skills and knowledge across the curriculum and achieve well as a curriculum impact. This is obtained through both assessments and continuous monitoring of the effectiveness in which each subject is taught.

Assessments:

- Termly assessment is carried out in line with the DEMAT timetable:
- Reading – DIBELS
- Writing – judgement, and involvement in No More Marking
- Maths – Headstart assessments
- Yr 1 Phonics checks / Yr2 SATs – termly
- Yr6 SATs – half termly
- YrR Baseline Assessment – Autumn term
- Statutory Assessments (May/ June) – EYFS assessments, Yr1 Phonics Checks, Yr2 SATs, Yr4 Multiplication Checks, Yr6 SATs

Subject monitoring:

- Lesson visits
- Book looks
- Pupil voice
- Staff survey
- Planning
- Visual evidence (displays, photos etc.)

- Resources
- External view (e.g. parent questionnaire)

PEDAGOGICAL PRINCIPLES

At Ermine Street Church Academy, we believe that everyone has the right to feel safe, respected and valued. We believe in fostering positive relationships which are founded on established norms with clear roles and boundaries to enable this. Combining warmth with assertiveness and positive framing supports students in learning those roles and boundaries. This helps students develop good learning behaviours. We set high expectations for all our learners and believe they can all achieve these with the right support and encouragement.

Teachers at Ermine Street Church Academy incorporate Rosenshine's Principles of instruction to support our students' learning. They spend more time in guided practice, securing high rates of success, involving students in practicing and applying or elaborating in small steps, identifying misconceptions and checking for errors. Retrieval practice supports embedding knowledge to long-term memory. Students are presented with different models, deepening their understanding and overtime scaffolds are removed, leading to independent practice which helps them develop fluency and automaticity in using the skill or applying the knowledge. Confident in their new found knowledge, students can now apply it to problem-solving, critical thinking and becoming creative in their work.

Formative assessments build a crucial part of any lesson. Teachers make sure outcomes for each lesson are clearly understood by students and continuously check for understanding (e.g. asking diagnostic questioning), tracking students, identifying errors and providing feedback that moves the learning forward, focusing on the learning goals and making students think.

THE CURRICULUM AT ERMINE STREET CHURCH ACADEMY – SUBJECTS

When considering the content of the curriculum we must consider both substantive and disciplinary knowledge. Substantive knowledge is the knowledge produced by the academic subject. Depending on the subject, this knowledge could comprise any combination of the claims, pieces, techniques and works themselves and the processes in applying the knowledge. Disciplinary knowledge is the knowledge of how ideas are presented and developed within a discipline. This is the knowledge of how humans operate, in the field of production, when they are making meaning, when they are contributing new content to the field. Both substantive knowledge and disciplinary knowledge vary from one subject to another and are specific to those subjects. A Historian would use different disciplines and apply different knowledge to that of a scientist. Our curriculum aims to teach our students both the substantive and the disciplinary knowledge of each of the subjects.

ENGLISH

English is made up of 3 distinct areas – Reading, Writing and Oracy. Each area supports the other. The English Curriculum is unique amongst subjects – as well as being a subject in its own right it also permeates every other subject.

Reading

Early Reading

At Ermine Street Church Academy, we teach students to read and spell using the Sounds-Write Linguistic Phonics programme. Students are taught to understand the relationship between spoken and written words. We begin with what students acquire naturally, spoken language, and teach students how to represent sounds using spellings.

In Reception, we teach the Initial Code which includes a limited amount of code, so that students can focus on developing their skills. The skills students learn are segmenting (separating words into sounds), blending (putting sounds together to read words), and manipulation (swapping sounds in and out of words). Here are the spellings that are introduced in Reception:

Unit 1: a, i, m, s, t	Unit 2: n, o, p	Unit 3: b, c, g, h	Unit 4: d, f, v, e	Unit 5: k, l, r, u
Unit 6: j, w, z	Unit 7: x, y, ff, ll, ss	Units 8-10: <i>no new spellings</i>	Unit 11: sh, ch, wh, ng, ck, qu	

We begin by teaching consonant vowel consonant (CVC) words (e.g., 'sat', 'dog', 'miss'), before introducing students to words with adjacent consonants (e.g., 'went', 'frog', 'strap'). You can learn more about our approach by completing these free online courses:

<https://www.udemy.com/course/help-your-child-to-read-and-write/>

<https://www.udemy.com/course/help-your-child-to-read-and-write-part-2/>

In Year 1 and Year 2, we teach the Extended Code which introduces students to several different ways of spelling each of the 44. Through teaching Sounds-Write, we teach students that:

letters (spellings) represent sounds;

a sound may be spelled with 1, 2, 3 or 4 letters (sat, fish, where, eight);

one sound, different spellings (rain, play, great, cake)

one spelling, different sounds (head, break, dream)

Following advice from the Department for Education and Ofsted, we do not promote the use of silent letters, magic letters, or memorising whole words by sight. Instead, we teach students the relationships between sounds and their spellings. For example, we teach that the < a > in 'what' represents the sound /o/, as it does in 'want', 'was', and 'squad', too.

In addition to the Extended Code, we teach students to read and spell polysyllabic words (words with 2 or more syllables). This is essential as 80% of words in the English language are polysyllabic. In Key Stage 2, students apply their phonic knowledge to read new words and to spell words from the National Curriculum for spelling. Increasingly, teachers support students to develop their knowledge of etymology and morphology.

When we plan our phonics lesson, we include three elements. Firstly, we review learning from the previous unit. Secondly, we teach new learning and provide students with opportunities for controlled practice. Thirdly, we provide students with opportunities to retrieve learning with freer practice. This means the book and homework tasks your child completes will be from the previous units. This allows us to explicitly teach new skills and code during new learning, and students spend the next few weeks reviewing and retrieving learning with controlled then freer practice.

*Sounds-Write Linguistic Phonics has been validated by the Department for Education. You can access downloads and links on their website: <https://www.sounds-write.co.uk/page-84-downloads-links-for-parents-teachers.aspx>. You can also access their free ebooks here:

Books for Reception (The Initial Code)

<https://www.sounds-write.co.uk/page-109-initial-code-first-steps-collection.aspx>

Books for Year 1 (The Extended Code)

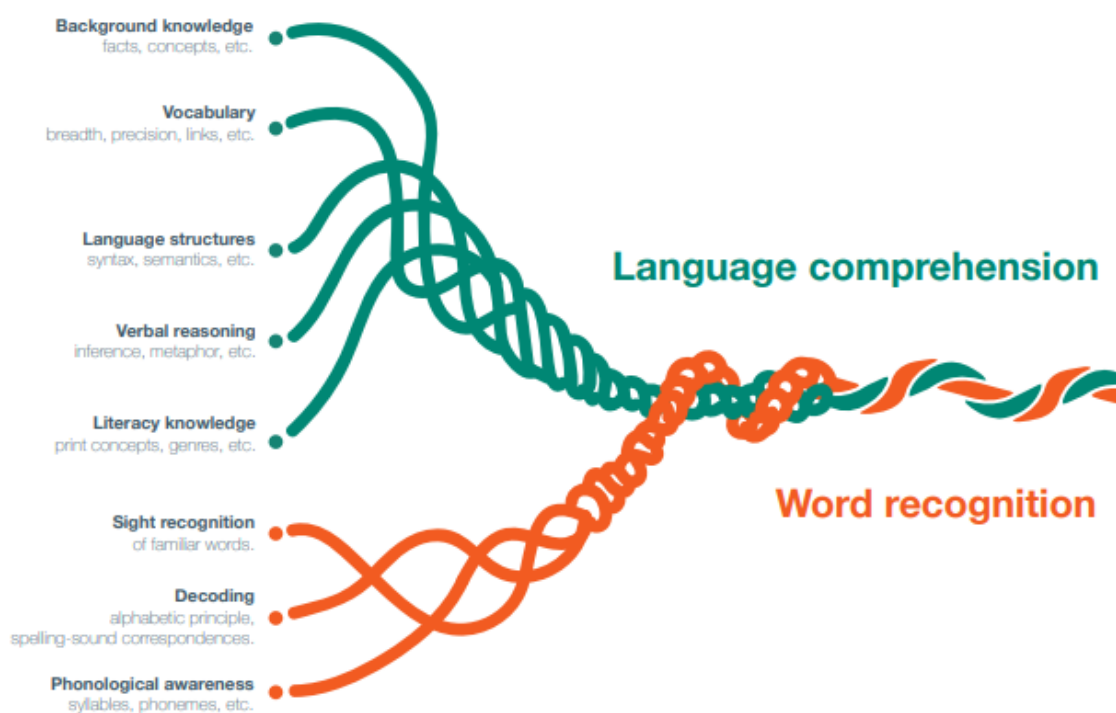
<https://www.sounds-write.co.uk/page-111-extended-code-first-steps-collection.aspx>

Reading: Fiction

Reading is taught explicitly through high quality, challenging children's classic literature. The 'Canon of Literature' for our school has been carefully selected to ensure it is challenging and ambitious. The advantage of selecting such classic texts is that children are exposed to wide archaic vocabulary and syntax applied in contexts that are rarely found in recently published children's fiction. Crucially, this selection process also allows children to acquire a wealth of cultural currency and background knowledge that promotes the development of more complex schema to which new knowledge can be linked more meaningfully.

One of the purposes of our daily English lessons is to develop each child's reading proficiency and comprehension - as determined by Scarborough's Rope Model ('The Reading Rope, Scarborough, 2001, see fig.1). Opportunities to develop the 'Language Comprehension' strands are specifically considered by teachers during the lesson planning process, so that opportunities to develop those aspects of children's learning are based on prior knowledge, explicitly taught with Rosenshine's Principles of Instruction (2012) being applied - in coordination with the wider curriculum. The 'Word Recognition' strands are intrinsically addressed as part of the reading process and with regular, varied reading experiences, children build better word recognition knowledge and fluency.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷



Our reading lesson pedagogy specifically follows Reading Reconsidered principles that incorporate a combination of accountable independent reading (AIR), and whole class reading approaches including choral reading, repeated reading and echo reading which support and challenge pupils to develop their fluency and prosody.

Reading: Non-Fiction

Reading and analysis of non-fiction text is embedded across our curriculum as part of the acquisition, comprehension and encoding of knowledge. However, in English lessons non-fiction material is selected or written as a secondary text that supports, deepens and develops the background knowledge required to better understand the primary fiction text. We know that reading classic texts is effortful, but when children understand the vocabulary and background knowledge behind these unfamiliar contexts and genres, they develop a love for the text. This allows them to feel successful and they are far more likely to continue to choose more challenging texts to which they can apply their reading knowledge.

The vocabulary attributed to the primary and secondary texts, is either taught explicitly or implicitly through high-quality images and texts that clarify the varied applications and nuances of complex words.

It is the interdependence of primary and secondary texts that enhance children's reading knowledge by allowing a complex schema of knowledge to be built around each text – and through our questioning and writing approaches, make links between texts and express their understanding of the 'Canon of Literature' through their oral and written rhetoric.

Writing

Writing instruction must be explicitly taught and modelled. Therefore, we include the principles of The Writing Revolution (2017) by Judith C Hochman and Natalie Wexler, to teach children how to build syntactically complex sentences and paragraphs that better support the expression of the rhetoric phase.

Examples of the application of grammar rules are attended to during the knowledge phase of teaching and children practice the application of grammar in writing tasks across curriculum, resulting in the continual revisiting and practice of grammar, which allows for knowledge to be stored in the long-term memory but to be easily retrievable for application.

Support and scaffolding appropriate to each child is offered in a range of materials. This may include CLOZE procedures, word banks, images, models and diagrams, exemplar texts, sentence stems and phonological support. However, all pupils in class are exposed to the same level of challenge and read the same complex texts as their peers.

Writing non-fiction essays in other subjects is also supported through The Writing Revolution strategies. Summative writing prompts are given to prompt the expression of the core knowledge of the unit and give a purpose and context to the writing task.

MATH

Mathematics is the study of numbers, quantities, or shapes. Mathematical competence is the foundation for being able to lead an autonomous and rewarding adult life. Being mathematical means being able to overcome challenges and navigate through life with purpose.

The mathematical curriculum content is divided into declarative, procedural and conditional knowledge. **Declarative** knowledge is static in nature (I know that) and consists of facts, formulae, concepts, principles and rules. Providing knowledge of the early mathematical code: facts, concepts, vocabulary and symbols is vital for students' success. Students must be taught core facts, formulae and concepts that are useful now and in the next stage of education. It is also imperative that students develop their automatic recall of core declarative knowledge, rather than rely on derivation, guesswork or casting around for clues.

Procedural knowledge is recalled as a sequence of steps (I know how). The category includes methods, algorithms and procedures: everything from long division, ways of setting out calculations in workbooks, to the familiar step-by-step approaches when solving quadratic equations. Students need to learn non-distracting and accurate mathematical methods that encourage them to use recall over derivation. Over time students learn use more efficient, systematic and accurate mathematical methods that they can use for more complex calculations and in their next stage of learning. This supports students to see new connections of number, geometry and time.

Conditional knowledge gives students the ability to reason and solve problems (I know when). Useful combinations of declarative and procedural knowledge are transformed into strategies when pupils learn to match the problem types that they can be used for. Students learn useful, topic-specific strategies, as well as how to match them to types of problems. They develop confidence in using linked facts and methods that are the building blocks of these strategies and use core, systematic strategies rather than resorting to guesswork or unstructured trial and error.

Our aim is for all our students to become successful mathematicians. The Complete Mathematics Scheme of work provides us with a carefully and effectively structured mathematics curriculum where knowledge is broken into tiny granules, supporting understanding of complex concepts. It provides students with numerous opportunities to be successful, so they know what success feels like throughout their education and are motivated to keep going; developing a positive attitude towards learning mathematics. The structure of Complete Mathematics also enables us to highly individualize our teaching and help our students to take their mathematics further or to address gaps in their knowledge.

From Reception to Year 6, pupils will be encouraged to use a range of strategies to support their learning. These include the use of counting materials (fingers, rulers, counters) pictures, jottings or a formal written method. We urge parents and carers to support this when their children are learning at home. Children are encouraged to look at a calculation with 'number sense' and use

their 'number knowledge'. The child will decide on the best approach to solve the problem, for example whether to solve it mentally, to draw the problem out or use a written method. As we teach each granule of maths, we ensure the children move through three specific stages which support their development of understanding. These stages are called Concrete, Pictorial and Abstract.

Concrete - This means the learning that will take place in a hands-on way. This will include using resources or methods that allow the children to build the skills and understanding they need to move.

Pictorial – This stage allows for children to see visually what they are doing. This could be through jottings or a number line. Children will be exposed to and create a number of images and models to support fluency.

Abstract – this is the most difficult part of maths. If the first two stages were taught well, this stage should occur naturally. At this stage the learner no longer requires resources or images to support their calculations and can recognise and understand a range of different symbols and vocabulary used across the curriculum.

Where possible the children will move through all 3 stages to become fluent in a strategy or method.

Our Maths Calculation Policy and support document outlines each step our children will take to be able to master each of the four operation (addition, subtraction, multiplication and division) as well as fractions. This document also shows the progression of how we teach the fluency of Mathematical Facts and times tables across the school to ensure that by the end of Year 6 our children are able to recall their number facts and apply them to the Maths curriculum. This works in conjunction with the Complete Maths framework to ensure that children gain a solid understanding of each concept and are able to master the Mathematic Curriculum.

SCIENCE

Science is the study of the nature and behaviour of natural things and the knowledge that we obtain about them. It is based on observation, experiment and measurement as well as the formulation of laws to describe these facts in general terms.

In England, students begin their formal science education in the early years foundation stage (EYFS). This involves learning foundational knowledge primarily through the 'understanding the world: the natural world' area of learning. This provides a number of rich contexts for pupils to learn a wide range of vocabulary. These words form the beginnings of scientific concepts that will be built on in Year 1 and beyond.

Substantive knowledge in science is organised according to the 3 subject disciplines: biology, chemistry and physics. The substantive knowledge is the knowledge of the products of science, such as concepts, laws, theories and models. Each scientific discipline provides students with a unique perspective to explain the world around them. This means that as pupils progress through the curriculum, they need to develop knowledge about the similarities and the differences between each scientific discipline.

In Science, disciplinary knowledge describes the diverse ways that science establishes and grows knowledge through scientific enquiry. There are at least 4 content areas through which students make progress when learning disciplinary knowledge:

1. Knowledge of methods that scientists use to answer questions. Students learn about the process of: how to conduct fair testing, use models, chemical synthesis, classification, description and the identification of correlations (pattern-seeking) and experimentation.
2. Knowledge of apparatus and techniques, including measurement. Students learn how to use equipment to carry out specific procedures safely. They learn that all measurement involves some error and scientists put steps in place to reduce this.
3. Knowledge of data analysis. Students learn about different types of tables and graphs and how to identify correlations.
4. Knowledge of how science uses evidence to develop explanations. Students learn how evidence is used, alongside substantive knowledge, to draw tentative but valid conclusions.

Our aim is to develop our students' scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. We also intend to develop our students' understanding of the nature, processes and methods of science through different types of science enquiries that help children answer scientific questions about the world around them. Furthermore, we aim to equip our pupils with the scientific knowledge required to understand the uses and implications of science, today and for the future.

The Primary Knowledge Curriculum provides our students with a highly organized curriculum that embeds disciplinary knowledge within the substantive content of biology, chemistry and physics. The substantive knowledge is sequenced so that students build their knowledge of important concepts such as photosynthesis, magnetism and substance throughout their time at school whilst

the disciplinary knowledge is sequenced to take account of the best substantive contexts in which to teach it and develops student's knowledge of working scientifically.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	The Human Body 1. Introduction to Our Body and Our Senses 2. Eyes and Sight 3. Ears and Hearing 4. Touch, taste and smell 5. Understanding Sensory Impairment	Animals and their Needs 1. Amazing Animals (Introduction to Animals) 2. Grouping animals: Fish, amphibians, reptiles, birds and mammals 3. Grouping animals: carnivores, herbivores and omnivores 4. Animals as pets 5. Describing animals	Seasons and Weather 1. The four seasons 2. Tools to record the weather 3. Using a graph to show information about the weather 4. Clouds and what they tell us: cirrus, cumulus and stratus 5. Weather forecasting	Taking Care of the Earth 1. Taking Care of the Earth 2. Earth's Natural Resources 3. Logging 4. Pollution 5. Recycling	Plants 1. What plants need 2. Parts of plants 3. Seeds 4. Deciduous and evergreen plants 5. Plants we eat	Materials and Magnets 1. Everyday Materials 2. Properties of Materials 3. Uses of Materials 4. Magnets 5. Investigation
Year 2	The Human Body 1. Animals, including humans, survival and offspring 2. The Skeletal System, The Muscular System and Exercise 3. The Digestive system and Healthy Eating 4. The Circulatory system 5. Germs, diseases and preventing illness	Living Things in their Environments 1. Dead or Alive 2. What is a habitat? 3. Rainforest and Desert habitats 4. Meadow habitats 5. Underground habitats	Electricity 1. Introduction to Electricity 2. Safety 3. Exploring Circuits (A) 4. Exploring Circuits (B) 5. Investigating conductive and non-conductive materials	Plants 1. Plants around us 2. Seeds and bulbs 3. Comparative test 1 4. Comparative Test 2 5. Food and Farming	Materials and Matter 1. Materials and their uses 2. George de Mestral and Velcro 3. Matter under the microscope 4. Changing Solid Objects 5. Liquids and their properties	Astronomy 1. Introduction to Astronomy 2. Model the Solar System 3. Orbit and Rotation 4. The Moon and its Phases 5. Constellations
Year 3	The Human Body 1. The Muscular System 2. The Skeletal System 3. The Nervous System 4. Preparing to Eat 5. The Digestive System	Cycles in Nature 6. The Four Seasons (prior learning) 7. Seasonal Cycles in Plants 8. Life Cycle of a Plant 9. Animal Migration 10. Life Cycle of a Frog	Light 1. Light and Dark 2. Transparent and opaque surfaces 3. Mirrors and reflection 4. Shadows 5. Finding patterns in changing shadows	Plants 1. Botany and Flowering Plants 2. Requirements for life and growth 3. Water transportation in plants 4. Pollination in Flowering Plants 5. Seed Dispersal	Rocks 1. Sorting rocks 2. How Rocks are Formed 3. Permeability 4. Fossils 5. Soil	Forces and Magnets 1. Forces (Gravity) 2. Friction 3. Magnet 4. Magnetic Poles and Fields 5. Investigating the strength of magnets
Year 4	The Human Body 1. Cells and Nutrients 2. Teeth and Senses 3. Digestion 4. A Healthy Diet 5. Vitamins and Minerals	Classification of Plants and Animals 1. Introduction to classification 2. Classes of vertebrates: Fish and Amphibians 3. Classes of vertebrates: Reptiles, Birds and Mammals 4. Classes of invertebrates: Insects, Arachnids and Molluscs 5. Classification of plants	Ecology 1. Living things and Habitats 2. Natural Cycles 3. Web of Living Things 4. Human Threats to the Environment 5. Ecology in our Local Area	Sound 1. What is sound? 2. Speed of sound 3. Qualities of sound – Pitch and Volume 4. Human Voice 5. Ears- how we hear	The Water Cycle 1. States of Matter 2. Evaporation 3. Condensation 4. Precipitation 5. The Water Cycle	Electricity 1. Electrical Safety 2. Parts of a circuit 3. Switches 4. Thomas Edison and Lewis Latimer 5. Investigating conductive and non-conductive materials
Year 5	The Human Body: 1. Human Growth Stages 2. Adolescence and Puberty 3. Slowing Down 4. Growth in Humans and Animals 5. Preparation for Assessment (research and scientific drawing)	Materials 1. Properties of materials 2. Which material is best? 3. Solubility- which materials are most soluble/what solubility means 4. Separating mixtures- sieving, filtering, evaporating 5. Reversible changes- dissolving, mixing, change of state	Living Things 1. Life cycles of plants and animals in our local area 2. Reproduction in Plants 3. Life cycles of Mammals and Amphibians 4. Life cycles of insects and birds 5. The work of David Attenborough and Jane Goodall	Forces 1. Forces including gravity 2. Air resistance, water resistance and friction 3. Guided investigation: Paper Drop 4. Guided investigation: Paper Drop 5. Pulleys, gears and levers	Astronomy 1. The Big Bang and the expanding universe 2. Gravity 3. Our Solar System 4. The Moon 5. Our Galactic neighbourhood	Meteorology 1. Meteorology and the Atmosphere 2. The Ozone Layer 3. Air Movement 4. Cold and Warm Fronts 5. Thunder and Lightning
Year 6	The Human Body 1. The Heart: Circulation of the Blood 2. Blood Vessels and Transport 3. Components of Human Blood 4. Blood Pressure and Heart Rate 5. Heart Rate- an investigation	Classification of Living Things 1. Classifying organisms 2. Cells: Plant and Animal cells 3. Taxonomy 4. Vertebrates 5. Invertebrates	Electricity 1. Simple Series Circuits 2. Parallel Circuits 3. Switches 4. Planning an investigation 5. Investigation	Light 1. How light travels 2. How we see 3. Shadows and their shapes 4. The Colour of Light 5. Making a periscope	Reproduction 1. Asexual reproduction 2. Sexual reproduction in non-flowering plants 3. Sexual reproduction in flowering plants 4. Reproduction in animals 5. Growth stages	Evolution 1. Fossils and Evolution 2. Inheritance 3. Adaptation 4. Charles Darwin 5. Alfred Wallace

HISTORY

The study of history is a window into the past that provides understanding of the present-day, and how individuals, nations, and the global community might develop in the future. Through history, students come to understand their place in the world, and the long story of human development.

In England, students begin their formal history education at key stage 1. What children learn in the early years foundation stage (EYFS) is crucial knowledge for them to build on in the future. The knowledge and vocabulary that children develop, particularly through the 'understanding the world' area of learning, enable them to access history content at key stage 1.

To make progress in history, students need to develop both their substantive and disciplinary knowledge within this subject. The substantive knowledge within this discipline is the knowledge about the past which includes key dates of events and key sources. It also includes knowledge of 'substantive concepts' (abstract concepts such as invasion, tax, trade, monarch or empire). To make sense of this knowledge, students must secure mental timeline. This makes students' existing historical knowledge more secure and therefore makes new knowledge easier to learn. Disciplinary knowledge of History is the knowledge about how historians investigate the past and how they construct historical claims, arguments and accounts. These disciplinary concepts are highly abstract. Therefore, teaching is likely to be most effective when students have repeated encounters with these ideas through meaningful examples in specific contexts. Firstly, students need secure substantive knowledge about relevant historical contexts in order to make sense of this. Once students have obtained this knowledge, they can examine simple sources to answer historical questions and develop an understanding of how historical evidence is used to interpret historical events and their impact. They will be able to analyse causes and consequences, be able to draw similarities and differences between events as well as examining continuity and change.

Throughout their time with us, our students will learn how historians and others have constructed accounts about the past, and gain extensive knowledge of historical events.

Using the Primary Knowledge Curriculum, students will have lots of opportunities to encounter broad characterisations of particular periods; develop understanding of general features of periods; build knowledge of the chronological order of broad periods; acquire knowledge of particular dates and encounter a wide range of important substantive concepts. Our students will have opportunity to grapple with historical questions and have opportunities to make their own interpretations and perspective using simple sources of historical evidence.



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1		Discovering History 1. What is the Past? 2. Family Trees 3. How do we know about history? 4. What do archaeologists do? 5. Our Local History		Kings, Queens and Leaders 1. Kings and Queens 2. King John I and the Magna Carta 3. Henry III and Parliament 4. Charles I 5. Oliver Cromwell and the Commonwealth		Parliament and Prime Ministers 1. James II, Mary II and William of Orange 2. Simon de Montfort and parliament 3. Robert Walpole 4. Our Prime Minister today 5. Elections
Year 2		Romans in Britain 1. The Roman Empire 2. Roman armies and soldiers 3. The invasion of Britain and Boudicca 4. Roman towns 5. Roman legacy on		The Tudors 1. Life in Tudor England 2. Henry VIII 3. The English Reformation 4. Edward VI and Mary I 5. Elizabeth I		Powerful Voices 1. Gandhi 2. Rosa Parks and Martin Luther King 3. Malala Yousafzai 4. Greta Thunberg 5. Local: David Attenborough
Year 3	Stone Age to the Iron Age 1. Mesolithic Hunter Gatherers 2. Life in Neolithic Britain 3. The Bronze Age 4. Stonehenge 5. The Iron Age	Ancient Egypt 1. Locating Egypt and the River Nile 2. Life in Ancient Egypt 3. Religion and the Afterlife 4. Tutankhamun and Howard Carter 5. Hieroglyphics	The Anglo Saxons, Scots and the Vikings 1. Anglo Saxon England 2. The Scots and the Picts 3. Anglo Saxon Settlements 4. Anglo Saxon Culture and Religion 5. Who were the Vikings? 6. Viking Raids and Invasion 7. Alfred the Great 8. Viking settlements and Danelaw 9. Viking Religion and Culture 10. Edward the Confessor 11. The Norman Invasion		Law and Power (1154-1272) 1. Henry II and English Common Law 2. Henry II and Thomas Beckett 3. The Holy Wars and Richard the Lionheart 4. King John and the Magna Carta 5. Simon de Montfort	The War of the Roses 1. An Introduction to the War of the Roses 2. Henry VI vs. Edward IV 3. Richard III and the Princes in the Tower 4. The Battle of Bosworth Field 5. Henry VII and the Tudors
Year 4	Ancient Greece 1. Ancient Greece: City States 2. Athens and Democracy 3. Sparta 4. The Persian Wars 5. Alexander the Great 6. Greek Philosophy 7. Gods 8. Mythology 9. Art and Architecture 10. The Ancient Olympic Games 11. The Legacy of Ancient Greece		Life in Ancient Rome 1. Locating Ancient Rome 2. Monarchy, Republic, Empire: Rome's different Governments 3. Pompeii 4. A Day in the Life in Ancient Rome 5. Latin	The Rise and Fall of Rome 1. The Punic Wars and the expanding empire 2. Julius Caesar 3. Caesar Augustus and the Pax Romana 4. Christianity in the Roman Empire 5. The Fall of the Roman Empire	The Stuarts 1. James I and the Union of the Crown 2. The Gunpowder Plot 3. Charles I 4. The English Civil War 5. Oliver Cromwell and the Commonwealth 6. The Restoration of Charles II 7. The Great Plague of 1665 8. The Great Fire of London 9. Christopher Wren and the Rebuilding of London 10. James II and the Monmouth Rebellion 11. William of Orange and the Bill of Rights	
Year 5	Baghdad c.900 CE 1. The Rise of Islam 2. Baghdad: A City of Peace 3. Baghdad: Building a City 4. Baghdad: A Centre for Learning in the Islamic Golden Age 5. The Mongol Attack on Baghdad and the Regional Powers	The Early British Empire 1. The British Empire 2. Global Trade 3. The Mughal Empire and East India Company 4. The Seven Years War 5. What motivated Britain to want an Empire?	The French Revolution 1. Life in France before the Revolution 2. Louis XVI and Marie Antoinette 3. Napoleon 4. Battle of Trafalgar 5. Battle of Waterloo	The Transatlantic Slave Trade 1. The Origins of the Transatlantic Slave Trade 2. The Atlantic Passage 3. Enslaved Africans: Treatment and Resistance 4. The Abolition of Slavery 5. The Abolitionists: Clarkson, Wilberforce and Equiano	The Industrial Revolution 1. The Industrial Revolution 2. Cotton Production 3. Steam Engines and Trains 4. Iron and Coal 5. Children at Work	The Victorian Age 1. The Reign of Queen Victoria and the British Empire 2. Victorian Cities 3. The Poor Law and the Workhouse 4. Leisure 5. Life by 1900
Year 6	World War I 1. The Causes of World War I 2. On land, at sea and in the air 3. Life on the Western Front 4. The Home Front 5. The Consequences of the War	The Suffragettes 1. Democracy in the 19 th Century 2. The National Union of Women's Suffrage Societies 3. Emmeline Pankhurst and the WSPU 4. The Anti-Suffrage Campaign 5. World War I and the Representation of the People Act	The Rise of Hitler and World War II 1. The Armistice and the Treaty of Versailles 2. The Rise of the Nazi Party 3. Life in Nazi Germany 4. Kristallnacht and the Refugee Crisis 5. The Second World War	World War II and the Holocaust 1. World War Two 2. The Battle of Britain and the Blitz 3. The Codebreakers at Bletchley Park 4. The Holocaust 5. The Home Front	The Cold War 1. The Cold War 2. The Arms Race 3. The Cuban Missile Crisis 4. The Space Race 5. Proxy Wars	The History of Human Rights 1. Human Rights 2. Women's Rights 3. Children's Rights 4. Racial Equality 5. Freedom of Belief and Religion

GEOGRAPHY

Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They also examine how human culture interacts with the natural environment and explore the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there and how they develop and change over time.

Children start on their geography education journey in the early years foundation stage (EYFS). The EYFS framework contains references to geographical learning. For example, the 'people, culture and communities' and 'natural world' strands set out much clearer, identifiable geographical knowledge that children are to learn. Crucially, in the early years, children begin to acquire some of the geographical vocabulary that they will build on through the rest of their schooling.

The national curriculum and other geography education literature presents the substantive knowledge of this discipline through 4 interrelated forms:

- *locational knowledge* - In building students' locational knowledge, this not only helps students to identify specific features but also helps to build their own identity and develop their sense of place.
- *place knowledge* - Place is a physical area that can be located (found on a map) and that has a personal meaning, attachment or distinct identity. Knowledge of place allows students to locate or orientate themselves with respect to the larger global space and to other places.
- *human and physical processes* - Students gain knowledge of environmental, human and physical processes which help them to describe their own and others' environments and to develop an understanding of important processes and changes in the world around them.
- *geographical skills* – include map reading and fieldwork. Geographical skills allow students to collect, represent and interpret spatial information and their acquisition is an important dimension of the geography curriculum.

Disciplinary knowledge considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers. This is the knowledge of how research is conducted, sources are interpreted and data presented. This knowledge provides students with an understanding of how geographers produce their responses and write geographical work.

Our aim is for students to 'think like a geographer'. Students will build and expand on their personal experiences of geography, developing their ability to use what they know from one context in another. They will gain knowledge about the world beyond their own experience, for example to appreciate how people live in other parts of the world.

Using the Primary Knowledge Curriculum, students will learn the range of relevant geographical knowledge and skills whilst gaining an understanding of what it means to 'think like a geographer'.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	Spatial Sense 1. Aerial Views 2. Maps 3. Location 4. Compass Points 5. Drawing maps		The UK 1. The four countries in the United Kingdom 2. Scotland 3. Wales 4. Northern Ireland 5. England		Seven Continents 1. Europe 2. Antarctica 3. Africa 4. Asia 5. North and South America 6. Australia	
Year 2	Spatial Sense 1. My School Site 2. Drawing a map of my school 3. Maps of the local area 4. Using maps to plan a route 5. Identifying locations on a globe or world map, the equator		The British Isles 1. The British Isles and England 2. Scotland 3. Wales 4. Ireland 5. Comparison with Cape Town		Northern Europe 1. Countries in Northern Europe. 2. Human and physical features of Northern Europe. 3. Climate in Northern Europe. 4. Animals found in Northern Europe. 5. Roald Amundsen	
Year 3	Spatial Sense 1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Fieldwork- The Local Area 4. A contrasting locality- San Francisco (Human Geography) 5. A contrasting locality- San Francisco (Physical Geography)	Settlements 1. Settlements 2. Types of Settlements 3. Urban, Rural and Suburban areas 4. Population Density 5. Sites and Situations of Local Settlements	Rivers 1. What is a river? 2. Rivers of Europe 3. Rivers of Africa 4. Rivers of Asia 5. Rivers of Australia, South America and North America	UK Geography: The South West 1. Introduction to the South West 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate 5. Change over time	Western Europe 1. Countries and Settlements in Western Europe 2. Climate of Western Europe 3. Trade in Western Europe 4. France 5. A comparison of London and Paris	Asia- China and India 1. Locating India and China 2. Human and Physical Geography of India 3. Rivers of India 4. Human and Physical Geography of China 5. The Great Wall of China
Year 4	Spatial Sense 1. Globes and the Tropics 2. Scale 3. Grid References 4. Our Local Area 5. Our Local Area- Changes over Time	Mediterranean Europe 1. Key Places in Europe 2. Climate of Mediterranean Europe 3. Food and Farming 4. Landscape 5. Settlements	Eastern Europe 1. Key Places in Eastern Europe 2. Climate of Eastern Europe 3. Physical Features of Eastern Europe 4. Compare and contrast physical features: UK and Russia 5. Compare and contrast human features: UK and Russia	UK Geography: Northern Ireland 1. An Introduction to Northern Ireland 2. Visiting Northern Ireland 3. Northern Ireland, the Republic of Ireland and the partition 4. The Giant's Causeway 5. The Marble Arch Caves	UK Geography: London and the South East 1. Introduction to the South East 2. London 3. Canterbury 4. Brighton 5. Dover	Asia - Japan 1. Location of Japan 2. Weather and Climate in Japan 3. Physical features of Japan 4. Architecture in Japan (Human Features) 5. Feudal Japan
Year 5	Spatial Sense 1. Maps: dividing the world into sections. 2. Eastern and Western hemispheres 3. Maps: using co-ordinates to locate places. 4. Maps: drawn to different scales. 5. Relief maps	Mountains 1. Mountains 2. The Alps 3. The High Peaks of the Himalayas 4. American Mountains 5. African Mountains	UK Geography: East Anglia, The Midlands, Yorkshire and Humberside 1. East Anglia – Physical Geography 2. East Anglia- Land Use 3. The Midlands – Settlements 4. Yorkshire and Humberside – Physical Geography 5. Yorkshire and Humberside – Human Geography	Australia 1. Australia- location and physical geography 2. The history of Australia 3. Settlements 4. Climate 5. Biodiversity	New Zealand and the South Pacific 1. New Zealand and the South Pacific- location and physical geography 2. The history of New Zealand- The Maori 3. Earthquakes 4. Climate, Biomes and Animals 5. South Pacific Islands	Local Study 1. Geography of the local area 2. Sketch Maps (Fieldwork) 3. Local Issues 4. Data Collection (Fieldwork) 5. Graphing data
Year 6	Spatial Sense 1. Latitude and Longitude 2. The Arctic and Antarctic Circles 3. Time Zones 4. Map Projection 5. Maps of the World	British Geographical Issues 1. Air Pollution 2. Climate Change 3. Waste 4. Litter 5. Local context	North America 1. The Countries of North America 2. Environmental Regions of North America 3. Rivers in North America 4. Cities in North America 5. Comparison of The UK and a region of North America	South America 1. An introduction to South America 2. Past civilisations and empires 3. The Andes Mountains and the Atacama Desert 4. Brazil (Agriculture and Industry) 5. The Amazon Rainforest	Africa 1. The Continent of Africa 2. Past civilisations and empires – Mansa Musa 3. The Sahara Desert and Desertification 4. Food Security 5. Kenya	Globalisation 1. What is globalisation? 2. Economic Globalisation 3. Political Globalisation 4. Social Globalisation 5. Globalisation; a global force for good?

ART & DESIGN

Art consists of paintings, sculpture, and other pictures or objects which are created for people to look at and admire or think deeply about. Studying art and design provides the opportunity to acquire new skills and knowledge of different art forms, media and techniques.

Children start on their art education journey in the early years foundation stage (EYFS). They begin to use a range of materials creatively to design and make products and use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. In the early years, children begin to acquire some of the practical art knowledge that they will build on through the rest of their schooling.

As a practical subject, the distinction between substantive and disciplinary knowledge of art significantly overlap each other.

The practical knowledge consists of three strands:

- Practical execution - students develop their accuracy and are able to draw upon measurement and judgment techniques, gaining growing competence drawing with perspective.
- Media and mark-making - To be able to produce excellent art work students need to develop awareness and habits of looking and noticing as well as developing their fine motor skills. Students need to develop knowledge of how to use different media of the artist and the techniques needed to use pencil, charcoal, oil pastels, acrylic and watercolour paint. Learning these techniques are all components of knowledge in art. Importantly, students need to develop understanding of the theory of colour and gain proficiency in mixing colours.
- Habits of developing work – These comprise of elements such as seeking inspiration from the world or other artists; imagining a scene in one's mind and experimentation. They draw on knowledge of techniques, media and history of art. Students are able to express themselves using this knowledge to produce individual pieces of work.

The theory-oriented knowledge of art includes the formal elements of art. These elements give students a language that enables them to analyse their work, receive and understand specific instructions and feedback, and to participate in analysis and appreciation of the work of great artist throughout history. This knowledge of art history can inform and inspire students' practical work, which in turn allows greater appreciation of the work of artists over time.

Our aim is to develop students' understanding and appreciation of art, and of art history, as well as to develop their ability to produce art themselves. Learning through and about the arts will enrich our students' experience and encourages self-expression and creativity.

The Primary Knowledge Curriculum will provide our students with knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. Importantly, meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist.



Curriculum Overview



Skills Progression	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	
<u>Year 1</u> <u>Summary</u> Concepts in Art: Colour, Line, Style Types of Art: Paintings of Children, Narrative Art, Architecture, Sculpture, Pointillism, Cubism Skills: Painting, Drawing, 3D form, Collage Process (analysing, exploring, observing, evaluation): verbal, observational and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork	Painting Brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour Drawing Using lines, using a ruler, observation, detail, pencil, charcoal, felt tips, oil pastels 3d form Modelling with clay – sticking and carving, model making with mixed media, casting plaster, sculpting with wire and Modroc Collage Collage with tissue paper - tearing	Colour Artists: Van Gogh, Bruegel, Vermeer, Hockney, Monet Concepts: Primary and secondary colours, warm and cool colours, tints and shades, rough and smooth brushstrokes Skills: colour mixing, holding and using a brush, using different brushstrokes PAINTING MIXED MEDIA	Line Artists: Rembrandt, Miro, Klee Concepts: Lines as basic tools, describing different lines, different materials for making lines, lines can be used to represent different things Skills: drawing different lines with different materials, drawing lines with a ruler, painting and colouring neatly inside shapes, drawing from the imagination DRAWING MIXED MEDIA	Architecture Buildings: Westminster Abbey, St Paul's Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo Concepts: Defining architecture, purpose, features, design process. Skills: line drawing (detail), collage with tissue paper, modelling with clay, designing for a purpose, model making with mixed media DRAWING 3D FORM COLLAGE	Style in Art/Narrative Art Artists: Seurat, Van Gogh, Tintoretto, Uccello, Moreau Concepts: style, painting technique, brushstrokes, pointillism, narrative paintings, characters in paintings Skills: painting with dots, using short brushstrokes, colour mixing, drawing from the imagination PAINTING DRAWING	Paintings of Children Artists: Hogarth, Bruegel, Hockney, Cassatt Concepts: Paintings can tell us about the past, art can give us messages, cubism Skills: Accurately copying shapes, colour matching, painting with watercolour, choosing which brush to use, drawing people from manikins, planning and arranging elements of a picture PAINTING DRAWING COLLAGE	Sculpture Artists: Degas, Gormley, Hepworth, Moore, Giacometti Concepts: Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale Skills: Drawing people from life, using charcoal, modelling with clay, casting in plaster, painting plaster and painting detail, sculpting with wire DRAWING 3D FORM

Year 2 Summary Concepts in Art: Colour, Shape, Texture, Pattern, Symmetry Types of Art: Portraits, Landscapes, Anglo-Saxon Art, Murals, Tapestries Skills: Painting, Drawing, 3D form, Collage, Textiles, Printing, Mixed media Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork	Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour Drawing Using lines, observation, detail, mark making to show texture, pencil, chalk, charcoal, oil pastels 3d form Modelling with clay – sticking and carving, sculpting with wire and paper, sculpting with natural objects Collage Collage with paper - cutting organic shapes, collage with textiles – colour matching Textiles Weaving Printing Mono-printing with polystyrene	Colour and Shape Artists: Kandinsky, Delaunay, Monet, Klee, Picasso, Calder Concepts: primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes Skills: colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team 3D FORM PAINTING DRAWING	Colour, Shape and Texture Artists: Matisse, Durer, Jan van Eyck Concepts: cut-outs, complementary colours, organic shapes, composition, visual texture Skills: colour mixing, selecting complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels COLLAGE DRAWING	Portraits and Self-Portraits Artists: Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi Concepts: Portraits v self-portraits, representation in portraits, proportions of a face, cubism Skills: Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels DRAWING PAINTING	Landscape and Symmetry Artists: Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy Concepts: What is a landscape, different methods to paint landscapes, Turner's style, symmetry in nature and art, temporary art Skills: Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects MIXED MEDIA (DRAWING AND PAINTING) SCULPTURE	History Painting Artists: Picasso, Caravaggio, Antonio del Pollaiuolo, Kauffmann Concepts: History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told Skills: sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage DRAWING MIXED MEDIA (DRAWING/COLLAGE)	Murals and Tapestries Artists/Art: Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn tapestries, Albers, Banksy Concepts: What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition Skills: mono-printing, weaving, creating a composition PRINTING TEXTILES
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Year 3 Summary Concepts in Art: Line, Form, Pattern, Symmetry Types of Art: Still life, History painting, Ancient Egypt, Architecture Skills: Painting, Drawing, 3D form, Collage, Printing, Mixed media Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, working with others to create an artwork	Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour Drawing Using lines, observation, detail, using a ruler, line weight, sketching, pencil techniques to show tone, chalk and charcoal to show tone, oil pastels – working dark to light 3d form Modelling with clay – sticking and carving, clay relief, model making with mixed media Collage Collage with paper and tissue paper Printing Mono-printing with polystyrene	Line Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines Skills: continuous line drawing, line weight, drawing contour lines, mono-printing DRAWING PRINTING	Still Life and Form Artists: Warhol, Morandi, Stubbs, Cezanne, Moser Concepts: What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form Skills: Pencil techniques to show form and tone, cross-hatching, drawing still life – what you see, layering oil pastels DRAWING	Art of Ancient Egypt Art: The Great Sphinx, Bust of Nefertiti, Tutankhamun's death mask, Book of the Dead Concepts: Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods Skills: sketching, modelling in clay, creating patterns, making paper, drawing in profile 3D FORM DRAWING	Anglo Saxon Art Art: Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry Concepts: Anglo-Saxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery Skills: Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage DRAWING PAINTING COLLAGE	Architecture Architecture/Architects: Parthenon, Callicrates), St Paul's Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa Concepts: What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi's use of curved lines, nature, mosaics and stained glass Skills: Using lines to create a design, working with clay to create a relief, building up and carving away, collage DRAWING SCULPTURE COLLAGE	Modern Architecture Architecture/Architects: Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavilion (Kere), London Aquatics Centre (Hadid) Concepts: modern vs traditional, function, inspiration, process: models and drawing, construction: engineers Skills: Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team DRAWING 3D FORM
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Year 4 Summary Concepts in Art: Light, Space, Design – Elements of Art, Pattern Types of Art: Ancient Rome, Byzantine Empire, Textiles Skills: Painting, Drawing, 3D form, Collage, Mixed media Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, working with others to produce an artwork, written and verbal evaluation of own artwork	Painting Brush hold, brush choice, colour mixing, brushstrokes, ground and underpainting using acrylic, using paint to show tone, accuracy, watercolour Drawing Using lines, observation, detail, sketching, chalk and charcoal to show tone 3d form Cardboard reliefs, Model making with mixed media Collage Collage with paper Textiles Embroidery, weaving	Light Artists: Caravaggio, Vermeer, Goncharova, Begum Concepts: light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways Skills: Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic DRAWING PAINTING	Space Artists: Matisse, Millet, Bonheur, Bruegel, Turner Concepts: Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth Skills: Using shade to create tone, using line to draw a landscape, creating a relief in cardboard 3D FORM DRAWING	Design Artists: Matisse, Munch, Kauffman Concepts: Meaning of design in art, the elements of art, composition, cut-outs, expressionism, colour and line to create emotion, complementary colours Skills: Arranging a composition, using lines to show expression, painting with watercolour DRAWING PAINTING	Monuments of Ancient Rome: Monuments: The Pantheon, Colosseum, Trajan's Column Concepts: What is a monument, monuments shows Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column Skills: Following instructions, model making, working as a team 3D FORM	Monuments of the Byzantine Empire Monuments: Hagia Sofia, Basilica of San Vitale – Ravenna, icons Concepts: Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon Skills: copying patterns, painting with watercolour, collage PAINTING COLLAGE	Needlework, Embroidery and Weaving Designers/Artists: MacDonald, Hartnell – Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers Concepts: What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries Skills: cross-stitch design, cross-stitch, weaving TEXTILES
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Year 5 Summary Concepts in Art: Style, Colour, Pattern, Abstract Types of Art: Rococo, Modernism, Abstract, Islamic, African, Chinese, Printmaking Skills: Painting, Drawing, 3D form, Printing, Mixed media Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork.	Painting Using acrylic on canvas, creating texture with acrylic, painting with inks, using Chinese painting materials – brush use Drawing Using lines, rulers and compasses, observation, using pencil, using oil pastels and soft pastels to show tone 3d form Modelling with clay – sticking and carving (reliefs), Cardboard reliefs, Printing Mono-printing with Perspex, screen-printing	Style in Art Artists/Designers: Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky Concepts: What is style in art, features of Rococo art and design, features of Modernist art and design, comparing Rococo and Modernist styles, features and ideas behind abstract art, colour theory in abstract art Skills: Using oil pastels and soft pastels to create light/shade and different marks, accurately copying design by drawing, painting with acrylic on canvass, painting patterns, using colour theory to make colour decisions, creating texture with acrylic DRAWING PAINTING	Islamic Art and Architecture: Architecture: The Dome of the Rock, The Alhambra, The Taj Mahal, Begum Concepts: Features of Islamic art and design – geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs – domes, minarets, arches, muqarnas. Skills: using rulers and compasses to draw geometric patterns, paintings with inks, working with clay – carving and building up, painting clay. DRAWING PAINTING 3D FORM	Art from Western Africa Art: Antelope headaddresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin Concepts: Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example the influence of the Portuguese traders on West African art. Skills: Using 3d mixed media to design and create relief sculptures. 3D FORM DRAWING	Chinese Painting and Ceramics Art: Become familiar with examples of Chinese art, including: silk scrolls, calligraphy, brush writing and painting, porcelain. Concepts: Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe. Skills: Using Chinese painting materials and Chinese painting style – emphasis on brush use. PAINTING	Print Making Artists: Rembrandt, Hogarth, Hokusai, Warhol Concepts: Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design. Skills: Mono-printing with Perspex, printing ink and pencils, screen-printing with stencils. PRINTING	History of Photography Photographers: Dorothea Lange, Lewis Wicks Hine, Jason Evans, Peter Keetman, Aaron Siskind Concepts: The beginnings and development of photography – camera obscura, daguerreotype, roll films, the Kodak camera, colour, digital photography. Victorian portraiture. Documentary photography. Abstract photography. Skills: Using a digital camera, composition - different views, angles and positions, using a viewfinder, zooming in, editing. PHOTOGRAPHY COLLAGE
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Year 6 Summary Concepts in Art: Realism - Observational Drawing, Linear Perspective, Science in Art, Painting en plein air, Pattern Types of Art: Renaissance Art and Architecture, Victorian Art and Architecture, The Pre-Raphaelites, Victorian Design – The Arts and Crafts Movement, Impressionism and Post-Impressionism, Modernism Skills: Painting, Drawing, 3D form, Collage, Printing Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork.	Painting Observation, Using watercolours – light to dark, broken brushstrokes, painting plaster Drawing Using lines, observation, using pencil, sketching, simplifying forms, using chalk and charcoal to show tone 3d form Modelling with clay – sticking and carving (reliefs), casting in plaster Collage Collage with paper Printing Reduction printing with polystyrene	Art in the Italian Renaissance Artists: Michelangelo, Leonardo da Vinci, Raphael Concepts: Italy and 'rebirth' (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles – sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective. Skills: Observational drawing, using plaster, designing and painting on plaster, using perspective to draw. PAINTING DRAWING 3D FORM	Renaissance Architecture and Sculpture Artists/Architects and architecture: Brunelleschi, Donatello, Ghiberti, Michelangelo, Il Duomo, Basilica of St Peter's Concepts: Dome design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto Skills: Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay - extended project. DRAWING 3D FORM	Victorian Art and Architecture Architects/Architecture : Pugin, Barry – The Houses of Parliament Concepts: Classical v Gothic architecture Skills: Drawing buildings. Developing drawing skills – quality of line, level of detail, observing shapes. Artists (Pre-Raphaelites) Rossetti, Millais Concepts: Reaction against 'ideal' forms of the renaissance. Aims as artists. Pursuance of photographic reality. Skills: Working in watercolour from light to dark. Observing nature closely. PAINTING DRAWING	William Morris Artist/Designer: William Morris – a detailed study Concepts: Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of industrialisation, influence of Medieval art and design, influence of Islamic design, textile and wallpaper design, block printing and reduction printing. Skills: Creating a design based on nature, relief reduction printing. DRAWING PRINTING	Impressionism and Post-Impressionism Artists: Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin Concepts: painting out of doors, landscapes, scenes from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post-impressionists (Cezanne, Van Gogh, Gauguin). Skills: painting en plein air and with broken brushstrokes, use of chalk and charcoal for tone, collage PAINTING DRAWING COLLAGE	Art in the 20th Century - Modernism and Beyond: Artists: Picasso, Hepworth, Auerbach, Freud, Bowling, Himid Concepts: Modernism, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender. Skills: A child-led investigative approach where the children plan, design and create an artwork from materials of their choice, in response to looking at varied art from the 20th century.
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COMPUTING

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, are able to use and express themselves and can develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants in a digital world.

Children start on their computing education journey in Year 1. They learn to understand what algorithms are; how they are implemented as programs on digital devices that programs execute by following precise and unambiguous instructions. They create and debug simple programs and use logical reasoning to predict the behaviour of simple programs. They use technology purposefully to create, organise, store, manipulate and retrieve digital content and recognise common uses of information technology beyond school. This procedural knowledge grows in complexity over time.

The knowledge in computer science can be understood as having three key strands: the principles of computational thinking, the specifics of individual programming languages, and the habits of working needed for programming. A great deal of the knowledge in computer science is procedural and there should be emphasis on practice, feedback and project work as well as explicit teaching of components.

Our aim is that our students will use technology safely, respectfully and responsibly. We aim for our students to be able to design, write and debug programs; use sequence, selection, and repetition in programs; understand computer networks, including the internet; use search technologies effectively; and select, use and combine a variety of software.

The Teach Computing Curriculum is a comprehensive collection of materials produced to support teaching, facilitating the delivery of the English computing curriculum and we strongly believe it will provide the right progression to equip our students with the an ever growing procedural and theoretical knowledge of computer science. It is built around an innovative progression framework where computing content has been organised into interconnected networks created by subject experts, using the latest pedagogical research.

Teach Computing Curriculum overview

	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 1	Technology around us Recognising technology in school and using it responsibly.	Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	Grouping data Exploring object labels, then using them to sort and group objects by properties.	Digital writing Using a computer to create and format text, before comparing to writing non-digitally.	Programming animations Designing and programming the movement of a character on screen to tell stories.
Year 2	Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.	Digital photography Capturing and changing digital photographs for different purposes.	Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.	Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.	Making music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.

	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 3	Connecting computers (3.1)	Stop-frame animation (3.2)	Sequencing sounds (3.3)	Branching databases (3.4)	Desktop publishing (3.5)	Events and actions in programs (3.6)
Year 4	The internet (4.1)	Audio production (4.2)	Repetition in shapes (4.3)	Data logging (4.4)	Photo editing (4.5)	Repetition in games (4.6)
Year 5	Sharing information (5.1)	Video production (5.2)	Selection in physical computing (5.3)	Flat-file databases (5.4)	Vector drawing (5.5)	Selection in quizzes (5.6)
Year 6	Internet communication (6.1)	Webpage creation (6.2)	Variables in games (6.3)	Introduction to spreadsheets (6.4)	3D modelling (6.5)	Sensing (6.6)

PSHE

The aim of our PSHE Curriculum is to help our pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. As a Church school we are rooted in the love of God and others. We choose to respect and encourage one another and to be responsible citizens in our community and our world. Through PSHE education, we will help pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

PSHE SUBJECT RATIONALE

PSHCE is organised into a two-year rolling programme which is organised into four main areas:

- Citizenship

- Myself and My Relationships

- Healthy and Safer Lifestyles

- Economic Wellbeing

These units are arranged across the year groups so that the children to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of themselves and modern Britain, along with the chance to compare and contrast them with other communities in the wider world. Children are given a lot of information from their teachers but also have the chance to research subjects themselves to gain knowledge from other sources as well as follow lines of enquiry they find personally interesting.

As a Church school, Christian values underpin our ethos and we actively promote the development of Christian values and citizenship skills, equipping pupils for life in the wider world. Through our PSHE curriculum, our pupils learn that we respect ourselves, each other and our environment. We are responsible for our wonderful world and are stewards to preserve it for future generations.

The program of study for PSHCE is constructed so that over the rolling two-year programme, the children experience a progression of key skills which they build on each year. The children are encouraged to make links, identify trends and expand their knowledge of themselves and the wider world. We develop their understanding via the use of difference sources of information, resources, drama and circle time activities.

RE

The study of religion is the attempt to understand the various aspects of religion. Religious Education (RE) enables students to take their place within a diverse multi-religious and multi-secular society. It offers students both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world. As a Christian school we place great emphasis on RE and whilst our students learn about many other religions following the Cambridgeshire RE Syllabus, we have greater focus on Christianity.

When considering RE education we refer to 3 different types of knowledge. These broad types of knowledge are 'pillars of progression' within RE. 'Getting better' at RE both comprises knowing more and remembering more of these pillars as they are set out within the RE curriculum:

The **substantive** knowledge includes the different ways that people express religion and non-religion in their lives; knowledge about artefacts and texts associated with different religious and non-religious traditions; and knowledge of concepts that relate to religious and non-religious traditions, such as 'dharma', 'incarnation', 'ritual', 'authority', 'prayer', 'sacred', 'anatta' and 'moksha'. Although students cannot learn all possible substantive content in RE, the schema that they build concerning RE is important in their lives beyond school as they will base their knowledge and conceptual models about religion and non-religion (to a considerable degree) on the representations they learn in the curriculum. It is therefore vital that the RE curriculum is broad and is accurately represented.

'Ways of knowing' is about being scholarly in the way that substantive content and concepts are approached. It refers to the different ways that pupils learn how it is possible to explore that substantive knowledge. It includes the how knowledge came about (for example, who constructed the knowledge or how it might have been formed from academic disciplines) and the status of claims (for example, how accurate a generalisation about religion might be). Students need to develop understanding of how academics discuss religion and how they require and engage in discussions around religion and non-religion.

'Personal knowledge' - When pupils study RE content, they do so 'from a position'. This position is their 'viewpoint' or perspective on the world, which is influenced by for example, their values, prior experiences and own sense of identity. Through their learning, students build 'personal knowledge', which includes an awareness of the assumptions that they bring to discussions concerning religious and non-religious traditions. It is vital that students are free to express their own religious or non-religious identities and that RE is seen as a key place in the curriculum where there are opportunities for students to consider their own personal backgrounds and influences and have opportunities for reflection. In this instance, substantive knowledge relating to meaning and purpose, human nature, justice in society, values, community and self-fulfilment would have the capacity to illuminate and to inform students' own self-knowledge.

MUSIC

The music curriculum sets out pathways for progression that enable pupils to develop their musical knowledge. Progress in music requires pupils to develop musically across 3 pillars that interrelate in musicianship.

The first pillar is the '**technical**' development necessary for pupils to translate their intentions successfully into sound. This will often involve instrumental playing or singing.

The second pillar is the '**constructive**' pillar. This refers to knowledge of how musical components come together both analytically and in the creative process.

The third pillar, the '**expressive**' pillar, is focused on the more indefinable aspects of music: quality, meaning and creativity.

We consider long-term memory to be the chief enabler of development. These changes may occur through the acquisition of tacit, procedural or declarative knowledge.

Table 1: Classes of knowledge

Classes of knowledge	Examples
Tacit – Tacit knowledge refers to the knowledge gained through experience that is often difficult to put into words.	An awareness that the opening of Schubert's 'Erlkönig' is tense and dramatic, even without understanding the text or knowing about minor keys and triplet rhythms.
Procedural – Procedural knowledge is the knowledge exercised in the performance of a task.	Well-developed competence in creating drum grooves.

Classes of knowledge

Examples

Declarative – Declarative knowledge refers to facts or information stored in the memory.

Factual knowledge about eras, styles, composers or performers, as stated in a written essay about musical culture.

In order to deliver a high-quality music education, our curriculum content is designed so that it might reasonably be mastered in the time available, remembering that sometimes less is more. We provide our pupils with plentiful opportunities to return to and consolidate their short-term learning, acknowledging that repetition of key curricular content with the gradual introduction of new ideas, methods and concepts.

Charanga's Model Music Curriculum (MMC) meets the new curricular requirements in the National Curriculum for England. It is recognised by Ofsted and brings to life appreciation and love for music through active participation. In KS1, the children will begin to recognise a connection between sound and symbol. They will embed an understanding of pulse, rhythm and pitch, laying the foundations for KS2 where they will start to formally read music. The Musical Elements documents for Years 1 and 2 will provide an overview of all the information you will need for those year groups. In KS2, the children will learn that one way of writing music down is through Western notation. This document will show you how to do that. It will also explain key musical words and concepts.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Introducing Beat How Can We Make Friends When We Sing Together? 1 2 3 4 5 6	Adding Rhythm & Pitch How Does Music Tell Stories about the Past? 1 2 3 4 5 6	Introducing Tempo & Dynamics How Does Music Make the World a Better Place? 1 2 3 4 5 6	Combining Pulse, Rhythm and Pitch How Does Music Help Us to Understand Our Neighbours? 1 2 3 4 5 6	Having Fun with Improvisation What Songs Can We Sing to Help Us through the Day? 1 2 3 4 5 6	Explore Sound and Create a Story How Does Music Connect Us With The Environment? 1 2 3 4 5 6
YEAR 2	Exploring Simple Patterns How Does Music Help Us to Make Friends? 1 2 3 4 5 6	Focus on Dynamics & Tempo How Does Music Teach Us about the Past? 1 2 3 4 5 6	Exploring Feelings Through Music How Does Music Make the World a Better Place? 1 2 3 4 5 6	Inventing a Musical Story How Does Music Teach Us about Our Neighbourhood? 1 2 3 4 5 6	Music that Makes You Dance How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Exploring Improvisation How Does Music Connect Us With The Environment? 1 2 3 4 5 6
YEAR 3	Developing Notation Skills How Does Music Bring Us Closer Together? 1 2 3 4 5 6	Enjoying Improvisation What Stories Does Music Tell Us about the Past? 1 2 3 4 5 6	Composing Using Your Imagination How Does Music Make the World a Better Place? 1 2 3 4 5 6	Sharing Musical Experiences How Does Music Help Us Get to Know Our Community? 1 2 3 4 5 6	Learning More about Musical Styles How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Recognising Different Sounds How Does Music Connect Us With The Environment? 1 2 3 4 5 6
YEAR 4	Interesting Time Signatures How Does Music Bring Us Together? 1 2 3 4 5 6	Combining Elements to Make Music How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Developing Pulse & Groove Through Improvisation How Does Music Improve Our World? 1 2 3 4 5 6	Creating Simple Melodies Together How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Connecting Notes and Feelings How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Purpose, Identity and Expression in Music How Does Music Connect Us With the Environment? 1 2 3 4 5 6
YEAR 5	Getting Started with Music Tech How Does Music Bring Us Together? 1 2 3 4 5 6	Emotions & Musical Styles How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Exploring Key & Time Signatures How Does Music Improve Our World? 1 2 3 4 5 6	Introducing Chords How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Words, Meaning and Expression How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Identifying Important Musical Elements How Does Music Connect Us With The Environment? 1 2 3 4 5 6
YEAR 6	Developing Melodic Phrases How Does Music Bring Us Together? 1 2 3 4 5 6	Understanding Structure & Form How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Gaining Confidence Through Performance How Does Music Improve Our World? 1 2 3 4 5 6	Exploring Notation Further How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Using Chords and Structure How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Respecting Each Other through Composition How Does Music Connect Us With The Environment? 1 2 3 4 5 6

MFL

We believe that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. The study of a language is seen as an important part of our pupils' education as languages are part of the cultural richness of our society and the world in which we live and work. Our aim is to enrich our pupils' experiences and broaden their knowledge and understanding of the world around them, and their place in it.

The aim of the French curriculum at Ermine Street Church Academy is by Year 6 the children can:

- Speak with increasing confidence, fluency and spontaneity; finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned
- Discover and develop an appreciation of a range of writing in the language studied.
- Foster an interest in learning another language

Teaching, Learning and Curriculum April 2023

- Apply and develop their knowledge of languages and language learning;
- Gain enjoyment, pride and a sense of achievement
- Explore their own cultural identity and those of others

Curriculum Organisation:

Learning a foreign language is statutory for all children of compulsory school age at KS2. To ensure progression and the development of linguistic skills, French will be taught as a subject within its own right, weekly for a minimum of 30 minutes.

Knowledge and Skills Progression:

Each year group will have its own programme of study, each building on learning from the previous year and each contributing to a secure development of National Curriculum objectives. By the end of the academic year, pupils are expected to know, apply and understand the phonics, vocabulary, and grammar used in their relevant programme of study for their year group.

Progression is ensured following the key objectives in the National Curriculum framework. Children will have the opportunity to work with the 5 strands: literacy, oracy, intercultural understanding, knowledge about language and language-learning strategies.

PE

Our aim is to deliver High Quality PE lessons to all children. Through well planned and structured lessons following our long-term PE overview, we want to give the children the best chance to develop their skills & experiences of a wide variety of sports. We use four organising principles to guide pupils' development:

- Being active and healthy
- Knowing and using tactics and skills
- Teamwork
- Evaluating own and others' performance

The PE Curriculum looks to cover a wide range of activities to allow a variety of skills to be learnt by the children. Each term topics will change to ensure a wide curriculum is covered with topics relating back to when competitions are taking place to allow children the chance to showcase what

has been learnt. This will also support and tie in with when there is inter & intra competition taking place on the schools' behalf to allow the children the best chance to perform at their highest level. The PE curriculum at Ermine Street Church Academy consists of the following categories:

- Invasions games
- Net & Well
- Gymnastics, Athletics
- Striking & Fielding
- Outdoor Adventurous Activities

Lessons in these categories are covered across the school year with the skills learned in each topic being progressive as they move through school. Children will learn the basic skills required to play the sport so that they can develop this into game / match related play. They will also learn the rules and disciplines needed to take part in various sports & activities.

Competitions

The school will seek opportunities to take part in inter-school sports tournaments. We will make particular efforts to identify competitions aimed at pupils with disabilities or on the SEND register.

Clubs

The school runs four after school sports clubs each week. The sports vary depending on the time of year. Two sessions are set aside for children in EYFS & KS1 and two are set aside for children in KS2. The opportunity to attend these clubs is advertised at the start of each term and parents' book onto them online. There is a charge for the sessions, but this is waived for pupils on the Pupil Premium Register.