



## Curriculum Delivery at Kenilworth Primary

<p style="text-align: center;"><u>Curriculum Drivers</u></p> <p>As a result of the children being taught at Kenilworth, our children will be:</p> <ul style="list-style-type: none"> <li>➤ Articulate</li> <li>➤ Knowledgeable</li> <li>➤ Respectful</li> <li>➤ Aspirational</li> <li>➤ Healthy</li> </ul> <p>These were chosen in consultation with staff, governors and parents and informed through research.</p>	<p style="text-align: center;"><u>Balance of Knowledge and Skills</u></p> <p>The curriculum is knowledge rich.</p> <p>The curriculum is designed so that core knowledge is taught in a clear progressive sequence.</p> <p>A clear progression of skills within year groups, subjects and across key stages.</p> <p>Staff are well read and have a depth of knowledge in their subject area</p>	<p style="text-align: center;"><u>Story-Focused</u></p> <p>Understanding that narrative embeds learning.</p> <p>Reading is a high priority with every opportunity to read taken.</p> <p>Class reading texts often linked to the topic – but only where high quality texts are available for that subject.</p> <p>All adults model reading with fluency and expression</p> <p>Texts used to support learning, social skills, school values and mental health.</p>	<p style="text-align: center;"><u>Enrichment</u></p> <p>Children explore the curriculum in fun and exciting ways.</p> <p>Teachers build curiosity through awe and wonder in the classroom – but it is the substance of the subject that is awesome and wondrous.</p> <p>Events are celebrated throughout the year, celebrating diversity, the joy of learning and achievement.</p> <p>Every member of the school community is involved in these events.</p>
<p style="text-align: center;"><u>Values</u></p> <p>The core values at Kenilworth are:</p> <ul style="list-style-type: none"> <li>➤ Empathy</li> <li>➤ Respect</li> <li>➤ Kindness</li> <li>➤ Celebration of Difference</li> <li>➤ Moral Courage</li> <li>➤ Resilience</li> <li>➤ Self-Belief</li> </ul> <p>These were chosen by the staff, parents, governors and pupils.</p> <p>We work with Empathylab as a pioneer school to raise levels of empathy through high quality literature.</p>	<p style="text-align: center;"><u>Access for All</u></p> <p>Children receive quality first teaching.</p> <p>Scaffolding and differentiation provide children with the structure to attain highly and build confidence.</p> <p>Zap the gap interventions support children to fully grasp concepts and address misconceptions straight away.</p> <p>Early interventions in place for children who need additional support.</p> <p>Interventions do not remove children from foundation subjects, ensuring all children have access to a broad and balanced curriculum.</p>	<p style="text-align: center;"><u>Deepening Concepts</u></p> <p>Substantive concepts are identified in relevant subjects. The understanding of these is deepened every time they are re-visited.</p> <p>Teachers make a conscious effort to link prior learning and to build on existing understanding.</p> <p>Teachers have a clear understanding of the progression of each subject throughout the school.</p> <p>Concepts are explicitly discussed and referred to in lessons.</p>	<p style="text-align: center;"><u>Retrieval Practise</u></p> <p>Children are given regular opportunities to re-visit previous learning, through verbal mini quizzes, retrieval activities and discussion.</p> <p>The curriculum is sequenced with key questions so that there are clear opportunities for learning to be retrieved and applied.</p> <p>Remembering information and knowledge is celebrated and part of the school's culture.</p>

## English

<u>Curriculum Drivers</u>	<u>Story-Focused</u>	<u>English Teaching</u>
<p><u>Articulate</u></p> <ul style="list-style-type: none"> <li>➤ Discrete vocabulary teaching across the school</li> <li>➤ Focus on oracy and oral rehearsal to support children’s speech and written work.</li> <li>➤ Talk for Writing used across Early Years and Key Stage 1</li> <li>➤ Children publish work for a purpose, including speeches, letter writing, persuasion, discussion.</li> <li>➤ Opportunities to explore language, in reading, writing and spelling lessons.</li> <li>➤ Story Time daily in every class, ensuring that children are provided with the regular opportunity to discuss character, themes and articulate their own opinions.</li> </ul> <p><u>Knowledgeable</u></p> <ul style="list-style-type: none"> <li>➤ Curriculum sequenced to build on prior learning.</li> <li>➤ Genres are revisited across the school enabling children to revisit skills and build on prior learning</li> <li>➤ Grammar sequenced to build on prior learning</li> <li>➤ Consistent, progressive approach to phonics and spelling ensuring that children revisit prior learning to build on and enhance new learning.</li> <li>➤ Correct terminology explicitly taught in all areas.</li> <li>➤ Texts mapped out to introduce children to core texts, poems and songs across the school.</li> </ul>	<p>Core spine of texts for each year group.</p> <ul style="list-style-type: none"> <li>➤ Core spine to be read daily in each class</li> <li>➤ A range of texts to support and inspire learning in other curriculum subjects – e.g. science and history</li> </ul> <p>Fiction, non-fiction and poetry allocated for each year group to support progression in structure, vocabulary and punctuation.</p> <p>Write like a Reader and Talk for Writing approaches, embedding writing in reading and oracy.</p> <p>English lessons are built around texts. Texts chosen to stretch pupils and provide rich vocabulary and ideas for writing.</p>	<ul style="list-style-type: none"> <li>➤ Phonics first – taught systematically in EY/KS1 using Song of Sounds scheme</li> <li>➤ Spelling – taught systematically in KS2 using Essentials for spelling programme</li> <li>➤ Guided Reading – whole class in KS2, carousel in EY/KS1</li> <li>➤ Talk for Writing approach – In EY/KS1</li> <li>➤ Write like a Reader – writing explicitly taught through high quality texts, including grammar and punctuation</li> <li>➤ Handwriting – shared approach to handwriting across the school</li> </ul>
<p><u>Respectful</u></p> <ul style="list-style-type: none"> <li>➤ Children taught to edit own and peers work respectfully to support everyone to improve.</li> <li>➤ Children encouraged to respect and love books.</li> <li>➤ Diverse range of books, authors and characters chosen to introduce the children to a wide range of voices.</li> </ul> <p><u>Aspirational</u></p> <ul style="list-style-type: none"> <li>➤ Children provided with the skills needed to leave primary school ready for secondary school and to secure future jobs.</li> <li>➤ Children are immersed in diverse texts, providing them with the opportunity to experience life beyond Borehamwood</li> </ul>	<p><u>Progression Mapping</u></p> <p>Genres mapped across the school, enabling opportunities to revisit skills and build on prior learning.</p> <p>E.g. Traditional Tales</p> <p>Reception – Talk for Writing – learning traditional tales</p> <p>Year 1 – Talk for Writing - simple sentences retelling of traditional tales, including traditional tales from other cultures</p> <p>Year 2- Talk for Writing – Retelling traditional tales through an extended narrative</p> <p>Year 3 – Contrasting a modern and classic version of the same traditional tale</p> <p>Year 4 - Fables – contrasting fables with traditional tales</p> <p>Traditional tales – comparing 5 different versions of the same tale</p>	<p><u>Diversity</u></p> <p>The curriculum has been reviewed to ensure that all children are represented.</p>

<p><u>Healthy</u></p> <ul style="list-style-type: none"><li>➤ Children provided with the vocabulary needed to express their thoughts and emotions.</li><li>➤ Texts chosen to support children with developing social and emotional skills - helping them to understand and manage their feelings, develop empathy, establish positive relationships, set goals, build resilience and boost self-esteem and confidence.</li><li>➤</li></ul>	<p>The following writing skills are mapped across the school, enabling opportunities to revisit skills and build on prior learning.</p> <ul style="list-style-type: none"><li>➤ Composition (planning; drafting and writing; evaluating and editing)</li><li>➤ Vocabulary, grammar and punctuation</li><li>➤ Handwriting</li><li>➤ Transcription</li></ul> <p>Phonics mapped across EYFS and KS1 with clear, half-termly benchmarks for progress. The rigorous assessment points throughout help identify the pace and any intervention or support needed for individual children. Clear benchmarks support the children to become fluent readers and knowledgeable spellers by the end of Key Stage 1</p> <p>Spelling mapped across KS2, enabling opportunities to revisit skills and build on prior learning.</p>	
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## Maths

<u>Curriculum Drivers</u>	<u>Story-Focused</u>	<u>Key Concepts/Big Ideas</u>
<p><u>Articulate</u></p> <ul style="list-style-type: none"> <li>➤ Correct terminology explicitly taught.</li> <li>➤ Speaking frames used within teaching sequences to support children’s understanding and reasoning.</li> <li>➤ Maths fluency sessions enable children to enhance understanding through talk</li> </ul> <p><u>Knowledgeable</u></p> <ul style="list-style-type: none"> <li>➤ Concrete-Pictorial-Abstract sequence used to support the understanding of abstract concepts.</li> <li>➤ Maths fluency sessions used to enable children to apply and retain understanding.</li> <li>➤ Times tables Rockstars used to support children’s knowledge of times tables</li> <li>➤ Concepts are built on within units, years and across key stages</li> <li>➤ Destination questions are used for children to demonstrate understanding and deepen their knowledge in different contexts</li> </ul>	<p>The narrative of maths is developed, ensuring children understand how different concepts link together – e.g. fractions, decimals, percentages and time</p> <p>Math related texts available to support children’s understanding of concepts e.g. how big is a million, one is a snail, ten is a crab</p>	<ul style="list-style-type: none"> <li>➤ Number</li> <li>➤ Pattern</li> <li>➤ Shape and Space</li> <li>➤ Measure</li> <li>➤ Geometry</li> <li>➤ Statistics</li> <li>➤ Algebra</li> <li>➤ Reasoning</li> </ul>
<p><u>Respectful</u></p> <ul style="list-style-type: none"> <li>➤ Peer and self-marking used to support children’s understanding, with children demonstrating respect for their peers and individual resilience</li> </ul> <p><u>Aspirational</u></p> <ul style="list-style-type: none"> <li>➤ Understanding of the role mathematics plays in future jobs and life.</li> <li>➤ Understanding of money, including credit cards and debt avoidance.</li> </ul> <p><u>Healthy</u></p> <ul style="list-style-type: none"> <li>➤ Provides children with opportunities to explore and build on problem solving strategies – the skills can translate into everyday situations</li> <li>➤ Shape and measure help to develop children’s own spatial awareness</li> <li>➤ A combination of the key concepts taught (e.g. measurement and number) will support children with making informed decisions about diet and nutrition in their adult lives</li> <li>➤ Measurement supports children in physical activities – timed tasks, measuring heart rate during exercise</li> </ul>	<p><u>Progression Mapping</u></p> <p>Concepts mapped out to support children’s understanding and to enable children to revisit and apply learning.</p> <p>Clear calculation policy aligned to sequence of learning.</p> <p>Lessons sequenced with a CPA approach to support the children’s understanding of concepts and development of skills.</p> <p>Concept progression within teaching sequences, year groups and across key stages.</p>	<p><u>Retrieval Practise</u></p> <p>Children are given regular opportunities to re-visit previous learning, through verbal mini quizzes, retrieval activities and discussion.</p> <p>The curriculum is sequenced with key questions so that there are clear opportunities for learning to be retrieved and applied.</p> <p>Remembering information and knowledge is celebrated and part of the school’s culture.</p> <p>Fluency sessions daily to allow application of</p>

## Science

<u>Curriculum Drivers</u>	<u>Story-Focused</u>	<u>Second Order Concepts/Big Ideas</u>
<p><u>Articulate</u></p> <ul style="list-style-type: none"> <li>➤ Able to present ideas and understanding orally and through written work.</li> <li>➤ Able to hold discussions, responding sensitively to other people's hypothesis and reasoning</li> <li>➤ Able to explain their points of view or using reason and logic.</li> <li>➤ Able to use accurately use scientific vocabulary</li> </ul> <p><u>Knowledgeable</u></p> <ul style="list-style-type: none"> <li>➤ Scientific knowledge is prioritised within the learning sequence.</li> <li>➤ Knowledge built upon sequentially throughout school</li> <li>➤ Children given opportunities to discover knowledge and scientific facts through enquiry and investigation.</li> <li>➤ Children are taught to test and investigate their beliefs through enquiry</li> </ul> <p><u>Respectful</u></p> <ul style="list-style-type: none"> <li>➤ Children taught to respect the environment through an understanding of the impact of people.</li> <li>➤ Children taught to respect living things through learning about how they live and grow.</li> <li>➤ Children taught to have respect for themselves through an understanding of how their bodies grow and change over time.</li> </ul> <p><u>Aspirational</u></p> <ul style="list-style-type: none"> <li>➤ Introduction to careers within the field of science.</li> <li>➤ Children realise that they can have an impact in the world – both positively and negatively.</li> </ul> <p><u>Healthy</u></p> <ul style="list-style-type: none"> <li>➤ Understanding of how to eat healthily, including the eatwell plate.</li> <li>➤ Understanding on the impact of exercise on our bodies.</li> <li>➤ Understand that we can make choices that negatively affect our health.</li> <li>➤ Understand how our body changes.</li> </ul>	<p>Learn and unpick the narrative of science (e.g. the journey blood takes through the body)</p> <p>High quality texts, linked to learning, are used to further develop understanding.</p> <p>Core spine of non-fiction and fiction texts linked to the subject.</p> <p>Narrative used as a tool to support the children's introduction to abstract concepts.</p>	<p>The curriculum is structured to develop concepts through revisiting and rebuilding on prior learning.</p> <p>Concepts introduced and explored with the children through the teaching and development of processing/working scientifically skills including:</p> <ul style="list-style-type: none"> <li>➤ Observing</li> <li>➤ Measuring</li> <li>➤ Hypothesizing</li> <li>➤ Predicting</li> <li>➤ Planning and carrying out investigations</li> <li>➤ Interpreting</li> <li>➤ Inferring</li> <li>➤ Communicating)</li> </ul>
	<p><u>Retrieval Practise</u></p> <p>Children are given regular opportunities to re-visit previous learning, through verbal mini quizzes, retrieval activities and discussion.</p> <p>The curriculum is sequenced with key questions so that there are clear opportunities for learning to be retrieved and applied.</p> <p>Remembering information and knowledge is celebrated and part of the school's culture.</p>	<p><u>Curiosity and Enquiry</u></p> <p>Developing a sense of curiosity and wonder is fundamental in education and particularly science.</p> <p>Lessons are structured to allow children the opportunity to explore and investigate independently.</p> <p>Abstract concepts are introduced through demonstrations or investigations to help children's understanding.</p>

## Computing

<u>Curriculum Drivers</u>	<u>Story-Focused</u>	<u>Second Order Concepts/Big Ideas</u>
<p><u>Articulate</u></p> <ul style="list-style-type: none"> <li>➤ Able to use computing specific vocabulary.</li> <li>➤ Able to work collaboratively, using the language of teamwork.</li> </ul> <p><u>Knowledgeable</u></p> <ul style="list-style-type: none"> <li>➤ Children know how the skills learned in computing are used in everyday life.</li> <li>➤ Learning is sequenced to build upon prior learning.</li> <li>➤ Curriculum sequenced to give the children opportunities to revisit and develop skills and knowledge.</li> <li>➤ Children know a range of computer programs/software, hardware and programmers.</li> <li>➤ Children able to name a wide range of real life examples</li> <li>➤ Children are digitally literate</li> </ul>	<p>Children to understand the role narrative in computing. Including games, animations and algorithms.</p> <p>High quality texts, linked to learning, are used to further develop understanding.</p> <p>Core spine of non-fiction and fiction texts linked to the subject.</p>	<ul style="list-style-type: none"> <li>➤ Logic</li> <li>➤ Abstraction</li> <li>➤ Machines</li> <li>➤ Algorithms</li> <li>➤ Program</li> <li>➤ Data</li> </ul>
<p><u>Respectful</u></p> <ul style="list-style-type: none"> <li>➤ Children taught to respond to other people’s work and posts with respect.</li> <li>➤ Children to understand the impact of ‘trolling’.</li> </ul> <p><u>Aspirational</u></p> <ul style="list-style-type: none"> <li>➤ Children taught the wide range of computing jobs that exist – beyond gaming.</li> <li>➤ Children to understand how many jobs involve elements of computing.</li> <li>➤ Children to have high quality computing skills that will benefit them when looking for future jobs.</li> </ul> <p><u>Healthy</u></p> <ul style="list-style-type: none"> <li>➤ Know how to stay safe online.</li> <li>➤ Know the impact of online activity and social media on a person’s mental health.</li> </ul>	<p><u>Substantive Concepts</u></p> <p>The curriculum is structured to give children the opportunity to develop concepts through revisiting.</p> <p>For example: Algorithms</p> <p>Year 1 – Children understand an algorithm is a set of instructions used to solve a problem or achieve an objective.</p> <p>Year 2 – Children can explain that an algorithm is a set of instructions.</p> <p>Year 3 – Children can turn a simple real life situation into an algorithm for a program by deconstructing it into manageable parts...</p>	<p><u>Retrieval Practise</u></p> <p>Children are given regular opportunities to re-visit previous learning, through verbal mini quizzes, retrieval activities and discussion.</p> <p>The curriculum is sequenced with key questions so that there are clear opportunities for learning to be retrieved and applied.</p> <p>Remembering information and knowledge is celebrated and part of the school’s culture.</p>

## History

<u>Curriculum Drivers</u>	<u>Story-Focused</u>	<u>Key Concepts/Big Ideas</u>
<p><u>Articulate</u></p> <ul style="list-style-type: none"> <li>➤ Given access to historical vocabulary, both subject and topic specific</li> <li>➤ Developing an understanding of how the meaning of words have changed over time within context</li> <li>➤ Able to present ideas and understanding orally and through written work.</li> <li>➤ Opportunities to study historical speeches (e.g. Churchill's and King George VI speeches in WW2) supports children to understand how powerful messages have been communicated over time.</li> </ul> <p><u>Knowledgeable</u></p> <ul style="list-style-type: none"> <li>➤ Historical knowledge is shared with children and prioritised in the teaching sequence</li> <li>➤ Key Stage 1 curriculum sequenced to develop an understanding of changes within living memory and those that extend beyond</li> <li>➤ Curriculum sequenced chronologically in Key Stage 2 to support children's knowledge of their history and an understanding of causality.</li> <li>➤ Opportunities to study local history allows the children to understand the impact of significant events on daily life.</li> </ul>	<p>Learn the narrative of history and how the current day is shaped by all that has come before it.</p> <p>High quality texts, linked to learning, are used to further develop understanding.</p> <p>Core spine of non-fiction and fiction texts</p>	<ul style="list-style-type: none"> <li>➤ Chronology</li> <li>➤ Continuity and Change</li> <li>➤ Cause and Consequence</li> <li>➤ Evidence and Source Analysis</li> <li>➤ Making comparisons and connections</li> <li>➤ Frame historically-valid questions</li> <li>➤ Make links across periods of history</li> </ul>
<p><u>Respectful</u></p> <ul style="list-style-type: none"> <li>➤ Children taught to respect other cultures through an understanding of their history.</li> <li>➤ Children taught the importance of tolerance and respect through learning about real life conflicts and oppressions (e.g. World War in Year 6, class systems in Ancient Greece) Where possible, links are made between current and historical events through news of the week.</li> </ul> <p><u>Aspirational</u></p> <ul style="list-style-type: none"> <li>➤ Opportunities to understand how history has shaped the world they live in and the options they have because of significant events.</li> <li>➤ Understanding of jobs through history and introduction to some work available now (e.g. architecture, historian, archaeologist, palaeontology)</li> <li>➤ Understanding of key concepts (e.g. democracy, politics) and how/why voting is important</li> </ul> <p><u>Healthy</u></p> <ul style="list-style-type: none"> <li>➤ Knowledge of how diet has changed over time</li> </ul>	<p><u>Deepening Concepts</u></p> <p>Sequence of learning structured to develop greater understanding of concepts.</p> <p>Substantive historical concepts are deepened, such as;</p> <p>Chronology: subject taught in chronological order within year groups at Key Stage 1 and across Key Stage 2.</p> <p>Democracy: Y1 significant people; Y4 Greece; Y6 Democracy</p>	<p><u>Diversity in the History Curriculum</u></p> <p>We have reviewed the history curriculum to ensure that a wide range of voices are heard throughout our history curriculum.</p> <p>E.g. Key figures in History adapted to include Lewis Hamilton, Olive Morris, Emily Davison, Helen Sharman and Katherine Johnson.</p> <p>Replaced the Mayan unit with Benin – to better represent the history of the children in our community.</p> <p>Unit focuses shifted to ensure all aspects of history explored, e.g. impact of explorers on the indigenous people.</p>

## Geography

<u>Curriculum Drivers</u>	<u>Story-Focused</u>	<u>Key Concepts/Big Ideas</u>
<p><u>Articulate</u></p> <ul style="list-style-type: none"> <li>➤ Given access to geographical vocabulary, both subject and topic specific.</li> <li>➤ Able to present ideas and understanding orally and through written work.</li> </ul> <p><u>Knowledgeable</u></p> <ul style="list-style-type: none"> <li>➤ Geographical knowledge is shared with children and prioritised in the teaching sequence.</li> <li>➤ Knowledge built upon sequentially throughout school. Gradually building up a children’s perception of the world from their local area to continents.</li> <li>➤ Children taught key features of the world’s geography, including continents, countries, cities and counties.</li> <li>➤ Learning is sequenced to build upon prior learning</li> <li>➤ Opportunities to study local geography and to apply skills through enquiry questions, allow the children to understand both human and physical geography.</li> <li>➤ Learning is linked to case studies and real world examples to give them real world awareness</li> <li>➤ Use of maps is designed to develop children’s skills and their understanding of the world – including ensuring the maps chosen are not always Euro-centric</li> </ul>	<p>Learn the narrative of geography and how human and physical geography are interlinked.</p> <p>High quality texts, linked to learning, are used to further develop understanding.</p> <p>Core spine of non-fiction and fiction texts linked to the subjects.</p> <p>Narrative used as a tool to support the children’s introduction to abstract concepts.</p>	<ul style="list-style-type: none"> <li>➤ Place</li> <li>➤ Space</li> <li>➤ Change</li> <li>➤ Scale</li> <li>➤ Environment</li> <li>➤ Sustainability</li> <li>➤ Interconnection</li> </ul>
<p><u>Respectful</u></p> <ul style="list-style-type: none"> <li>➤ Children taught to respect other cultures through an understanding of their geography</li> <li>➤ Children taught to respect the environment through an understanding of the impact of people.</li> </ul> <p><u>Aspirational</u></p> <ul style="list-style-type: none"> <li>➤ Opportunities to explore the world beyond Borehamwood</li> <li>➤ Introduction to careers within the field of geography.</li> <li>➤ Understanding of key concepts (e.g. environmental) and how/why humans impact on geography</li> </ul> <p><u>Healthy</u></p> <ul style="list-style-type: none"> <li>➤ Understanding of where food comes from and food sustainability</li> <li>➤ Links to environmental sustainability, recycling, deforestation etc... (Healthy people/world)</li> <li>➤ Understanding on the impact of pollution on our world.</li> </ul>	<p><u>Deepening Concepts</u></p> <p>Substantive geographical concepts are deepened, such as;</p> <p>Scale: Geography sequenced to introduce children to the scale (e.g looking at continents, countries, cities and counties.)</p> <p>Ecology: Children introduced to tropical zones and the animals that live in them in Y2, this is then built on in Y3 (deserts) Y6 (climate zones and climate change, Rainforests)</p>	<p><u>Retrieval Practise</u></p> <p>Children are given regular opportunities to re-visit previous learning, through verbal mini quizzes, retrieval activities and discussion.</p> <p>The curriculum is sequenced with key questions so that there are clear opportunities for learning to be retrieved and applied.</p> <p>Remembering information and knowledge is celebrated and part of the school’s culture.</p>



<u>Curriculum Drivers</u>	<u>Story-Focused</u>	<u>Key Concepts/Big Ideas</u>
<p><u>Articulate</u></p> <ul style="list-style-type: none"> <li>➤ Given access to religious vocabulary, both subject and topic specific.</li> <li>➤ Able to present ideas and understanding orally and through written work.</li> <li>➤ Able to hold discussions, responding sensitively to other people's points of views.</li> <li>➤ Curriculum structured to develop the skills required to engage with others in dialogue and to thrive in society, treating others respect and compassion</li> </ul> <p><u>Knowledgeable</u></p> <ul style="list-style-type: none"> <li>➤ Curriculum sequenced to build pupil's knowledge about religions</li> <li>➤ Curriculum aligned to the Herts Agreed Syllabus</li> <li>➤ Learning is sequenced to build upon prior learning</li> <li>➤ Children given opportunities to revisit learning and concepts.</li> </ul>	<p>Religious stories shared throughout the curriculum.</p> <p>High quality texts, linked to learning, are used to further develop understanding.</p> <p>Narrative/stories used as a tool to support the children's introduction to abstract concepts.</p>	<p>In Religious Education there are three types of concept pupils should encounter:</p> <p><b>1. Concepts about the study of religion</b> There are some concepts which are common to most or all religions, though with different interpretation and application in each, e.g. Worship.</p> <p><b>2. Concepts central to human development</b> Some concepts represent the shared experience of human beings as spiritual and moral beings. They often lie at the heart of ultimate questions, e.g. Destiny.</p> <p><b>3. Concepts distinctive of particular religions</b> Each religion has specific concepts which are central to any understanding of that religion, e.g. "Incarnation," in Christianity.</p>
<p><u>Respectful</u></p> <ul style="list-style-type: none"> <li>➤ Children taught to understand and respect other people's beliefs</li> <li>➤ Children taught to question and understand their own belief system, through challenging questions and knowledge.</li> </ul> <p><u>Aspirational</u></p> <ul style="list-style-type: none"> <li>➤ Children taught to have discussions and debates, introducing them to higher level thinking and preparing them for the world of work.</li> <li>➤ Children taught to look beyond self and to question/understand the larger concepts of life.</li> </ul> <p><u>Healthy</u></p> <ul style="list-style-type: none"> <li>➤ Children given the opportunity to engage with the questions offered by religions and worldviews concerning ultimate questions and human responsibility.</li> </ul>	<p><u>Deepening Concepts</u></p> <p>Substantive concepts are deepened, such as;</p> <ul style="list-style-type: none"> <li>- Beliefs and Practices</li> <li>- Sources of Wisdom</li> <li>- Symbols and Actions</li> <li>- Prayer, Worship and Reflection</li> <li>- Identity and Belonging to a Family</li> <li>- Ultimate Questions</li> <li>- Human Responsibility and Values</li> <li>- Justice and Fairness</li> </ul> <p>We follow and adapt the Discovery RE Scheme of Work which aligns to the Hertfordshire Agreed Syllabus of Religious Education</p>	<p><u>Retrieval Practise</u></p> <p>Children are given regular opportunities to re-visit previous learning, through verbal mini quizzes, retrieval activities and discussion.</p> <p>The curriculum is sequenced with key questions so that there are clear opportunities for learning to be retrieved and applied.</p> <p>Remembering information and knowledge is celebrated and part of the school's culture.</p>

## Art

<u>Curriculum Drivers</u>	<u>Story-Focused</u>	<u>Second Order Concepts/Big Ideas</u>
<p><u>Articulate</u></p> <ul style="list-style-type: none"><li>➤ Children able to use art specific vocabulary.</li><li>➤ Children to use vocabulary to discuss and respond to art.</li><li>➤ Children to realise that you can be articulate and express emotions/ideas through creativity.</li></ul> <p><u>Knowledgeable</u></p> <ul style="list-style-type: none"><li>➤ Children know a wide range of diverse artists and paintings.</li><li>➤ Learning is sequenced to build upon prior learning.</li><li>➤ Curriculum sequenced to give the children opportunities to revisit and develop artistic skills.</li><li>➤ Children know a wide range of artistic techniques</li></ul> <p><u>Respectful</u></p> <ul style="list-style-type: none"><li>➤ Children know that all art is subjective and that we will all have different opinions and responses.</li><li>➤ Children taught to respect other people's and their own art.</li><li>➤ Children taught to share their opinions respectfully and to listen carefully to others</li><li>➤ Able to understand that not everybody will share the same opinions about music but that these need to be shared sensitively different opinions are to be respected.</li></ul> <p><u>Aspirational</u></p> <ul style="list-style-type: none"><li>➤ Introduction to the different careers you can have as an artist, including graphic designers, artists, sculptors, illustrators...</li><li>➤ Children introduced to and inspired by different cultures and art around the world.</li></ul> <p><u>Healthy</u></p> <ul style="list-style-type: none"><li>➤ Children to explore how creativity and creative subjects can support mental health.</li></ul>	<p>Stories used within the curriculum, to inspire art.</p> <p>High quality texts, linked to learning, are used to further develop understanding.</p> <p>Core spine of non-fiction and fiction texts linked to the subjects, including artists biographies.</p>	<p>Curriculum structured to develop the characteristics and concepts of the seven basic elements of visual art:</p> <ul style="list-style-type: none"><li>➤ Line</li><li>➤ Space</li><li>➤ Shape</li><li>➤ Form</li><li>➤ Texture</li><li>➤ Tone</li><li>➤ Colour</li></ul>
	<p><u>Diversity Within The Curriculum</u></p> <p>Kenilworth's curriculum has been reviewed to ensure that all children are given the opportunities to explore their own and other people's cultures.</p> <p>In art, we have ensured that the children are introduced to a wide range of artists and art from different cultures. They are given opportunities to learn about the artists and how their backgrounds have influenced their work.</p>	<p><u>Retrieval Practise</u></p> <p>Children are given regular opportunities to re-visit previous learning, through verbal mini quizzes, retrieval activities and discussion.</p> <p>The curriculum is sequenced with key questions so that there are clear opportunities for learning to be retrieved and applied.</p> <p>Remembering information and knowledge is celebrated and part of the school's culture.</p>

<u>Curriculum Drivers</u>	<u>Story-Focused</u>	<u>Second Order Concepts/Big Ideas</u>
<p><u>Articulate</u></p> <ul style="list-style-type: none"> <li>➤ Children able to use design specific vocabulary.</li> <li>➤ Children able to use language to plan and evaluate their own and other's ideas.</li> <li>➤ Children to consider how they talk to different audiences while completing market research.</li> </ul> <p><u>Knowledgeable</u></p> <ul style="list-style-type: none"> <li>➤ Children know how the skills learned in dt are used in everyday life.</li> <li>➤ Learning is sequenced to build upon prior learning.</li> <li>➤ Curriculum sequenced to give the children opportunities to revisit and develop skills and knowledge.</li> <li>➤ Children know a range of designers, including architects, chefs, designers and engineers.</li> <li>➤ Children able to name a wide range of real life examples of the skills or techniques that they are learning.</li> </ul>	<p>Stories used to support children's understanding of the purpose of the products they are designing.</p> <p>High quality texts, linked to learning, are used to further develop understanding.</p> <p>Core spine of non-fiction and fiction texts linked to the subjects.</p>	<ul style="list-style-type: none"> <li>➤ Design</li> <li>➤ Nutrition</li> <li>➤ Technology</li> <li>➤ Data</li> <li>➤ Evaluate</li> <li>➤ Functionality</li> <li>➤ Innovation</li> </ul>
<p><u>Respectful</u></p> <ul style="list-style-type: none"> <li>➤ Children taught to respect other people's and their own design and technology.</li> <li>➤ Children taught to share their opinions respectfully and to listen carefully to others</li> </ul> <p><u>Aspirational</u></p> <ul style="list-style-type: none"> <li>➤ Introduction to the different design technology careers you can have, including engineers, architects, chefs...</li> <li>➤ Children taught how to look after themselves through creating healthy meals.</li> </ul> <p><u>Healthy</u></p> <ul style="list-style-type: none"> <li>➤ Children to learn how to make a range of healthy food.</li> </ul>	<p><u>Substantive Concepts</u></p> <p>The curriculum is structured to give children the opportunity to develop concepts through revisiting.</p> <p>For example: Textiles</p> <p>Year 1 – Joining fabric through gluing stapling and safety pins</p> <p>Year 2 – Joining fabric through pinning and sewing (running stitch and blanket stitch)</p> <p>Year 3 – Joining fabric through back stitch, backwards running stitch, over sew stitch, blanket stitch and running stitch, turning 2d designs into 3d products</p> <p>Year 6 - Using stitches for design (applique and embroidery) adding fasteners</p>	<p><u>Retrieval Practise</u></p> <p>Children are given regular opportunities to re-visit previous learning, through verbal mini quizzes, retrieval activities and discussion.</p> <p>The curriculum is sequenced with key questions so that there are clear opportunities for learning to be retrieved and applied.</p> <p>Remembering information and knowledge is celebrated and part of the school's culture.</p>

## Music

<u>Curriculum Drivers</u>	<u>Story-Focused</u>	<u>Second Order Concepts/Big Ideas</u>
<p><u>Articulate</u></p> <ul style="list-style-type: none"> <li>➤ Children able to use music specific vocabulary.</li> <li>➤ Children able to articulate their opinions, thoughts and feelings in response to music.</li> </ul> <p><u>Knowledgeable</u></p> <ul style="list-style-type: none"> <li>➤ Able to use accurate terminology to describe their compositions and to respond to music</li> <li>➤ To know a wide range of musical instruments, songs, genres, artists and composers</li> <li>➤ To know a wide range of music from different cultures, including how the culture influences the music.</li> <li>➤ Learning is sequenced to build upon prior learning</li> </ul> <p><u>Respectful</u></p> <ul style="list-style-type: none"> <li>➤ Taught to respect people’s creativity and musical pieces</li> <li>➤ Able to understand that not everybody will share the same opinions about music but that these need to be shared sensitively different opinions are to be respected.</li> <li>➤ Learning about other cultures to teach respect for difference.</li> </ul> <p><u>Aspirational</u></p> <ul style="list-style-type: none"> <li>➤ Introduction to careers within the field of music.</li> <li>➤ Opportunity to learn to play a range of instruments.</li> <li>➤ Music from different cultures gives children an opportunity to learn more about the world beyond Borehamwood.</li> </ul> <p><u>Healthy</u></p> <ul style="list-style-type: none"> <li>➤ Children to explore how creativity and creative subjects can support mental health.</li> </ul>	<p>Children to explore the stories and emotions evoked through music.</p> <p>Children given the opportunity to explore and unpick the narrative of songs.</p> <hr/> <p><u>Music Beyond the Music Lesson</u></p> <p>Children to be immersed in music during their time at Kenilworth.</p> <p>Weekly music played at the beginning and end of music working on a 2 year cycle (Year 1 – staff select key tracks to introduce children to a range of genres and composers/artists Year 2 – Music from a range of cultures)</p> <p>Children invited to play to an audience in assemblies.</p> <p>Children allowed to play the piano during break times.</p> <p>Ukulele club and choir for Key Stage 2.</p> <p>Children given the opportunity to sing in performances in Early Years, Year 1, Year 2, Year 5 and Year 6.</p> <p>School to record CDs every 2/3 years</p>	<ul style="list-style-type: none"> <li>➤ Melody</li> <li>➤ Harmony</li> <li>➤ Pitch</li> <li>➤ Tempo</li> <li>➤ Dynamics</li> <li>➤ Structure</li> <li>➤ Texture</li> <li>➤ Timbre</li> <li>➤ Rhythm</li> <li>➤ Composing</li> <li>➤ Performing</li> <li>➤ Notation</li> </ul> <hr/> <p><u>Retrieval Practise</u></p> <p>Children are given regular opportunities to re-visit previous learning, through verbal mini quizzes, retrieval activities and discussion.</p> <p>The curriculum is sequenced with key questions so that there are clear opportunities for learning to be retrieved and applied.</p> <p>Remembering information and knowledge is celebrated and part of the school’s culture.</p>

## French

<u>Curriculum Drivers</u>	<u>Story-Focused</u>	<u>Second Order Concepts/Big Ideas</u>
<p><u>Articulate</u></p> <ul style="list-style-type: none"><li>➤ Develop an understanding of how the French language provides the root of lots of English words.</li><li>➤ Able to present ideas and understanding orally and through written work in another language.</li><li>➤ Able to hold simple conversations and present ideas and information orally to a range of audiences in another language.</li></ul> <p><u>Knowledgeable</u></p> <ul style="list-style-type: none"><li>➤ Knows and can apply a range of French vocabulary</li><li>➤ Curriculum sequenced to develop children’s understanding of listening, speaking, reading, writing and grammar</li><li>➤ Learning is sequenced to build upon prior learning</li><li>➤ Children develop knowledge of the language and culture of a European culture.</li></ul>	<p>Little Red Riding Hood unit linked to traditional tales to support French development.</p> <p>Familiar tales available in French in classroom libraries to support children’s application and development of French.</p> <p>Narrative used as a tool to support the children’s introduction to new language.</p>	<ul style="list-style-type: none"><li>➤ Linguistic competence</li><li>➤ Knowledge about language</li><li>➤ Creativity</li><li>➤ Intercultural understanding</li></ul>
<p><u>Respectful</u></p> <ul style="list-style-type: none"><li>➤ Children taught to respect other cultures</li><li>➤ Children to discuss how learning languages can help to improve understanding across cultures</li></ul> <p><u>Aspirational</u></p> <ul style="list-style-type: none"><li>➤ A second language is a life skill that can be used in future jobs</li><li>➤ Provide children with a second language to use</li></ul> <p><u>Healthy</u></p> <ul style="list-style-type: none"><li>➤ Healthy Lifestyles Unit</li><li>➤ Weekend Unit – Encouraging active hobbies and lifestyle</li></ul>	<p><u>Deepening Concepts and Skills</u></p> <p>The curriculum is arranged to support the development of the core skills of:</p> <ul style="list-style-type: none"><li>➤ Listening</li><li>➤ Speaking</li><li>➤ Writing</li><li>➤ Grammar</li></ul> <p>Learning is sequenced for progression within units, within year groups and across Key Stage 2.</p>	<p><u>Retrieval Practise</u></p> <p>Children are given regular opportunities to re-visit previous learning, through verbal mini quizzes, retrieval activities and discussion.</p> <p>The curriculum is sequenced with key questions so that there are clear opportunities for learning to be retrieved and applied.</p> <p>Remembering information and knowledge is celebrated and part of the school’s culture.</p>

<u>Curriculum Drivers</u>	<u>Story-Focused</u>	<u>Second Order Concepts/Big Ideas</u>
<p><u>Articulate</u></p> <ul style="list-style-type: none"> <li>➤ Able to use PE specific vocabulary.</li> <li>➤ Able to work collaboratively, using the language of teamwork.</li> <li>➤ Know and apply technical vocabulary when describing their own and others performances.</li> </ul> <p><u>Knowledgeable</u></p> <ul style="list-style-type: none"> <li>➤ Learning is sequenced to build upon prior learning.</li> <li>➤ Curriculum sequenced to give the children opportunities to revisit and develop skills and knowledge.</li> <li>➤ Children know a range of sports and sports stars, including coaches and managers.</li> </ul>	<p>Children to understand the role narrative in PE, including dance.</p> <p>Children introduced to inspirational sports stars and their stories.</p> <p>High quality texts, linked to learning, are used to further develop understanding.</p> <p>Core spine of non-fiction and fiction texts linked to the subject.</p>	<ul style="list-style-type: none"> <li>➤ Movement</li> <li>➤ Understanding the body</li> <li>➤ Personal Challenge</li> <li>➤ Team work and leadership</li> <li>➤ Competence</li> <li>➤ Performance</li> <li>➤ Creativity</li> <li>➤ Healthy, active lifestyles</li> </ul>
<p><u>Respectful</u></p> <ul style="list-style-type: none"> <li>➤ Show respect to their own and others' performances in sport.</li> <li>➤ Know how to engage in healthy competition, using winning and losing as learning experiences and being supportive to their peers.</li> </ul> <p><u>Aspirational</u></p> <ul style="list-style-type: none"> <li>➤ Know a range of inspirational sports stars, the work that they had to do and the resilience needed to be successful.</li> <li>➤ Know the wide range of sport related jobs that they could aspire to then they are older.</li> <li>➤ Be driven by self- improvement and personal challenge.</li> </ul> <p><u>Healthy</u></p> <ul style="list-style-type: none"> <li>➤ Knows the role of exercise in keeping their bodies healthy.</li> <li>➤ Understands the effects of exercise on their bodies.</li> <li>➤ Knows how to exercise safely and the importance of warming up and cooling down.</li> <li>➤ Curriculum structured to develop physical literacy for all pupils.</li> </ul>	<p><u>Substantive Concepts</u></p> <p>The curriculum is structured to give children the opportunity to develop concepts through revisiting.</p> <p>For example: Textiles</p> <p>Year 1 – Joining fabric through gluing stapling and safety pins</p> <p>Year 2 – Joining fabric through pinning and sewing (running stitch and blanket stitch)</p> <p>Year 3 – Joining fabric through back stitch, backwards running stitch, over sew stitch, blanket stitch and running stitch, turning 2d designs into 3d products</p> <p>Year 6 - Using stitches for design (applique and embroidery) adding fasteners</p>	<p><u>Retrieval Practise</u></p> <p>Children are given regular opportunities to re-visit previous learning, through verbal mini quizzes, retrieval activities and discussion.</p> <p>The curriculum is sequenced with key questions so that there are clear opportunities for learning to be retrieved and applied.</p> <p>Remembering information and knowledge is celebrated and part of the school's culture.</p>

<u>Curriculum Drivers</u>	<u>Story-Focused</u>	<u>Key Concepts/Big Ideas</u>
<p><u>Articulate</u></p> <ul style="list-style-type: none"> <li>➤ Able to use a wide range of emotional vocabulary, in discussions and while discussing their own thoughts and feelings.</li> <li>➤ Able to present ideas and understanding orally and through written work.</li> <li>➤ Able to hold discussions, responding sensitively to other people’s points of views.</li> <li>➤ Curriculum structured to develop the skills required to engage with others in dialogue and to thrive in society, treating others respect and compassion</li> </ul> <p><u>Knowledgeable</u></p> <ul style="list-style-type: none"> <li>➤ Curriculum sequenced to build pupil’s knowledge and understanding</li> <li>➤ Curriculum aligned to the statutory requirements for RSE</li> <li>➤ Learning is sequenced to build upon prior learning</li> <li>➤ Children given opportunities to revisit learning and concepts.</li> </ul>	<p>Stories used to develop children’s emotional understanding.</p> <p>Working in partnership with EmpathyLab, developing empathy through stoies embedded throughout the curriculum.</p> <p>High quality texts, linked to learning, are used to further develop understanding.</p> <p>Narrative/stories used as a tool to support the children’s introduction to abstract concepts.</p>	<ul style="list-style-type: none"> <li>➤ Identity</li> <li>➤ Relationships</li> <li>➤ A Healthy, Balanced Lifestyle</li> <li>➤ Risk</li> <li>➤ Diversity and Equality</li> <li>➤ Rights, Responsibilities and Consent</li> <li>➤ Change and Resilience</li> <li>➤ Power</li> <li>➤ Career</li> </ul>
<p><u>Respectful</u></p> <ul style="list-style-type: none"> <li>➤ Children taught to understand and respect other people’s opinions</li> <li>➤ Children taught to question and understand their own belief system, through challenging questions and knowledge.</li> </ul> <p><u>Aspirational</u></p> <ul style="list-style-type: none"> <li>➤ Children taught to have discussions and debates, introducing them to higher level thinking and preparing them for the world of work.</li> <li>➤ Children taught to look beyond self and to question/understand the larger concepts of life.</li> </ul> <p><u>Healthy</u></p> <ul style="list-style-type: none"> <li>➤ Children are able to have mature discussions about the importance of physical and mental health.</li> <li>➤ Children understand how the choices they make can impact on their health.</li> </ul>	<p style="text-align: center;"><u>RSE</u></p> <p>Our PSHE program fully meets the requirements for statutory Relationships and Health Education 2020.</p> <p>Our RSE program is supplemented by our science scheme of work, allowing revisiting to support understanding.</p> <p>We have worked with our stakeholders (parents and governors) to develop our RSE policy.</p>	<p style="text-align: center;"><u>Retrieval Practise</u></p> <p>Children are given regular opportunities to re-visit previous learning, through verbal mini quizzes, retrieval activities and discussion.</p> <p>The curriculum is sequenced with key questions so that there are clear opportunities for learning to be retrieved and applied.</p> <p>Remembering information and knowledge is celebrated and part of the school’s culture.</p>

➤ Children have a good understanding of healthy and unhealthy relationships.

