



At Oak CE Primary School, we aim to provide ALL our children with an engaging, purposeful and relevant curriculum that inspires, motivates, challenges and excites them. We believe that providing our pupils with key experiences, knowledge and skills will enhance their learning and personal development, helping them to become successful, confident learners who are ready for the future that awaits them and supports them to be the best they can be. Our curriculum is constructed upon the fundamental principles outlined in the EYFS Framework and the National Curriculum.

We provide our children with:

- A broad and balanced curriculum for all pupils that is coherently planned and sequenced to ensure knowledge for skills are embedded in inspire future learning
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- A curriculum that supports spiritual, moral, social and cultural development
- A curriculum which promotes physical development and responsibility for their own health, and enable them to be active
- A curriculum that promotes a positive attitude towards learning
- Equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- A high academic ambition for all pupils
- The knowledge and cultural capital they need to succeed in life

### Curriculum coverage and progression.

Ensuring children have a broad and balanced curriculum is prioritised at Oak Primary. Every subject is taught with equal importance to ensure children have the opportunity to shine in every area of the curriculum. Well researched schemes of work are used to support the progression of knowledge and skills across the curriculum ensuring learning is built upon year on year and children are able to access prior knowledge; these are then tailored to provide a bespoke curriculum which is pertinent to the needs of our children.



Learning links are recapped from previous units of work, in accordance with an evidence based understanding of working memory, to ensure children can build on prior knowledge and skills.

### English



**Teaching** children to read is at the heart of our pedagogy and we prioritise quality instruction to provide children with the skills needed to unlock and access all areas of the curriculum. We endeavour to nurture within our children the inspiration, skills and confidence necessary to equip them as young and future writers. (please see separate English Overview for detail)


### Maths



Equipping children with the tools they need to be future ready, confident mathematicians is a priority at our school. We are following the long term plan of White Rose Maths, using the schemes of learning to support our personalised planning.

## Foundation subjects

To ensure subject integrity and well considered sequences of learning we have enhanced our foundation subject curriculum using guidance from well researched and appropriate schemes. Skills and progression in foundation subjects are supported by Kapow and Rising stars. Long term plans are in place which demonstrate coverage of all national curriculum areas which are all taught weekly. Following guidance from the National Curriculum and our schemes of work; medium term plans are created to ensure the learning is matched to needs of all our learners.

 Dak C of E Primary School - Medium Term Planning		Year Group: 6 Date: Autumn 2 2023
<b>National curriculum area: History</b> <b>Background knowledge and prior learning:</b> <ul style="list-style-type: none"> <li>Year 4 - Geography (on 10th June)</li> <li>Year 4 - Ancient Egypt (map for this year group but the 10 have some pre-existing knowledge) (last 12 sessions)</li> <li>Year 5 - Stone Age to Iron Age - overlapping time period</li> <li>Romans and Viking - polytheistic societies</li> </ul> <b>Personal experiences:</b> <ul style="list-style-type: none"> <li>Overnight buses</li> <li>Con'tion with Africa and Asia</li> </ul>		<b>Strand: a non-European society that provides contrasts with British history - Maya Civilisation c. 500 AD</b> <b>Learning question: Why should we remember the Ancient Maya?</b> Sequence of learning key questions, learning objectives, outcomes etc.)
<b>Key knowledge, skills and concepts:</b> <ul style="list-style-type: none"> <li>In this unit, the children will:           <ul style="list-style-type: none"> <li>establish clear narratives within and across periods they study</li> <li>analyse and address historically valid questions about similarity and difference and significance</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>understand how our knowledge of the past is constructed from a range of sources</li> <li>voice corrections, contexts and needs over time</li> <li>develop the appropriate use of historical terms</li> <li>address and devise historically valid questions about change, cause and significance.</li> </ul> </li> </ul>		<b>1. What can we learn about the Ancient Maya from the Maya today?</b> <ul style="list-style-type: none"> <li>I have entered the Maya for today</li> <li>I can use evidence to reach a conclusion about Maya in the past</li> <li>I can generate questions to deepen my understanding</li> </ul>
<b>2. Were the Maya as diverse as people in the 21st century?</b> <ul style="list-style-type: none"> <li>I can find out about Maya technology and culture</li> <li>I can reach a conclusion about how accurate a society the Maya were</li> <li>I can compare the achievements of Maya and other societies</li> </ul>		<b>3. What can we learn about the Maya by investigating their cities?</b> <ul style="list-style-type: none"> <li>I can ask and answer questions about the Maya using evidence</li> <li>I can reach conclusions using archaeological evidence</li> <li>I understand the limitations of archaeological evidence</li> </ul>
<b>4. What happened to the Maya?</b> <ul style="list-style-type: none"> <li>I understand that most of the Maya disappeared around 900 AD</li> <li>I know that historians disagree about why they disappeared</li> <li>I can present my case</li> <li>I can present my case</li> </ul>		<b>5. Why did the Maya have so many gods?</b> <ul style="list-style-type: none"> <li>I understand why the Maya had so many gods</li> <li>I can explain the significance of the Maya's belief system</li> <li>I make links between the beliefs of the Maya and other societies studied</li> </ul>
<b>5. Why should we remember the Maya?</b> <ul style="list-style-type: none"> <li>I can present valid reasons why the Maya should or should not be remembered</li> <li>I can use evidence and examples to support my conclusions</li> <li>I can think evidence from sources to strengthen my conclusions</li> </ul>		<b>6. Why should we remember the Maya?</b> <ul style="list-style-type: none"> <li>I can present valid reasons why the Maya should or should not be remembered</li> <li>I can use evidence and examples to support my conclusions</li> <li>I can think evidence from sources to strengthen my conclusions</li> </ul>
<b>Subject knowledge and skills:</b> <ul style="list-style-type: none"> <li>Historical knowledge: The Children of the British Kingdom - Ancient civilisation in the Americas</li> <li>Art - Aqa 1. One old stone Maya drawing looking at use of negative space</li> </ul>		<b>Subject knowledge and skills:</b> <ul style="list-style-type: none"> <li>Social, economic, cultural, political, civilisation, technology, medicine, history, science, religion, agriculture, environment, climate, society, law, art, etc.</li> <li>Unit 2: civilisation</li> <li>Interpretation, science, society, reconstruction, technology, theory, trade</li> </ul>

## History, Geography and Science



To ensure every child has the opportunity to become a confident Historian, Geographer or Scientist, we use Rising stars. History and Geography are taught half termly. The whole school teach geography in Autumn 1, Spring 1 and Summer 1. History is taught in Autumn 2, Spring 2 and Summer 2.

## Computing, PHSE, French, Music Art and DT



Kapow Primary is used to support teaching and learning in Computing, PHSE, French, Music Art and DT. This supports us to provide engaging, knowledge-rich and progressive curriculums for these foundation subjects. Medium term plans are developed to deepen pupil knowledge and extend vocabulary including varied and enjoyable recap and retrieval opportunities.

## Foundation subject assessment

Subject specific assessment data is collected every half term to assess the children's learning in each curriculum area. This considers the children's success against the learning objectives taught during the teaching sequence. Subject leaders will then use this data to look at whole school performance in their subject and consider next steps.