William Law C E Primary School

Curriculum Policy

Policy shared with staff on [by email/staff briefing]

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 7th December 2023

Signature: 

Policy to be reviewed on: December 2026

This policy is written in line with the Christian values and ethos of our school

Contents

Curriculum Statement

We recognise that we are ambitious for pupils. We aim to ensure that children accumulate rich, well-connected knowledge and develop strong skills which they are able to apply. The curriculum is the substance of what is taught. It is a specific plan of what pupils need to know and should be able to do. It shapes and determines what pupils will get out of their educational journey.

Our curriculum ensures progression from Early Years to the end of Key Stage 2 and is constructed to build on prior skills and knowledge. To enable high quality teaching, we are well-resourced which leads to enriched and varied learning experiences across the curriculum.

The curriculum brings our intent to implementation. It includes links with Statutory Inspection of Anglican and Methodist Schools. (SIAMs). We are a Church of England School and proudly learn that 'Jesus is the Way, the Truth and the Life.' The curriculum has taken into account the local context of Werrington and Peterborough. We prepare children to succeed as adults and be active citizens in modern Britain. This permeates through our ethos of the school.

At William Law, we fulfil our Christian vision through the verse from the Bible, (Matthew 22 v 37-39) Jesus replied: "'Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. The second is ''Love your neighbour as yourself.'" Our strap line to support this Biblical verse is, Learning, Living and Loving Together to be the best that we can be. This embodies everything that we aim to achieve and do at William Law. Our vision equally applies to pupils, staff, governors, parents and our whole school community.

Children will have the chance to question, be reflective, be analytical in their thinking, reason, be articulate, learn new vocabulary and become confident speakers and listeners. They have resilience, discover new skills and learn that making mistakes is part of the learning process.

We believe children should 'run' to school excited about their learning. Children will be encouraged to be independent, have a growth mindset with a 'can do' attitude and use their William Law Learning powers as they discover the curriculum. Children will be 'learning, living and loving together.' There will be trips and experiences within topics which are fun and engaging. The topics are chosen to challenge, excite and stimulate our children.

Curriculum Statement

(to be read in conjunction with the Trust's Teaching and Learning statement)

Our Vision:
For every child, within our Trust, to experience an excellent education and to realise their God-given potential to flourish.

Our Pathway:
Working together as one, through the affirmation of God's love within a distinctively Christian ethos, we aim to:
Educate for:

- Wisdom and Knowledge
- Hope and Aspiration
- Community and Living Well Together • Dignity and Respect and

Promote a positive, open and honest culture which embraces and nurtures these.
We ensure our academies are inclusive, serving the local community, welcoming all: children of the Christian faith, of other faiths or of no faith.

Inclusivity
We ensure our curriculum is accessible to all.

Curriculum Intent:
In our Trust the curriculum is broadly defined as the knowledge students are expected to learn (including spiritual, moral, social and cultural) through the totality of experiences provided in our children's primary schooling. By knowledge we mean facts, concepts and rules (declarative knowledge: to know that…), and procedural knowledge (to know how….) acquired through experience and /or education.

The curriculum lies at the heart of education in each academy. It therefore determines what our learners will become, what they will know and understand, and what they will be able to do by the time they leave.

Bearing in mind the definition of knowledge above, we aim for our knowledge-rich curriculum to enable:
(i) Sustained mastery (and a greater understanding for those who are capable) of subject specific key knowledge that we want the children to acquire;
(ii) Sustained mastery of knowledge that pupils will need to be able to make sense of the world by providing rich cultural capital.

Our academies deliver the National Curriculum 2014 throughout Key Stage 1 and 2 providing pupils with 'an introduction to the essential knowledge that they need to be educated citizens and to the best that has been thought and said, helping to engender an appreciation of human creativity and achievement'.

We regard the curriculum as the progression model. We focus on knowledge progression mainly through subject specific models within the context of themes or topics. Hence, our aim is for the curriculum in our academies to be coherently planned, organised and structured with key concepts identified and prioritised, built upon and revisited.

Whilst we ensure that there is a broad and rich curriculum delivered across our academies, we prioritise and regard the mastering of foundational knowledge as crucial in the younger years. Reading and vocabulary development is an integral part of our curriculum. We aim to develop Tier 1, 2 and 3 vocabulary (Isabel Beck 2002). Pupils from all backgrounds, including those who are disadvantaged, are provided with the tools to access a broad curriculum within a language rich environment.

We also aim for our curriculum to develop attitudes, attributes and dispositions which enable our children to:

(i) develop as confident, responsible citizens;
(ii) be prepared for future learning e.g. resilience, perseverance and a growth mindset.

Key principles of curriculum design are illustrated below:

Wiliam D. (2013) Principled Curriculum Design (Designed by Oliver Caviglioli)

Curriculum Implementation:

'Learning is defined as an alteration in long-term memory. If nothing has been altered in long term memory then nothing has been learned.'

Sweller et al. 2011

In line with cognitive load theory we aim, through our teaching, to develop understanding by building well-developed schema: well organised, connected knowledge as opposed to a handful of unconnected facts. We, therefore, favour spaced and distributed learning, where knowledge is rehearsed for short periods over a longer period of time. We aim to ensure retrieval practice is built in to strengthen memory by:

- Providing overviews
- Outlining content to be covered and signalling transitions between different parts of the lesson;
- Calling attention to main ideas;
- Providing daily, weekly and monthly reviews.
- Re-teaching when necessary.

We regard teaching as effective when underpinned by Rosenshine's 'Principles of Instruction' (see the Trust's Teaching and Learning statement). Effective questioning, effective use of formative assessment and adaptive, responsive teaching are regarded as key.

Responsive teaching will be delivered and appropriate reasonable adjustments put in place to enable all children to access the curriculum.

We regard the following teachers' knowledge as essential:

- pedagogical knowledge: teachers' knowledge of effective teaching methods;
- content knowledge: teachers' subject knowledge;
- pedagogical content knowledge: teachers' knowledge of how to teach the particular subject / topic e.g. knowing the misconceptions that arise prior to teaching specific key knowledge.

Leadership of the curriculum is distributed within our academies. Subject leaders are given the autonomy to lead on their specific subject curriculum within the shared vision and accountability framework of the school.

Curriculum Impact

We measure this by the extent to which our aims, curriculum defined end points and strong outcomes are achieved as a result of our curriculum intent and implementation. The vast majority of our pupils will have sustained mastery of key, detailed knowledge identified and some children will have a greater depth of understanding.

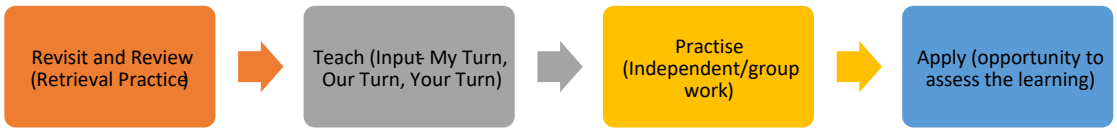
'If a student has learnt the curriculum, they have made progress.'

Michael Fordham

Teaching and Learning Sequence at William Law CE Primary

(Based on Rosenshine Principles)

The teaching sequence below applies for **most** lessons for both core and foundation. This should be used in conjunction with PDETs Teaching and Learning Statement.



At each stage of the lesson, the following approaches could be deployed by the class teacher. This is not an exhaustive list or a prescriptive list of everything that we would see in each lesson.

Revisit and Review

The purpose of review is to continuously recall previously learnt content and to assess whether learning has transferred into long term memory. These sessions should not ordinarily be longer than 5 minutes. You might give 4 minutes to complete and 1 minute to go through one example that children commonly got wrong.

- Revisit previous content- Flashback 4s- Whiterose for maths, SPAG for English, last week, last month, last term, last year, weekly/monthly review
- Knowledge organisers
- Quiz
- Model addressing misconceptions

Teach

In line with cognitive load theory, material is presented in a clear and logical manner. The information is broken down into small steps and modelled. This should match the learning pupils are expected to learn as part of the practise section of the lesson. This element of the teaching session will switch between my turn, our turn and your turn.

- Learning Objectives and Success Steps shared, explained and modelled.
- Modelling- thinking aloud, worked examples, scaffolding, vocabulary development, WAGOLLs/WABOLL, written by hand, my turn, our turn, your turn.
- Questioning and feedback- cold calling, show me boards, think-pair-share, whole class feedback, say it again better, probing/process questions, whole class feedback
- Peeling off- enabling or extending group work with an adult. This adult teaches them as above but this will either be deepening learning for extending learners or consolidating gaps with learners for enabling learners.

Practise

This is the opportunity for children to independently complete work or working with an adult to demonstrate the learning objective and small steps learning. If a group has worked with an adult during the input as a peeling off group, then they should work independently to start with at this section of the lesson. At William Law CE Primary, we do not use 1 to 1 support for SEND children with a TA attached to that child (except in exceptional circumstances). Over the course of a week those children should work with a balance of teacher, TA and have opportunities to work independently. This also applies to lower attaining children.

- Adults should work with groups of children to address gaps in learning/work on the skill/provide further scaffolding or modelling/complete work using our turn/your turn approach, construct shared work.
- All adults working with groups of children should be live marking by providing further modelling or worked examples. This can be done on an individual basis or whole group level.
- Adults to check understanding of the whole class by sweeping the room. If whole class misconceptions need addressing then further modelling could be completed. If at group level, reassess adult support groups. Could children previously working in a group now work independently or do other children need to join the adult supported groups?
- Scaffolding provided to support pupils. This could be enabling resources or extending resources that deepen learning.
- Peer and self-assessment against the learning objective and success steps.

Apply

This is an opportunity to review the learning and assess whether the children have understood the learning. This can be demonstrated through some of the following approaches.

- Quizzes
- Show me boards
- Peer or self-assessment
- Probing and process questioning
- Apply to test question situation
- Weekly or monthly review

After the lesson the teacher should review all independent learning and children should be offered Pick Me Up to extend or enable. This will be offered either an afternoon session, morning activity or assembly slot (selected assemblies only). TAs across the school are off timetable from 12 midday to facilitate listening to readers and completing Pick Me Up. To get an equal balance, the teacher might also do this within teaching time with the TA supervising the practise element of foundation subjects.

Teaching and Learning Statement

(to be read in conjunction with the Trust's Curriculum statement)

The importance of strong teacher knowledge cannot be under-estimated. This can be broken down into three areas:

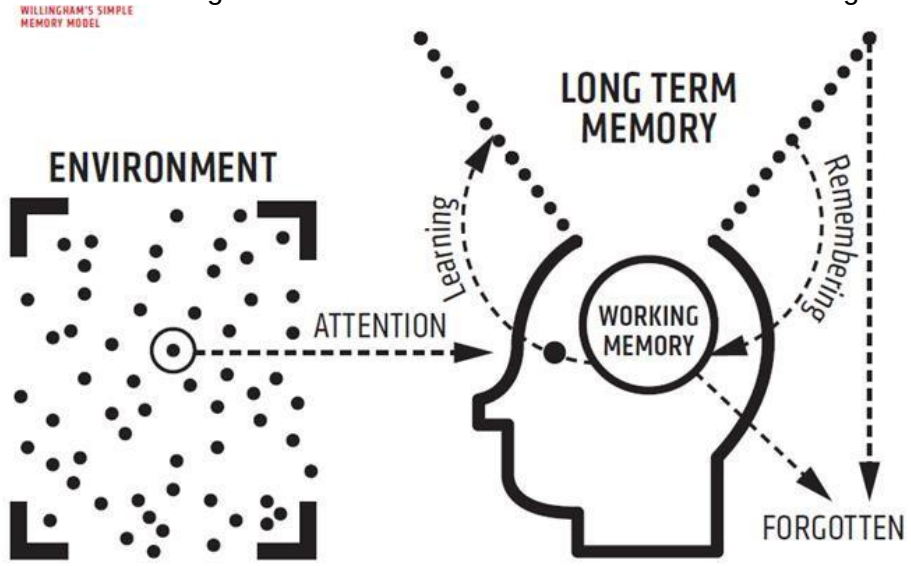
1. Pedagogical knowledge: teacher knowledge of effective teaching methods;
2. Content knowledge: teacher subject knowledge;
3. Pedagogical content knowledge: teacher knowledge of how to teach the particular subject / topic e.g. knowing the misconceptions that arise prior to teaching specific key knowledge.

This Teaching and Learning Statement focuses on pedagogical knowledge. It outlines the principles that we believe underpin effective teaching (pedagogical knowledge) in our Trust and how these contribute to learning.

This Teaching and Learning Statement is underpinned by a joint, common understanding of the key terminology. This enables teachers and leaders in our Trust to work collaboratively to develop trust-wide effective teaching in order to deliver the intended curriculum and hence, strive to ensure optimum learning occurs. Key terminology is outlined below:

Learning: 'is an alteration in long-term memory. If nothing has been altered in long-term memory then nothing has been learned.' **(**Sweller et al. 2011)

Effective teaching needs to be based on a sound model of learning:



Designed by Oliver Caviglioli

Understanding: Well-developed schema; well organised, connected knowledge as opposed to a handful of unconnected facts.

Curriculum: The knowledge students are expected to learn (including spiritual, moral, social and cultural) through the totality of experiences provided in our children's primary schooling.

Declarative knowledge: 'to know that…..'; concepts, rules and facts 'waiting to be of service'. Declarative knowledge has a vital place in enabling all further thought and all learning.

Procedural knowledge: 'to know how…..'; goal directed; produces actions; enables us to do things. Procedural knowledge enables us to use declarative knowledge. Skills are regarded as procedural knowledge, totally dependent on specific declarative knowledge. Skills can't exist as free floating and context free.

Progress: The curriculum is the progression model. Therefore, 'if a student has learnt the curriculum, they have made progress.' (Michael Fordham)

High Quality Teaching:

In our Trust pedagogical knowledge should be underpinned by Rosenshine's 'Principles of Instruction'. These principles are grouped into four strands:

(i) Sequencing Concepts and Modelling:
a. Present new material using small steps.
b. Provide models
c. Provide scaffolds for difficult tasks.
(ii) Questioning:
a. Ask questions
b. Check for understanding (iii) Stages of Practice:
a. Guide learner practice
b. Obtain a high success rate
c. Provide independent practice (iv) Reviewing Material:
a. Daily Review
b. Weekly and monthly review (Tom Sherrington; 2019)

High quality teaching in the Trust should therefore incorporate the following:

Sequencing Concepts and Modelling:

a. Presenting new material using small steps: In order to address the limitations in working memory, concepts and knowledge need to be broken down into small steps. These steps can be represented by 'success steps'. Such 'success steps' should shape explanations and learning should be continually referenced against these.

b. Providing models: Central to good explanations, models can be (i) physical representations of completed tasks e.g. exemplars (ii) conceptual models (iii) explicit narration of thinking. Modelling helps learners to organise information into well-structured schemata.

c. Providing scaffolds for difficult tasks e.g. writing frames: Scaffolds support the thought process. However, these should be temporary so that learners don't become over-reliant on them.

The anticipation of errors and misconceptions throughout modelling is key.

Questioning:

a. Asking questions: A large number of questions need to be asked and such questions need to involve many learners to probe thinking, explain, clarify and check for understanding. Effective questioning strategies should include:

(i) No hands up - cold calling;

(ii) No 'opt out' - giving learners opportunities for consolidating or correcting their answers; non-acceptance of 'I don't know';

(iii) Say it again, better - give learners opportunities to reformulate answers; (iv) Think, pair, share;

(v) Whole class response - the use of individual whiteboards can't be underestimated;

(vi) Probing – exploring learners' schemata.

b. Check for understanding: The use of the question, 'What have you understood?' is far more effective than 'Have you understood?'. (See also Responsive Teaching section.)

Stages of Practice:

a. Guiding learner practice: This involves teachers asking questions, checking understanding, using models, worked examples and scaffolds. Strong schema need to be formed early so the possibility of forming misconceptions is minimised.

b. Obtaining a high success rate: As a guide, if learners are getting less than 80% correct they may be reinforcing errors. If the success rate is too low, individual / groups of learners may need re-explanations, re-modelling and re-teaching. If the individual success rate is above 80% challenge needs to be re-assessed, including adding levels of depth to the tasks and removing scaffolds and supports.

c. Providing independent practice: Following guided practice there needs to be enough opportunity provided for independent practice. Judging when this transition takes place, is vital. Enough independent practice should result in learner fluency.

Such strategies as rote learning, drilling and repetition are regarded as ways of providing practice, and hence, they become part of a sensible learning process, if used appropriately.

Reviewing Material:

In line with cognitive load theory we aim to increase understanding by building well developed schemata: well organised, connected knowledge as opposed to a handful of unconnected facts. We, therefore, favour spaced and distributed learning, where knowledge is rehearsed for short periods over a longer period of time. Retrieval practice needs to be built in to strengthen memory by:

- Providing overviews
- Outlining content to be covered and signalling transitions between different parts of the lesson;

- Calling attention to main ideas;
- Providing daily, weekly and monthly reviews. - Re-teaching when necessary.

a. Daily Review: This supports the development of fluency by allowing learners to re-activate recently acquired knowledge. This allows prior learning to be active in our working memory in order to make further connections.

b. Weekly and Monthly Review: These ensure that learned material is not forgotten and more extensive schemata are developed. Strategies involve simple recall tests, quizzes, multiple choice tests, 'telling the story', rehearsing explanations, creating knowledge maps, summarising, demonstrating – all without prompts.

Highly Responsive Teaching

All planning should be learning not task orientated. Longer term learning goals and subsequent short-term learning objectives must drive teaching at all times. Clarity regarding learning is vital; learning objectives must be shared with learners.

Learning should be grounded in responsive teaching. Teaching and planning needs to be adapted in response to learner feedback. Therefore all teachers need to be skilled in:

- Identifying how well learners are doing (effective use of feedback and formative assessment);
- Adjusting teaching in order to achieve the longer term learning goals.

Good teacher-learner relationships are imperative. Without these, learners will not effectively engage with teacher feedback.

William Law C E Primary School
Curriculum Aims
Intent

General Ethos

a) Children running to school
b) Enjoyment and fun
c) Christian ethos

2. Relating to staff

Self-esteem, confidence and self worth
Reaching potential
Developing a sense of spirituality
Keeping safe
Being healthy

3. Relating to others

Friendship
Understanding relationships
Teamwork and collaboration
Global awareness and responsibility
Cultural appreciation

4. Managing situations

Managing time and resources
Managing conflict
Managing disappointment
Managing risk and uncertainty
Understanding right from wrong

5. Managing Learning

Improving and reflecting on and performance
Communication
Love of reading
Application of number
IT skills
Music, the arts and sport
Thinking skills
Creativity and problem solving

Legislation

This policy reflects the requirem broad and balanced curriculum as per the Academies Act 2010 grammes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Roles and responsibilities

The Governing Body

The governors will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governors will also ensure that:
A robust framework is in place for setting curriculum priorities and aspirational targets

The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board. They manage requests to withdraw children from curriculum subjects, where appropriate. Ensure the school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

The governing board is advised on whole-school targets in order to make informed decisions
Proper provision is in place for pupils with different abilities and needs, including children with SEND

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Organisation and planning

The curriculum at William Law is characterised by a long term plan which maps out the learning for each year group. (See Appendix A) It is used in conjunction with the medium and short term plans and is then adapted and scaffolded to meet the needs and interests of individual classes and children. It has been consciously developed to link to previous years learning which is underpinned by Rosenshine's 'Principles of Instruction'. Class Teachers have the final responsibility to produce class specific, short term planning for their pupils and their individual needs. They also have the responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning.

See our EYFS policy for information on how our early years curriculum is delivered.

William Law Learning Powers

Our William Law Learning Powers are embedded throughout our school culture and ethos. They focus on core elements of behaviour; strategies for learning; encouraging children to consider how we live with one another as a school community, as well as provisioning love and support for those around us. It is about creating a culture in classrooms—and in the school more widely—that systematically cultivates habits and attitudes that enable children to face difficulty and uncertainty calmly, confidently, and creatively. The aim is to build children's resilience, collaboration and empathy for others, providing them with the skills that are essential for life both in and outside of school.

P4C (philosophy for Children)

We are a school that teaches Philosophy for Children (P4C) It is an approach to learning and teaching which enhances children's thinking and communication skills, boosts their self-esteem, and improves their academic attainment.

"P4C aims to help children become more thoughtful, more reflective, considerate and reasonable individuals."
Professor Matthew Lipman, Founder of P4C

In P4C, a stimulus, such as a story, video clip or image, is shared with a group of children. The children are encouraged by a trained facilitator, such as a teacher, to come up with the kind of big, engaging philosophical questions about the stimulus which are at the heart of P4C.

Philosophical questions are open to examination, further questioning and enquiry. They are **contestable, central and common** – that is, there is more than one valid point of view, the question is important in the lives of the children, and it is a shared issue or concern. Children might come up with philosophical questions such as:

- Is it ever OK to lie?
- What makes you you?
- Do we have to respect everyone?
- Can good people do bad things?
- Do we all have the same rights?

Through a vote, the children then choose the question they would most like to discuss. The teacher gives the children time to think and reason individually about the question before facilitating the exchange of ideas and opinions as a group, or community of enquiry. Over time, the teacher supports the children to think more deeply and philosophically by encouraging the **4Cs of P4C – critical, creative, collaborative and caring thinking**.

As questions grow more philosophical and imaginative, children learn to listen carefully to each other, to explore differences of opinion respectfully, and to value the ideas of others. P4C is intended to be a regular activity so that the children develop their skills and understanding over time. The role of the facilitator is crucial to ensuring quality dialogue and progress, as well as integration with the curriculum.

P4C is a thorough pedagogy with considerable academic pedigree. Professor Matthew Lipman, frustrated by his students' lack of engagement with learning and thinking, was influenced by educationalists and philosophers such as Vygotsky, Piaget, Dewey as well as the tradition of Socratic dialogue

Extra-curricular activities

A range of age appropriate clubs are offered after school for Key Stage 1 and 2 pupils. Typically, these include k-Nex, sewing, Hockey, computer coding, film club, woodwork and many more. The school have a percussion group, several other instrumental groups, an orchestra and a choir.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

More able pupils
Pupils with low prior attainment
Pupils from disadvantaged backgrounds
Pupils with SEND
Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Monitoring arrangements

Governors monitor coverage of Curriculum and compliance with other statutory requirements through meeting with the headteacher, SLT, subject leaders and visits to the school to talk to staff, children and see what learning looks like.

Headteacher and SLT monitor the quality of the curriculum gathering information needed for evaluating the effectiveness of the curriculum. Ensuring that the intent, implementation and Impact are fully embedded and that learners are meeting the learning outcomes whilst measuring the extent to which the curriculum is commensurate with the diverse needs of all learners.

Subject Leaders monitor the way their subject is taught throughout the school by: Planning scrutinies, learning walks, book scrutinies, pupil voice, lesson observations and any other task they feel is useful to monitor and further develop their subject.

Links with other policies

This policy links to the following policies and procedures:

EYFS policy

Assessment policy

Inclusion policy

Pupil Premium Policy

Forest Schools Policy

Appendix

These are a sample from across the school:

A - Curriculum Long Term Plan
B - Knowledge Organiser
C - Homework map

Appendix A - Curriculum Long Term Plan

	Autumn 1 (1)		Autumn 2 (2)		Spring 1 (3)		Spring 2 (4)		Summer 1 (5)		Summer 2 (6)	
Y 1	**History** Changes within living memory: Toys	**Science** Everyday materials: identify and name Science 2.2 Science 4.3 Science 5.3	**Geography** UK Countries	**Science** Plants – Trees and plants - naming	**History** Significant People: Florence Nightingale	**Science** Humans: Body parts Science 2.3, 3.3, 4.1,6.6	**History** Significant People: Mary Anning	**Science** Animals - groupings Science ,4.4,5.5,6.4	**Geography** Local study: Our School	**Science** Seasonal changes – four seasons Science 1.2; 1.5; 2.1; 2.5,3.4,5.5	**History** Significant Event in own locality: Local Transport in Peterborough Railway Perkins Henry Royce	**Science** Everyday materials – properties Science 1.1 Science 4.3 Science 5.3
	DT Mechanisms – Moving Story Book	**PE** Fundamentals Team building	**Art** **Spirals** Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	**PE** Ball Skills Gymnastics	**DT** Cooking and Nutrition- Smoothies	**PE** Sending and Receiving Dance	**ART** **Simple Printmaking** Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	**PE** Striking and Fielding Dance	**DT** Constructing Windmills	**PE** Target Games Net and Wall	**Art** **Making Birds** Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.	**PE** Athletics Invasion
	PSHRE Introduction lesson Family and relationships	**Computing** **Computing systems and networks** Improving mouse skills	**PSHRE** Family and relationships Health and wellbeing	**Computing** **Programming 1** Algorithms unplugged	**PSHRE** Health and wellbeing Safety and the changing body	**Computing** **Skills Showcase** Rocket to the moon	**PSHRE** Safety and the changing body Citizenship	**Computing** **Programming** Bee-Bots	**PSHRE** Citizenship Economic wellbeing	**Computing** **Creating Media** Digital imagery	**PSHRE** Economic wellbeing Transition lesson	**Computing** **Data Handling** Introduction to data
	RE What do Christian's believe God is like?	**Music** Story time - exploring sounds Seasons - exploring pitch	**RE** Exploring religious stories	**Music** Number - exploring beats Weather - exploring sounds **PRODUCTION**	**RE** What can we learn from other religions?	**Music** Animals - exploring pitch Machines - exploring beat	**RE** Why does Easter matter to Christians?	**Music** Ourselves - exploring sound Our bodies - exploring beats	**RE** Weddings	**Music** Our school - exploring sound Water - exploring pitch	**RE** What is the good news Jesus brings?	**Music** Travel - performance Pattern - exploring beat
Y 2	**History** Events beyond Living Memory: Great Fire of London	**Science** Everyday materials: identify and compare Science 1.2 Science 4.3 Science 5.3	**Geography** The World Continents and 5 oceans	**Science** **Animals including humans** Humans exercise, eating the right type of foods and hygiene.	**History** Significant People: Christopher Columbus George Alcock (English astronomer from Peterborough)	**Science** Animals and habitats - identify What animals need to survive Science 6.5	**History** Significant People Comparison: Neil Armstrong VS Christopher Columbus	**Science** Plants: What is needed for growth and changes over time	**Geography** Local Study: Small UK area Peterborough / Werrington / Glinton (village) / Peakirk (village) / Eton (hamlet)	**Science** Living things and their habitats Living/dead things Habitats Science 1.2; 1.5; 2.1; ,3.4,5.5	**Geography** Non-European Study: Kenya	**Science** Living things and their habitats- Foodchains -how animals and plants depend of each other Humans and animals have offspring which grow into adults Science 1.4,4.4,,5.5,6.4

	Art **<u>Explore & Draw</u>** Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	**PE** Fundamentals Swimming	**DT** Textiles – Pouches	**PE** Ball Skills Swimming	Art <u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way.	**PE** Net and Wall Dance	**DT** Mechanisms – Fairground wheels	**PE** Striking and Fielding Dance	**Art** **<u>Be An Architect</u>** Exploring architecture and creating architectural models.	**PE** Sending and Receiving Gymnastics	**DT** Cooking and Nutrition- A balanced diet. Linked to Come Dine with Me.	**PE** Athletics Invasion
	PSHRE Introduction lesson Family and relationships	**Computing** **<u>Computing systems and networks 1</u>** What is a computer?	**PSHRE** Family and relationships Health and wellbeing	**Computing** **<u>Programming 1</u>** Algorithms and debugging	**PSHRE** Health and wellbeing Safety and the changing body	**Computing** **<u>Computing systems and networks 2</u>** Word Processing	**PSHRE** Safety and the changing body Citizenship	**Computing** **<u>Programming 2</u>** Programming: ScratchJr	**PSHRE** Citizenship	**Computing** **<u>Creating Media</u>** Stop Motion	**PSHRE** Economic wellbeing Transition lesson	**Computing** **<u>Data Handling</u>** International Space Station

	RE Christianity and Judaism Creation	**Music** Ourselves - exploring sounds Our bodies - exploring beat OCARINA	**RE** Christianity Jesus' birth	**Music** Story time – exploring sounds Number – exploring beats OCARINA	**RE** Hinduism Religious festivals	**Music** Our land - exploring sounds Seasons - exploring pitch OCARINA	**RE** Holy week and Easter	**Music** Travel – performance Toys – exploring beats OCARINA	**RE** All religions Sacred text	**Music** Animals - exploring pitch Pattern – exploring beat OCARINA	**RE** Humanists- What they believe	**Music** Water – exploring pitch Weather – exploring sounds OCARINA
Y 3	**Geography** UK study Countries and regions / cities Geography 1.2; 1.5; 2.5; Geography 3.3	**Science** Function of parts of flowering plants and requirements of plants for life including life-cycle of plants Science 1.2; 1.5; 2.1; 2.5,3.4,5.5	**History** Changes in Britain from the Stone Age to the Iron Age	**Science** Rocks and fossils– compare and group History 1.4 (fossils) History 3.2 Geography 3.6	**Geography** Volcanoes & earthquakes Geography 3.3 (Italy; Iceland) Science 3.2 Geography 5.3	**Science** Animals: humans (nutrition) Science 2.4 Science 3.4 Science 4.1	**Geography** European Study Major Cities and Countries and the 4 regions History 3.4 (Italy) Geography 3.1; 3.6 (Italy; Iceland)	**Science** Animals: humans (muscles & skeleton) Science 3.3	**History** The Roman Empire and its Impact on Britain (Settlers)	**Science** Light and shadows Science 6.2	**History** The Roman Empire and its Impact on Britain (Invaders)	**Science** Forces & magnets Science 5.3
	Art Gestural Drawing with Charcoal	**PE** Fundamentals Fitness	**DT** Mechanical systems- Pneumatic Toys	**PE** Outdoor Adventurous Activities Gymnastics	**Art** Cloth, Thread, Paint	**PE** Ball skills Dance	**DT** Cooking and Nutrition- Eating Seasonally Linked to Come Dine with Me.	**PE** Netball Dance	**Art** Telling stories through drawing and making	**PE** Tag Rugby Tennis	**DT** Structures- Constructing a Castle.	**PE** Athletics Rounders
	PSHRE Introduction lesson Family and relationships	**Computing** **Computing systems and networks 1** Networks and the internet	**PSHRE** Family and relationships Health and wellbeing	**Computing** **Programming** Programming: Scratch	**PSHRE** Health and wellbeing Safety and the changing body	**Computing** **Computing Systems and Networks 2** Emailing	**PSHRE** Safety and the changing body Citizenship	**Computing** **Computing Systems and Networks 3** Journey inside a computer	**PSHRE** Citizenship	**Computing** **Creating Media** Video Trailers	**PSHRE** Economic wellbeing Transition lesson	**Computing** **Data Handling** Comparison cards databases
	RE People of faith, courage and commitment	**Music** Environment – composition skills Sounds – exploring sound RECORDER	**RE** What is Trinity?	**Music** Human body - exploring structure Singing French – exploring pitch RECORDER	**RE** Why is prayer important to Muslims?	**Music** Ancient Worlds - exploring structure In the past – explori	**RE** What do Christians call the day Jesus died?	**Music** Building – exploring beat Poetry – performance RECORDER PRODUCTION.	**RE** When Jesus left what was the impact of the Pentecost?	**Music** Food and drink performance Communication composition RECORDER	**RE** How do people express their religious and spiritual ideas through art?	**Music** China – exploring pitch Time – exploring beat. RECORDER

						ng pitch. RECORDER							
	MFL – French Hocus le dinocroc story 1 (skills & vocabulary relating to greetings, colours, numbers, names, French phonics)		**MFL - French** Hocus le dinocroc story 2 (skills & vocabulary relating to days, classroom instructions, the nativity, French phonics)		**MFL – French** Hocus le dinocroc story 3 (skills & vocabulary relating to body parts, French phonics)		**MFL -French** Hocus le dinocroc story 4 (skills & vocabulary relating to the weather, Easter celebrations, French phonics)		**MFL – French** Hocus le dinocroc story 5 (skills & vocabulary relating to musical instruments, how are you, French phonics)		**MFL – French** Hocus le dinocroc story 6 (skills & vocabulary relating to animals, playground games, French phonics)	
Y 4	**History** Ancient Egyptians	**Science** Animals: humans (digestion, teeth) Science 2.3 Science 3.3 Science 6.1	**History** Local history study Edith Cavell	**Science** Electricity – simple series circuits. Conductors and insulators Science 6.2	**Geography** Rivers & the water cycle Stibbington (Rivers)	**Science** States of matter – changing state and water cycle Science 5.4	**Geography** Region in the UK study: London Geography 3.1	**Science** Animals including humans (Food chains)	**History** Britain's Settlement by Anglo-Saxons and Scots	**Science** Living things- classification keys and different environments Science 6.4	**History** The Vikings' and Anglo-Saxons' struggle for the Kingdom of England to the time of Edward the Confessor	**Science** Sound –pitch and volume
	Art <u>Storytelling through Drawing</u>	**PE** Hockey Outdoor Adventurous Activities	**DT** **Textiles-** Fastenings	**PE** Handball Gymnastics	**Art** <u>Exploring Patterns</u>	**PE** Basketball Dance	**DT** **Mechanical systems –** Making a Slingshot Car	**PE** Lacrosse Dance	**DT** **Electrical systems –** Torches Linked to Science Curriculum	**PE** Football Tennis	**Art** <u>Festival Feasts</u>	**PE** Athletics Cricket
	PSHRE Introduction lesson Family and relationships	**Computing** **<u>Computing Systems and Networks</u>** Collaborative Learning	**PSHRE** Family and relationships Health and wellbeing	**Computing** **<u>Programming 1</u>** Further coding with Scratch	**PSHRE** Health and wellbeing Safety and the changing body	**Computing** **<u>Creating Media</u>** Website design	**PSHRE** Safety and the changing body	**Computing** **<u>Skills Showcase</u>** HTML	**PSHRE** Citizenship	**Computing** **<u>Programming 2</u>** Computational Thinking	**PSHRE** Citizenship Economic wellbeing Transition lesson	**Computing** **<u>Data Handling</u>** Investigating weather
	RE Creation	**Music** Food and drink - performance Environment -	**RE** How does Bat/Bar Mitzvah	**Music** In the past - notation	**RE** How does the Torah influence the lives of Jewish people?	**Music** Around the world – explori	**RE** Why do Christians remember Holy Week every year?	**Music** Production RECORDER	**RE** What kind of world did Jesus want?	**Music** J Sax – First Access	**RE** What's it like to be a Sikh today?	**Music** Samba – exploring rhythm

		composition RECORDER	influence the lives of young Jewish people?	Sounds - exploring sounds RECORDER		ng pitch Comm unicati on – compo sition RECO RDER							
	MFL - French Rigolo 1 unit 1 Bonjour(skills & vocabulary relating to greetings, asking & answering introductory questions including names, ages and feelings, numbers to 20)		**MFL – French** Rigolo 1 unit 2 En Classe (skills & vocabulary relating to classroom instructions describing school bag items & asking questions.)		**MFL – French** Rigolo 1 unit 3 Mon Corps (skills & vocabulary relating to body parts, describing hair, eyes and appearance)		**MFL – French** Rigolo 1 unit 4 Les Animaux (skills & vocabulary relating to counting & describing animals and pets.)		**MFL-French** Rigolo 1 unit 5 Ma Famille (skills & vocabulary relating to introducing family members & the French alphabet sounds.)		**MFL-French** Rigolo 1 unit 5 Ma Famille / unit 6 Bon Anniversaire (skills & vocabulary relating to 1st person descriptions & opinions about food.)	

Y 5	**History** Ancient Greece	**Science** Forces- Gravity, air resistance and mechanisms Science 3.6	**History** Ancient Greece	**Science** Earth and Space- The Solar system	**Geography** Mountains Geography 3.6	**Science** Properties and changes of materials – properties, solutions and separation Science 1.2,2.2,4.3	**Geography** European country: Barcelona Geography 3.3	**Science** Properties and changes of materials –fair tests, dissolving and mixing and reversible and irreversible changes Science 4.3	**History** Tudors (Battle of Bosworth, Henry VIII, Wives and children, Spanish Armada, Tudor Life, Shakespeare)	**Science** Living things and their habitats (life cycles, reproductio n in some plants and animals) Science 1.2; 1.5; 2.1; 2.5,3.4,5.6	**History** Tudors Peterboroug h Cathedral – Mary Queen of Scots and Catherine of Aragon and the Reformation	**Science** Animals: humans (life cycles and growth & changes into old age - puberty) Science 2.3, 3.3, 4.1 ,5.5
	Art Typograp hy and Maps	**PE** Netball Fitness	**DT** **Structures :** Structures- Bridges	**PE** Football Gymnastics	**Art** Mixed Media Land and City Scapes	**PE** Lacrosse Dance	**DT** **Digital world** Monitoring devices	**PE** Tennis Dance	**DT** **Textiles** Stuffed Toys	**PE** Tag Rugby Volleyball	**Art** Architecture: Dream Big or Small?	**PE** Athletics Rounders
	PSHRE Introducti on lesson Family and relations hips	**Computing** **Computing Systems and Networks** Search Engines	**PSHRE** Family and relationshi ps Health and wellbeing	**Computing** **Programmin g 1** Programming Music	**PSHRE** Health and wellbeing Safety and the changing body	**Computing** **Data Handling** Mars Rover 1	**PSHRE** Safety and the changing body Citizenship	**Computing** **Programming 2** Micro:bit	**PSHRE** Citizenship Economic wellbeing	**Computing** **Creating Media** Stop Motion Animation	**PSHRE** Economic wellbeing Transition lesson: Roles and Responsibilit ies	**Computing** **Skills Showcase** Mars Rover 2

	RE Judaism : Why are Rosh Hashanah Sukkot Eid al Adha important?	**Music** At the Movies - composition Skills	**RE Christianity: UC** Was Jesus the Messiah?	**Music** Music and ICT – exploring Garageband	**RE Christianity :** Do we need rules to live a better life?	**Music** Solar System and listening skills	**RE Christianity: UC** What did Jesus do to Save Humanity?	**Music** Ukulele – First Access	**RE Hinduism:** How and why do Hindus worship at home and at the Mandir?	**Music** Cyclical patterns – composition and performance	**RE Christianity :** Creation and Science:	**Music** Who knows? – exploring composition
	MFL - French Rigolo 1 unit 7 Encore (nationalities, Francophone countries)		**MFL - French** Rigolo 1 unit 8 Les Passe-Temps (hobbies, verbs & opinions)		**MFL - French** Rigolo 1 unit 9 Les Fêtes (festivals, dates, numbers to 60)		**MFL - French** Rigolo 1 unit 11 On Mange (food shopping & opinions)		**MFL - French** Rigolo 1 unit 10 Ou Vas-tu ? (weather reports, French cities & directions)		**MFL - French** Rigolo 1 unit 10 Ou Vas-tu ? (weather reports, French cities & directions)	
Y 6	**History** A study of an aspect in British History that extends chronological knowledge beyond 1066: Advances of Medicine / Crime and Punishment	**Science** Animals: humans Circulatory system –diet and exercise Science 2.3,3.3,4.1	**History** A study of an aspect in British History that extends chronological knowledge beyond 1066: Advances of Medicine / Crime and Punishment	**Science** Electricity- symbols and Compare variations of how components function Science 4.2	**Geography** North & South America	**Science** Light- How it travels and shadows Science 3.5	**Geography** Region within North or South America: Amazon Locating areas and looking at physical and human features	**Science** Living things- classification systems Science 4.5	**Geography** Region within North or South America: Amazon Comparing areas of North and South America	**Science** Evolution, inheritance and adaptation Science 2.3	**History** A Non-European Society: Mayan Civilization	**Science** Keeping our bodies healthy and human reproduction Science 5.5,5.6

	Art: 2D Drawing to 3D Making	**PE** Outdoor Adventurous Activities Gymnastics	**DT** Cooking and Nutrition- Come Dine with Me	**PE** Hockey Dance	**Art** Exploring Identity	**PE** Rounders Dance	**DT** Mechanical systems- Automata toys	**PE** Basketball Tennis	**Art** Take a seat	**PE** Cricket Swimming	**DT** Digital world- Navigating the world.	**PE** Athletics Swimming
	PSHRE Introduction lesson Family and relationships	**Computing** **Computing Systems and Networks** Bletchley Park	**PSHRE** Health and wellbeing	**Computing** **Programming** Intro to Python	**PSHRE** Health and wellbeing	**Computing** **Data Handling** Big Data 1	**PSHRE** Safety and the changing body Citizenship	**Computing** **Creating Media** History of Computers	**PSHRE** Citizenship Economic wellbeing	**Computing** **Data Handling** Big Data 2	**PSHRE** Economic wellbeing Identity Safety and the changing body Transition lesson: Dealing with change	**Computing** **Skills Showcase** Inventing a Product
	RE Big Questions.	**Music** World Unite – step dance	**RE** How can following God bring freedom and justice?.	**Music** Music and IT – hip-hop	**RE** What would Jesus do?.	**Music** Ukulele – First Access	**RE** What difference does the resurrection make for Christians?.	**Music** The Blues = Composition and performance	**RE** Talk about what Buddhists believe about life, suffering and death.	**Music** Songwriting – analysis and composition	**RE** Understand that people without a faith can still have a belief system	**Music** PRODUCTION
	MFL – French Decris -moi ! (skills & vocabulary relating to 1st & 3rd person descriptions including famous French people, conjugating verbs, addressing stereotypes & exploring language families.)				**MFL – French** Ou habites-tu ? (skills & vocabulary relating to describing where you live, exploring a French poem, giving & following a series of directions to places in town.)				**MFL – French** La Musique (skills & vocabulary relating to giving opinions about music & musicians including those from the Francophone world.)		**Introduction to Spanish (¡Hola!)** (skills & vocabulary relating to greetings, numbers & Spanish culture.)	

Appendix B - Knowledge Organiser

What we already know:

- **Rockets go into space.**
- **The moon appears at night.**
- **We have listened and know space stories**
- **Christopher Columbus was a famous explorer.**
- **King Charles III is the current King of England.**

Year 2 History: Neil Armstrong

"One small step for man, one giant leap for mankind."

What's next?

George Alcock is an astronomer from Peterborough (Yr 2)

Ancient Greek (Yr 5) and Tudors (Yr 5) links to astronomy.

Timeline

Stone Age	Bronze Age	Iron Age	Roman Britain	The Tudors	Christopher Columbus	Victorian Era		1969
800,000 BCE Used stones tools, Nomadic	2,100 BCE Metal was used for the first time	750 BCE Large organised tribes Used Iron for tools			1451 (15th Century) Christopher Columbus	1799 Mary Anning	1820 Florence Nightingale	Neil Armstrong is the first person to walk on the moon.

There was a space race between the USA and Russia.

Exploring space was dangerous and many astronauts were killed in the space race.

Apollo 11 had to take all the supplies they would need on their journey to the moon. There was a crew of three.

Armstrong was the first person to walk on the moon and his footprints are still there as there is no wind to blow them away – he planted the Stars and Stripes and what he said has become one of the most well-known sayings in the world.

The 1960s are remembered as a time of 'freedom' and change in America Televisions were very popular.

Not all people were being treated equally.

The Beatles, Elvis Presley were popular bands (Pop and Rock was invented in 1960s) ; Andy Warhol was a famous artist (pop art)

NASA is short for National Aeronautics and Space Administration. It was set up to research and develop the exploration of space.

More than half a billion people were watching on television, waiting to hear what Neil would say:"That's one small

Russia and the USA were in a race who could explore space more and walk on the moon. They had to invent new technology to explore space.

1957 First man made satellite launched into space

1957 First dog in space (Laika)

1959 First rocket to reach the moon – empty rocket (no people)

1960 First rocket to come back to earth from space with animals and plants alive

1961 First human in space

1966 First soft landing on the moon 1969 First human to walk on the moon and return back home

Space exploration was very dangerous. Many things we use today were invented because of the space race: Firefighting

Armstrong's childhood inspired him to become a pilot and then an astronaut.

He was a pilot in the war and in 1950 and his plane was shot down. He was awarded a medal.

After the war, Neil valued education and studied Aviation at university and became a researcher for NASA.

His calmness under pressure got him noticed by NASA.

This achievement meant humans could dream big and achieve their dreams.

Tier One

Government
Aeroplane
Pilot
Pressure
Mission
Moon
Earth
Space
Rocket
astronaut

Tier Two

Neil Armstrong
NASA
Aviation
Apollo 11
Space Race
Russia
USA
Launched
Crew

Tier Three

 When they returned to Earth, the astronauts had to go into quarantine in case they had brought back new germs from space.	step for a man, one giant leap for mankind."	equipment, solar panels, camera phones, gym equipment, athletic shoes, memory foam ear thermometers.		Freedom Navigation Achievement Dreams quarantine

Appendix C - Homework Map

Year 6 Autumn Homework Map

English Write a newspaper article based on the life of a famous person.	**Science** Measure and record the pulse rate for you and members of your family, resting and then after exercise - draw 2 bar graphs illustrating your results.	**Maths** Take a recipe for 4 people and using your knowledge of maths, adapt it for a street party for 80 people.	**Maths** Write a step-by-step explanation for younger pupils on how they would multiply and divide numbers by 10, 100 and 1000 - use diagram to support your explanation.
History Create a timeline for British History for Crime and Punishment.	**History** Create a fact file with everything you know about the different types of punishment through the Anglo Saxon times.	**PSHRE** Imagine you are the new King or Queen of the United Kingdom - which charities would you support and why?	**PE** Learn a dance and be prepared to perform and teach it.
	DT Make something at home using sewing, knitting or woodwork skills and bring it in to show the class.	**Art** Draw a scaled up drawing of an image by using the grid method you have used in Art lessons.	