



Crowle Primary Academy Curriculum Policy



Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

Values

At Crowle Primary Academy we strive to enjoy our learning and make it as much fun, meaningful and relevant as possible.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

At Crowle Primary Academy our values permeate all areas of school life and are reflected by the school's motto: **'Believe and you can achieve'**.

Aims

At Crowle Primary Academy, we aim to offer a balanced and broad based curriculum which enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Have the flexibility to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Be able to set own targets for learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and reflect upon their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working collaboratively with one another
- Help children understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development.
- Learn and practise the basic skills of English, Mathematics and Computing
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning
- Adopt and develop a growth mindset attitude



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Organisation and planning

At Crowle Primary Academy, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2017 statutory framework in Reception.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children.

Humanities – History and Geography

The humanities curriculum is organised through the school-wide Focus Learning Challenge Curriculum. The content is allocated to specific year groups to ensure a broad, balanced and chronological delivery across the school.

Geography aims and purposes

Our Geography curriculum aims to ensure all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

History aims and purposes

Our History curriculum aims to ensure all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



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The content of the school curriculum aims

To ensure all pupils in Key Stage 1:

- Develop an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods
- Use a wide vocabulary of everyday historical terms
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

To ensure all pupils in Key Stage 2:

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this

RE

The RE curriculum is organised through the school-wide Discovery RE programme. The content is allocated to specific year groups to ensure a broad and balanced delivery across the school.

RE aims and purposes

The curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews, so that they can:

- Describe, explain and analyse beliefs and practices, recognizing the diversity which exists within and between communities and amongst individuals
- Identify, investigate and respond to questions posed and responses offered by sources of authority and wisdom found in religions and worldviews
- Appreciate and evaluate the nature, significance and impact of different ways of life and how these are expressed

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- Explain their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Appreciate and evaluate varied dimensions of religion or a worldview

Develop and use the skills needed to engage with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding with increasing understanding
- Investigate how different individuals and communities live together respectfully for the wellbeing of all



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- Articulate beliefs, values and commitments clearly, in order to explain why they may be important in their own and other people's lives

Religions and beliefs to be taught:

EYFS

Pupils will:

- Encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship.
- Listen to and talk about stories
- Be introduced to subject specific words
- Use all their senses to explore beliefs, practices and forms of expression, reflecting on their own feelings and experiences and asking questions
- Use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live

Key Stages 1 and 2

Pupils will be taught Christianity, Islam, Buddhism, Hinduism, Judaism and Sikhism, as well as other religious and non-religious worldviews. Christianity will be studied in greater depth.

Art aims and purposes

Art and design stimulates creativity and imagination and is an important area of children's learning. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. During their time at Crowle Primary Academy, children are provided with opportunities to explore and evaluate a broad range of artists' work and communicate what they see, feel and think through the use of a wide variety of media and techniques. Our hope is that children experience the power of Art and that we ignite a passion for the subject within our children as well as making them aware of the possibilities to express themselves through Art.

Our art and design curriculum aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

DT aims and purposes

The DT curriculum is organised through the school-wide Focus Learning Challenge Curriculum. The content is allocated to specific year groups to ensure a broad and balanced delivery across the school.

Our DT curriculum aims to ensure all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook



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Music aims and purposes

The Music curriculum is delivered through the use of Charanga. The content is allocated to specific year groups to ensure a broad and balanced delivery across the school.

Our Music curriculum aims to ensure all pupils:

- Develop understanding and appreciation of a wide range of different kinds of music, developing and extending children's own interests and increasing their ability to make judgements about musical quality
- Acquire the knowledge, skills and understanding needed to make music, e.g. community music making, and where appropriate, to follow a music-related career.
- Develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, examples being: listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others

PSHE aims and purposes

The PSHE curriculum is delivered through the use of Jigsaw. The content is allocated to specific year groups to ensure a broad and balanced delivery across the school.

Our PSHE curriculum aims to ensure all pupils:

- Feel reassured and secure about the emotional and physical changes in adolescence and their rights concerning their own bodies
- Feel positive about themselves increase their awareness of healthy lifestyles
- Increase their awareness of internet safety
- Take and share responsibility
- Participate in discussions towards understanding democratic decision making
- Make real choices and decisions
- Meet and talk with people
- Develop relationships through work and play
- Consider social and moral dilemmas that they come across in life
- Ask for help, find information and advice
- Prepare for change
- Explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- Learn the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

Modern foreign languages aims and purposes

French is taught to all Key Stage 2 children as part of the normal school curriculum. In the Foundation Stage and Key Stage 1 we introduce the children to the French language through the register, circle times, snack-times and through songs.

Our MFL curriculum aims to ensure all pupils:

- Develop children's linguistic competence (language skills and language learning skills)
- To understand and communicate in a new language
- To use knowledge with growing confidence and competence to understand what they hear and read, to express themselves in speech and writing
- To introduce young children to another language in a way that is enjoyable and fun
- To make comparisons between French and English or another language
- To develop awareness of cultural differences in other countries
- To foster positive attitudes towards French language learning



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- To lay foundations for future study

Teachers are responsible for producing and keeping short term plans listing key questions and specific learning objectives for each lesson and detailing how the lessons are to be taught. To reduce workload, each team may produce one set of short term plans but will show differentiation for the different year groups. We have a range of support documents to aid planning, including Focus Education Learning Challenge Curriculum and Pearson Science Bug. The teacher keeps these plans and will discuss them on an informal basis with the subject leader.

Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve.

Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children though the year groups for the end of key stage testing as required by law.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

The roles of the subject leaders

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Support staff development and improve the quality of teaching and learning over time
- Monitor pupil progress in that subject area by working alongside colleagues, links, pupil interviews, lesson observations and planning and book scrutiny
- Monitor and evaluate teacher's planning and teaching
- Keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- To liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- Provide efficient resource management for the subject



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