

# FALCONER'S HILL INFANT SCHOOL



## Curriculum Policy

### Intent

At Falconer's Hill Infant School (FHIS), we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners. We will aim high, striving for every child to achieve more than they thought possible. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things.

### Curriculum Aims:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Promote fundamental British values.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide children with an inspiring and enquiry based curriculum to promote creativity and a thirst for learning.

A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, how to behave, how to have tolerance of others and good mental health.

The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law.

We also understand that having a wide vocabulary and good reading skills are crucial for our pupils to be able to access all aspects of the curriculum. We believe that all children, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

### **Quality First Teaching**

At FHIS, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress

- Staff have high expectations of themselves and all of the children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way.
- Highly focused lesson design with sharp objectives.
- High demands of child engagement with their learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.

The curriculum has been reviewed with governors, senior leaders, curriculum leaders and teachers.

### **Legislation and guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes 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](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

### **Roles and Responsibilities**

#### **Local Governing Committee**

The local governing committee will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The local governing committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (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.
- 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
- The school's procedures for assessment meet all legal requirements.
- The local governing committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The local governing committee 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.

### **All staff**

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

### **Organisation and Planning**

Staff in year groups, and curriculum leaders, have created a cross curricular approach to learning with a focus on Reading and Writing. Each year group maps out on their long-term plan (LTP's) the learning for the year. These are then used to create medium term plans (MTP's) which cover a term. Teachers translate these plans into smaller unit plans and then weekly plans where the specific needs of the learners are addressed.

Medium term plans are written to ensure coverage of the foundation subjects. Weekly planning uses the learning objectives, skills and knowledge from the medium term planning for each session. The weekly plan identifies key resources, questions, and differentiation based on prior learning and promoting challenge.

Teaching is carefully tailored to meet the needs of all the children and builds on prior learning from EYFS to the end of KS1 ensuring consistency and progression across the whole school.

Curriculum leaders quality assure the sequencing linking to the knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills such as problem solving and critical reasoning are developed. Curriculum leaders ensure that learning meets the requirements of the National Curriculum and provide support in ways to expand its scope wherever possible.

### **Learning environment**

Organisation of the classroom/learning environment is adapted to the children's learning needs;

- The use of learning resources and ICT is developed to allow children to work independently and successfully;
- Effective use of other spaces is made: 'the outdoor classroom', library, 'Moon room', hall space;

- Displays are used to celebrate children's work, supportive learning (Learning Walls) and the knowledge the pupils have gained.

### **Inclusion**

Teachers set high expectations for all pupils. They 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 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 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 language, and to support pupils' access in all subjects.

### **Intervention**

Individuals and groups who are not making sufficient progress are identified:

- Provision for intervention is mapped according to need
- Detailed plans are put into place
- All interventions are time bonded and data driven

Interventions are evaluated and relevant adjustments are made;

- Pupil Progress/ Year group meetings take place regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

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 whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Governor Workshops
- Learning walks
- Curriculum Governor
- Governor meetings

Curriculum leader's provide a strategic lead and direction for the subject. Curriculum leaders and triads plan and monitor the way their subject is taught throughout the school to plan improvement by:

- Learning walks
- Monitoring planning
- Pupil progress
- Team teaching
- Book Looks
- Pupil voice
- CPD/ Staff updates

Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

Planning is monitored by the senior leadership team to ensure that planning is current and used as a working document. They ensure that skills and knowledge are identified in planning, suiting the needs of all children and developmental feedback is provided in line with the school's marking and feedback policy.

The leadership team and curriculum leader's feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

This policy will be reviewed every two years by The Deputy Headteacher. At every review, the policy will be shared with the full governing board.

### **Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning Policy and Feedback and Marking Policy
- EYFS Policy
- Assessment Policy
- Inclusion - SEN
- Equality Policy
- Marking Policy
- Pupil Premium Policy
- Behaviour Policy
- RSE Policy

## **Implementation**

Through clear strategic planning, our curriculum provides not only memorable experiences (Smart Days) but is rich in opportunities from which the children can learn and develop transferrable skills. The acquisition of knowledge and the development of skills is carefully planned to create a purposeful and exciting 'Learning Journey' with cross curricular links within the topics chosen. In order to ensure that progression and balance is maintained, the programmes of study are developed into medium term plans which clearly highlight the learning objectives and assessment opportunities. Weekly planning is then differentiated to the needs of each class, linking to prior learning, resourced and includes questioning prompts to promote challenge as well as to scaffold. Teachers plan and tailor units of work and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point. Quality first teaching is provided to ensure that accelerated progress is promoted in each lesson. Our marking policy is implemented consistently and provides opportunities for children to reflect on their learning and think deeply and carefully about their feedback.

Our Early Years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive (See *Early Years Foundation Stage Policy* for further information).

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## Core Subjects

### English

At FHIS, we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing and listening skills to enable children to become confident and successful in their literacy.

### Reading

*Intent: Our Reading curriculum will instill a personal love of reading for all children. Children will become fluent and confident readers whilst engaging with a stimulating range of texts from a variety of genres in both fiction and non-fiction. Through this curriculum, children will develop and nurture the essential skills of word reading and comprehension.*

We believe in developing a reading culture throughout the school by encouraging high-level, independent readers who show an awareness of the skills required for reading. This is achieved through our curriculum that focuses on the VIPERS skills (vocabulary, inference, prediction, explanation, retrieval and sequence/summary). All children also have access to a newly renovated library that is warm, welcoming and an experience for all. High priority is given to teaching reading in explicit lessons daily. The children are immersed, as a class, in a rich and engaging text; these texts are chosen for their topical links, modern themes or classic features. During these lessons all children are exposed to the word reading and comprehension skills necessary for a well-rounded and independent reader. The focus of these lessons are closely linked to the end of year expectations for each year group. Our method of teaching reading ensures all children are able to develop their verbal reading skills and their comprehension and understanding needed for high level questioning. Children are able to read appropriate books from school or home. Children are expected to undertake reading as part of their weekly homework and all pupils should be reading at least 4 times a week. In EYFS, children should be supported with their daily reading by an adult. This may become less frequent in Key Stage One as they choose to read more independently, however, adults should still actively track their children's reading at home and record any comments or discussion in their reading records. This is a vital role for parents to play in improving their child's reading. Children are also actively encouraged to join a local library themselves out of school.

Assessment: Teachers actively and regularly track children's word reading in Key Stage 1, by listening to the children read weekly. In addition to this, all children in Key Stage 1 are formally assessed on their comprehension skills every term.

## Writing

*Intent: Our Writing curriculum will allow children to develop and thrive with the transcription and composition elements of writing. Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Children will find writing engaging and enjoyable by writing based around a range of exciting stimuli and understand the importance of writing as a life-long skill.*

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in topics, talk and preparation for writing is essential to the writing development process. We teach writing through teacher led class composition, guided writing with small groups, independent writing and in the EYFS, providing many opportunities for child-initiated developmental writing.

Grammar and punctuation are explicitly taught, and children develop a good understanding of how to use these correctly. Writing is always for a purpose, often linked to class topics and teachers are encouraged to make full use of the school environment to provide opportunities for stimulating writing ideas. Writing is promoted across all areas of the curriculum and classrooms and corridors are vocabulary-rich environments. In order to promote writing to all pupils, planning is closely linked to the topics taught that term which will stimulate the children's interests and immerse them in the theme for the term. Children develop an understanding of the requirements of each text type and have good examples to follow before being asked to produce their own. Pupils are given opportunities to write at length and a piece of work may take several days to complete as they go through the writing, editing and publishing process.

Assessment: Teachers guide pupils in their writing through careful individualised marking, positive reinforcement is used as well as next steps to help children improve. Work is assessed using marking expectations grids for each year group.

## Spelling, Punctuation and Grammar (including phonics)

In Early Years Foundation Stage (EYFS) and Year 1 children will follow the Systematic Synthetic Phonics programme, 'Read, Write, Inc' on a daily basis. This follows a lesson structure which embeds previous learning, providing opportunities for the pupils to practise their learning in addition to teaching the next step. Phonics is taught explicitly in the EYFS and Year 1.

Children in Year 1 participate in a statutory National Phonics Screening Check. Those identified as needing additional support will continue to be taught phonics until they are secure with this. Children's phonological awareness and spelling strategies are regularly assessed and this informs teaching.

In Year 2 children who passed the NPSC in Year 1 are given greater responsibility for developing their own spelling and grammar in addition to the school spelling scheme. Word banks related to topics and the end of phase spelling lists are often used. Children in Year 2 focus on learning the spelling patterns and words from the National Primary Curriculum, using the Vocab Ninja scheme. Children are taught to employ their knowledge of sounds, patterns and to



look for links in words to find effective methods for their own use and we understand that no one method will work for all.

Grammar and punctuation are taught explicitly as well as forming part of each lesson and identified in marking.

Assessment: The children are formally tested on spelling punctuation and grammar in Key Stage One. In all year groups, the children will have termly assessments to monitor their progression across the year and to identify targets and gaps in their learning which need addressing.

### Handwriting

Handwriting and letter formation is taught explicitly throughout the school using the Kinetic Letters handwriting scheme. It is taught in a script that will enable pupils to join through forming each letter with a lead-out ready to join to the next letter. Early intervention and regular handwriting lessons across the school aim to ensure all pupils are writing in the appropriate style by the time they reach the end of Key Stage 1. Good presentation is emphasised at all times and through all forms of writing. Pencil grips and writing boards are available for use by pupils that require them. The school has high expectations of handwriting and presentation of work and children are held to account for ensuring their work is always of an appropriate standard.

### Speaking and listening

Children are provided with many opportunities to develop their speaking and listening skills through drama, discussions and paired work. Children play an active part in presentations, topic talks, group discussions, debates and drama activities on a regular basis and speaking and listening opportunities are planned for and exploited across the curriculum.

### Maths

*Intent: Our Maths curriculum is creative and engaging and embraces the Mastery approach to teaching mathematics. All children have access to this curriculum and make progress in lessons. We incorporate sustained levels of challenge through varied and high quality activities with a focus on fluency, reasoning and problem-solving. Pupils are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings. A wide range of mathematical resources are used and pupils are taught to show their workings in a concrete fashion, before establishing ways of pictorially and formally representing their understanding. They need to be able to make rich connections across the areas of maths and use their knowledge in other subjects. Maths is the foundation for understanding the world and we want our children to know the purpose behind their learning and to apply their knowledge to their everyday lives.*

Mathematics is a body of knowledge which provides a way of viewing and making sense of the world. It can be used to analyse and communicate information and ideas and to tackle a range of

practical tasks and real life problems. Maths is a proficiency which involves confidence and competence with numbers and measures.

At FHIS we use Power Maths from EYFS to Year 2. Power Maths is a whole class mastery programme designed to spark curiosity and excitement and to help nurture confidence in Maths. It is aligned with White Rose progressions and schemes of learning.

Through Maths lessons it is our aim:

- To develop enjoyment of mathematics and a confident approach.
- To experience a sense of achievement regardless of age or ability.
- To develop mathematical understanding and skills through a practical approach, enabling children to apply their knowledge to everyday situations and problems.
- To develop the children's abilities to use mathematical language to talk about their methods and explain their reasoning.
- To ensure that all children understand the number system and can use a variety of computational strategies: oral, mental and written.
- To develop children's abilities to approach mathematical problems and puzzles in a systematic way.
- To match learning experiences to the abilities and needs of the children.
- To maintain a framework of learning throughout the school through which continuity and progression can be ensured.
- To understand and appreciate pattern and relationship in mathematics.
- To achieve mastery in maths.

Assessment: Children in Reception are assessed through their day-to-day activities and observations using Seesaw. Marking and verbal feedback are used to provide feedback and support daily. End of Unit checks and termly tests are used to help aid teacher judgements. These formative and summative assessments help support and identify certain areas of maths that teachers need to revisit for their class/year group.

## Science

*Intent: In Science, we intend to inspire pupils with a curiosity and fascination about the world around them. We will develop their scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. We will develop their scientific language, enabling children to talk about their methods and explain their findings and conclusions. The curriculum will motivate them to become effective communicators of scientific ideas, facts and data whilst enhancing their practical skills of scientific enquiry.*

- To stimulate and excite children's curiosity about phenomena and events in the world around them.
- To ensure that basic concepts and techniques are established thoroughly as a foundation for further learning.
- To develop scientific language, enabling children to talk about their methods and explain their reasoning.

- To stimulate enquiry into the nature of our environment and our place within it with a view to developing increasing environmental awareness resulting in young people with respect for our planet.
- To develop the confidence to apply what they have learned to a variety of situations and to realise the cross curricular links that are possible within the subject of science.
- To develop a set of attitudes which will promote scientific ways of thinking, including open mindedness, perseverance, objectivity and recognition of the importance of teamwork.
- To enhance pupils' practical skills involving: meticulous observation, accurate and appropriate measuring, the making and testing of hypotheses, the design of fair and controlled investigations, the drawing of meaningful conclusions through critical reasoning and the evaluation of evidence.
- To become effective communicators of scientific ideas, facts and data.

Assessment: At the beginning of a new science topic children will illicit their current understanding through either a mind map, concept cartoon activity or use entrance tickets. Children complete the 'end of topic' quiz and complete key questions reflecting on their learning. The skills of 'Working Scientifically' will be assessed during investigations and recorded through the teachers marking/comments in their books.

### **Religious Education**

*Intent: In Religious Education, we intend to provide children with a well-rounded view of the different world religions. We aim to guide them in their understanding of the key elements within each religion, how these are celebrated and to promote tolerance and understanding towards all religious beliefs. In doing so, we promote self-reflection and aim for all children to understand how their own beliefs and ideas are both similar and different to others around them.*

We aim to enable pupils to:

- Develop a knowledge and understanding of the 6 world religions, Christianity, Judaism, Islam, Sikhism, Hinduism and Buddhism.
- Recognise the influence of beliefs, values and traditions on cultural and community life.
- Ask challenging questions about the ultimate meaning and purpose of life; beliefs about God; the self and the nature of reality; issues of right and wrong and what it means to be human.
- Have opportunities for personal reflection and pupils' Spiritual, Moral, Social and Cultural (SMSC) development
- Learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- Develop their sense of identity and belonging and enable them to flourish individually within their communities and as citizens in a multi-faith and multi-cultural society and global community
- Develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- Show discernment and enable pupils to combat prejudice.
- We follow the Northamptonshire SACRE scheme of work.

EYFS: Thematic – topics based upon children’s own lives and experiences

Key Stage One: Introducing the study of Christianity and aspects of Judaism and incorporates where appropriate, consideration of non-religious beliefs.

NB: At each Key Stage, teachers may also draw from other religions and non-religious viewpoints as appropriate, to acknowledge the beliefs of the children within the class. Through the use of Smart Days we explore other religions such as Hinduism and Buddhism.

Assessment: Children will be assessed throughout the year on their understanding of different religious beliefs and ability to draw comparisons to other religions. We will also assess their ability to compare different ideas to their own beliefs and how these beliefs impact the wider world. The emphasis is predominantly on the children’s ability to reflect on themselves as a member of society.

## **Foundation Subjects**

### **Computing**

*Intent: In Computing we intend to teach the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. We will build on this knowledge and understanding so that pupils use information technology to create programs, systems and a range of content. We will focus on being safe whilst working in a digital environment and understand the digital footprint we leave. The curriculum will develop pupil’s digital literacy so that they are able to use, and express themselves at a level suitable for the future workplace and as active participants in a digital world.*

We follow the Teach Computing scheme to Years 1 – 2 which will ensure a thorough coverage of the National Curriculum objectives as well as clear progression between year groups. The Early Years Foundations Stage focus on developing key computing skills as well as an understanding of online safety. Each year group will be given an understanding of how computer systems work, an understanding of what data is and how it is used, given the chance to develop their programming skills and given the opportunity to create digital media.

We aim to:

- Ensure all children know how to be safe when using computing technologies and what to do if an incident occurs.
- Ensure that all pupils have ready access to computing equipment in the classroom and throughout the school.
- Provide all pupils with equal opportunities as specified in the Equal Opportunities Policy.
- Enable pupils to build on their previous computing experiences.
- Teach pupils life skills and make them independent learners.
- Develop pupils' skill and confidence in their understanding and use of Computing
- Develop pupils’ application of their skills.
- Use computing to support and improve learning and teaching across the curriculum.
- Teach pupils how to use computing equipment in the most effective way.
- Enable pupils to plan and assess their use of computing across the curriculum.

- Provide pupils with stimulating and challenging work using computing.
- Improve pupils' knowledge and understanding of the many uses of computing in modern society.
- Celebrate pupils' success in the use of Computing.

The key areas developed in Computing are:

- Computer science;
- Information technology;
- Digital literacy.

Assessment: Teachers assess the children's computing skills and understanding from the tasks that they complete during lessons. Ongoing assessment is employed in each lesson where the teacher observes the children's keyboard and mouse skills, their ability to use a search engine effectively and their knowledge of how to stay safe on the internet.

## PSHE

*Intent: Our PSHE curriculum will encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. We believe that children are all individuals and this will be promoted through discussion and encouragement of tolerance.*

We aim to provide pupils at FHIS with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

All children learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The SCARF and 'No Outsiders' programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have a sense of purpose.
- Value self and others.
- Form relationships.
- Make and act on informed decisions.
- Communicate effectively.
- Work with others.
- Respond to challenge.
- Be an active partner in their own learning.
- Be active citizens within the local community.
- Explore issues related to living in a democratic society.
- Show respect for all people whatever their faith, belief or culture.
- Become healthy and fulfilled individuals.

Assessment: Teachers assess their classes PSHE/RSE skills through discussion based feedback and tasks they complete during the lessons. Additionally, teachers consistently consolidate the learning from PSHE through all areas of the curriculum and evidence is apparent in the children's language, attitudes, values and behaviour.

## **Humanities Curriculum**

### **Geography**

*Intent: In Geography, we intend to inspire pupils with a curiosity and fascination about the world and its people. Pupils will gain knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We intend to develop children's competency in the geographical skills through the use of fieldwork, maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).*

- Inspire in pupils, a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- Develop a growing knowledge about the world to deepen their understanding of the processes that give rise to the key physical and human geographical features of the world.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.
- Develop their knowledge of the location of places of global significance, their defining physical and human characteristics and how they relate to one another.

Develop 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, globes and aerial photographs.
- Communicate geographical information in a variety of ways, including through maps and writing at length.

Assessment:

Assessments will take place after each completed unit and towards the end of the school year to assess and review pupil's progress and attainment. These assessments will be drawn from teacher assessment and formative assessments based on their development of geographical skills.

### **History**

*Intent: Our History curriculum will engage and inspire curiosity, while encouraging children to think critically and ask questions. Through our History curriculum we aim to teach children the importance of enquiry, research and analysis; and teach an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.*

The aim of History teaching at FHIS is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to Social, Moral, Spiritual and Cultural education by teaching how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, allowing them to learn through discovery. In each year group we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'How do we know?', about information they are given.

Assessment: Teacher assessments will take place after each completed unit and towards the end of the school year to assess and review pupil's progress and attainment in, chronological understanding, depth of historical knowledge and enquiry.

## **Creative Curriculum**

### **Art**

*Intent: Our Art curriculum will stimulate creativity, imagination and individuality. We believe that art gives our pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences. We will enable them to express themselves while they experience the beauty of colour, different mediums, light and materials.*

We use a variety of teaching and learning styles in Art lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities.

Units of work always include spending time appreciating the work of one or more artists. These might be older artists or those with a more modern style. Children examine at how the artist produced their artwork, rehearse the techniques themselves and then use these to produce work of their own in the same style.

Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of their peers. Within lessons, we give children the opportunity both to collaborate as well as work independently and have the opportunity to use a wide range of resources.

Assessment: Teachers assess children's work in Art by observing them work during lessons. Verbal feedback is offered throughout the lesson, whilst not compromising a child's creativity. Artwork is marked at the end of the unit of work in each child's Art sketchbook, with teachers providing comments which refer to the child's use of the skills and techniques taught.

### **Design and Technology**

*Intent: Our DT curriculum will develop imaginative thinking in children to enable them to talk about what they like and dislike when designing and making. It will enable children to talk about how things work, and to draw and model their ideas. Throughout this curriculum children will be encouraged to select appropriate tools and techniques for making a product, whilst following safe procedures.*

We use a variety of teaching and learning styles in Design and Technology lessons. Our principal aim is to develop the children's knowledge skills and understanding. Within lessons, we give the children the opportunity both to collaborate and work independently and have the opportunity to



use a wide range of resources. Children are taught to use a range of tools and to use these creatively. Children have the opportunity to understand and apply the principles of nutrition and learn how to cook. Children learn to critique, evaluate and test their ideas and products and the work of others. Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of other children.

Assessment: Teachers assess children's work in Design and Technology by observing them during lessons. At the end of a topic or series of topics, teachers make a judgement against the National Curriculum levels of attainment, thus informing planning and informing an annual assessment of progress for each child.

## **Music**

*Intent: Our Music curriculum will engage and inspire pupils, developing their love for and interest in music. It will develop their skills and confidence in playing musical instruments as well as nurturing their critical engagement, eventually being able to appraise and compose pieces of music.*

The teaching and learning of Music develops children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of activities. Music lessons facilitate the communication of musical dimensions (timbre, pitch, texture, tempo, duration, structure & dynamics), through composition, improvisation, listening and appraising to develop an understanding of music from different eras and cultures. To enables children to develop their skills and techniques as singers, instrumentalists and performers. We use Charanga as our Music curriculum.

Assessment: Teachers assess children's work in Music by observing and videoing them work during lessons. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **PE**

*Intent: In PE, we provide engaging and challenging activities that help to inspire children of all different levels to be active and to lead healthy lives. We aim to grow the whole child through our PE curriculum, by focusing on a wide variety of skills and knowledge that will help children to develop: physically, mentally and socially. We ensure that all children are given a range of competitive opportunities and other activities that will build character and help to embed our Meadow Values of: honesty, friendship, respect, teamwork, perseverance and responsibility.*

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of activities. Physical education promotes children's understanding of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity

both to collaborate and compete with each other and have the opportunity to use a wide range of resources.

Assessment: Teachers assess throughout lessons using formative assessment and make adaptations where necessary based on skills and progress.

### **Outdoor Learning**

First-hand experience is fundamental to the productive and successful learning of children.

'Learning Outside the Classroom' (LOtC) relates to any activity which uses the outdoors to enrich the curriculum.

Visits encourage an improved understanding of our surroundings, enrich the curriculum, have a positive effect on children's self-esteem and facilitate many skills including the ability to work with others. Educational visits are planned in advance, giving sufficient time for approval, risk assessments, for parents to give their permission for the visit and to collect necessary funding and equipment.

FHIS aims to provide high-quality, progressive and frequent provision of LOtC experiences, which promote personal development and well-being.

FHIS aims to maximise LOtC in order to:

1. Increase knowledge, understanding and appreciation of our locality and other areas which are different in nature and environment.
2. Develop confidence, independence, sense of adventure and responsibility, particularly towards personal safety and the safety of others.
3. Develop social skills through opportunities to explore situations different from the home/school environment.
4. Provide opportunities for the community to participate in the education of our children.
5. Develop partnerships with providers (e.g. outdoor, field study and environmental centres, farms, museums, sacred spaces, historic houses, theatres).
6. Celebrate achievement e.g. by using digital cameras; display; include details about activities and achievements in newsletters and on our website/learning platform.

### **Social, Moral, Spiritual and Cultural development (SMSC)**

At FHIS, we strive to create a learning environment that promotes our pupils' Spiritual, Moral, Social and cultural development (SMSC). Equipping our pupils with the knowledge, skills, attitudes and values they will need to be healthy and respectful citizens and to succeed in their future lives.

Opportunities are provided throughout our curriculum, as well as assemblies and extracurricular activities:

- We encourage our pupils to be reflective through pupil voice.
- School Council
- Develop opinions and points of view through class discussions.
- Celebrate achievements through weekly Celebration Assemblies.
- Encourage children to reflect on their own behaviour and develop coping strategies.
- Explore what is happening in the world through weekly 'No Outsiders Assemblies'.
- Celebrate whole class behaviour with Superstars, bottle-tops, collecting tokens for a 'surprise'.

- Weekly whole school assemblies to introduce a theme linking to SMSC which is then relayed throughout the week in lessons
- Each class has Mental Health Toolkit to allow children space to reflect and calm down.

### **British Values**

We teach British values at FHIS throughout the curriculum and wider school, these include:

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance for those of different faiths and beliefs

To do this our children will develop:

- An understanding of how citizens can influence decision-making through the democratic process.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An understanding that people having different faiths and beliefs (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

## Impact

Children will leave FHIS ready for the next stage in their learning at junior school. The curriculum will have provided a range of knowledge and skills to support them in their future endeavours. The children will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The children will have a strong desire to embrace challenge and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for others. Our children will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

Name of policy	<b>FHIS Curriculum</b>		
Statutory or Non-statutory	NS		
Level of ratification	Headteacher		
Timescale	Bi-Annually		
Half Term	Spring		
Approved by	R Edkins Executive Headteacher	Date:	29.01.2024
Next review due by	Spring 2026		