

Curriculum

INTENT

Our school curriculum reflects our school aims and values and takes account of the National Curriculum (2014). The intent of our curriculum is to ensure that our pupils are equipped with life skills they may not have had the opportunity to gain elsewhere. The sequence of teaching supports age appropriate development at each phase.

The school curriculum also has themes which reflect issues that may arise from the local community as well as global concerns and key world events which have had an impact on our lives today.

The theme of diversity and equality is threaded across the whole curriculum. When addressing these themes careful consideration has been made to the placement of topics so links to prior learning can be made and built on.

Eg specific topics like civil rights, aspects to topics like the teaching of the holocaust, or a selection of specific texts (Eg Wonder)

Global issues covered include plastic pollution, rainforest deforestation as well as the impact of travel and tourism.

Curriculum Model

The principles of breadth, balance and diversity underpin the three agreed curriculum Intents which form the cornerstones of our school curriculum. The three curriculum Intents are: i) personal development; ii) the development of key skills; iii) opportunity to broaden knowledge and experiences.

The personal development Intent incorporates aspects of self-awareness, shared values, and understanding of equality, diversity and inclusion, and is threaded through the whole curriculum as well as timetabled PHSME; R.E.; P.E.; and EQ lessons.

The key skills Intent aims to ensure high levels of individual attainment and progress in the core subjects of English, Maths and Science.

The broadening experiences intent is covered through cross curricular topics which include History, Geography, Art, D.T., MFL and Music. This is further enhanced by an extended curriculum which includes focus days and events, visiting speakers, Forest School visits, and a residential experience.



IMPLEMENTATION Whole School Curriculum Overview

The curriculum overview shows curriculum coverage for the whole school, indicating for each year group the cross curricular themes, Science units and R.E to be covered each term.

TURVES GREEN PRIMARY SCHOOL CURRICULUM OVERVIEW 2023- 24

	AUTUMN TERM			SPRING TERM			SUMMER TERM		
	TOPIC	SCIENCE	R.E	TOPIC	SCIENCE	R.E	TOPIC	SCIENCE	R.E
YEAR 1	HEROES AND VILLAINS	MATERIALS AND THEIR PROPERTIES	BIBLE STORIES OF JESUS CHRISTMAS & THE NATIVITY	THROUGH MY WINDOW	LIFE & LIVING PROCESSES ANIMALS	HINDU CELEBRATIONS	THE GREAT POST OFFICE MYSTERY	PLANTS SEASONAL CHANGES	SPECIAL BOOKS – THE BIBLE, TORAH & Q'URAN
YEAR 2	THE GREAT FIRE OF LONDON	MATERIALS – PROPERTIES & CHANGING MATERIALS	CHRISTIANITY – THE TEACHINGS OF JESUS	AHOY THERE! EXPLORERS	PLANT GROWTH	CHRISTIANITY – EASTER	THE GREAT BRITISH SEASIDE	LIVING THINGS & THEIR HABITATS/LIFE PROCESSES	BUDDHISM – WHO IS BUDDHA?
YEAR 3	THE ANCIENT EGYPTIANS	LIGHT ROCKS	CHRISTIANITY – THE BIBLE	BIRMINGHAM CITY	PLANTS ANIMALS & HUMANS	ISLAM – THE 5 PILLARS & RITES OF PASSAGE	A EUROPEAN JOURNEY	FORCES AND MAGNETS	SIKHISM – RITES OF PASSAGE
YEAR 4	KINGS AND CASTLES – THE NORMANS	SOUND ELECTRICITY	WORLD VIEWS – IDENTITY AND BELONGING	AWESOME OCEANS	CLASSIFICATION FOOD CHAINS DIGESTION TEETH	JUDAISM – JEWISH CELEBRATIONS	EXTREME EARTH	CHANGING MATERIALS	BUDDHISM – BUDDHIST FESTIVALS

YEAR 5	THE ROMANS ARE COMING!	MATERIALS – REVERSIBLE & NON-REVERSIBLE CH.	ISLAM – WHY ID MUHAMMAD IMPORTANT TO MUSLIMS	AMAZONIAN ADVENTURE	LIFE CYCLES REPRODUCTION	CHRISTIANITY - STORIES FROM THE BIBLE	SPACE – THE FINAL FRONTIER	EARTH AND SPACE FORCES	SIKHISM – SIKH WORSHIP & THE COMMUNITY
YEAR 6	WORLD WAR 2	CLASSIFICATION PLANTS AND ANIMALS	WORLD VIEWS – BELIEF IN OUR COMMUNITY	TRADE	EVOLUTION & ADAPTATION HUMAN BODY & HEALTH	JUDAISM – JEWISH WORSHIP & THE COMMUNITY	CIVIL RIGHTS	LIGHT ELECTRICITY	HINDUISM – HINDU WORSHIP & THE MANDIR

Long Term Plans

For each subject there is a Long-Term Plan which maps out the NC objectives and Progression of skills taught in each year group, each term. Previous and future learning are recorded to enable there to be a clear overview of where the topic sits as part of the whole school curriculum. Summaries of core concept and key elements for each subject have also been created.

Subject Progression Maps

These show the progression of skills across the school. They should be used when planning so that teachers are aware of the expectations for their year groups as well as the learning that comes before and after.

These documents are used as part of monitoring to ensure that children are working at the appropriate level and covering all the skills and knowledge expected.

Progression in History Knowledge and Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme		Great Fire of London	Victorians	Medieval Castles	Roman Britain	World War Two
Skills						
Chronology		<ul style="list-style-type: none"> - Sequence key events or artefacts - Begin to use dates related to the period of history <p><i>Eg. Great Fire of London, The Gun Powder Plot, The Great Plague</i></p>	<ul style="list-style-type: none"> - Sequence several events - Use dates and terms related to the period of history <p><i>Eg. Victorian, era, late, early, empire</i></p>	<ul style="list-style-type: none"> - Place key events from the period studied on a timeline <p><i>Eg. Death of Edward the Confessor, Battle of Hastings, Peasants revolt</i></p> <ul style="list-style-type: none"> - Use terms related to the period and date key events 	<ul style="list-style-type: none"> - Know and sequence key events of the time studied - Understand BC and AD - Use relevant terms and period labels - Make comparisons between different times in the past <p><i>Eg. invasion, empire, conquered rebellion, Britain before and after the Roman invasion</i></p>	<ul style="list-style-type: none"> - Place the current study on a <u>time line</u> in relation to other studies - Use relevant dates and terms - Sequence up to 10 events on a timeline <p><i>Eg. How long after Victorian era? Ordering of Queen /kings up to WW2</i></p>
Range and depth of historical knowledge	<ul style="list-style-type: none"> - Recognise the difference between the past and present in their own and others' lives - They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> - Recognise why people did things, why events happened and what happened as a result - Identify differences in ways of life at different times <p><i>Eg. 17 Century Britain and now</i></p>	<ul style="list-style-type: none"> - Find out about everyday lives of people in the time studied - Compare with our life today - Identify reasons for and results of people's actions - Understand why people may have wanted to do something <p><i>Eg. school, toys, Social change – Lord Shaftsbury</i></p>	<ul style="list-style-type: none"> - Identify key features of the time studied - Use evidence to reconstruct life of the time studied - Look for links and effects in the time studied <p><i>Eg. Norman Invasion, Building of castles Knights, Life living in a castle (Lord / Lady / servants)</i></p>	<ul style="list-style-type: none"> - Study different aspects of different people - Examine causes and results of great events and the impact on people - Compare life in early and late times studied <p><i>Eg. Celts / Romans, Why the Romans invaded. Impact on celts</i></p>	<ul style="list-style-type: none"> - Know key dates, characters and events of the time studied - Write another explanation of a past event in terms of cause and effect to support and illustrate their explanation <p><i>Eg. Allied and Axis leaders</i></p>

Mastery

Mastery (Deep) learning Progression

Depth of Learning	Cognitive challenge	Predominant teaching style	Typically, pupils will:
Basic	Low-level cognitive demand. Involves following instructions.	Modelling Explaining	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.	Coaching Probing Deep questioning	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

(Chris Quigley Education)

This document shows the development of skills through basic to developing, to mastery. It is used to plan sequences of lessons where children are building up their skills and working towards mastery. Basic skills may be used to support scaffolding of learning and deep skills can be used to create challenging more open-ended tasks.

Teaching the Curriculum

Each topic is introduced through a WOW starter activity to engage the children and generate curiosity. Examples include a visit, themed day, knowledge hunt etc



A door display is created to reflect the theme of the topic. Each topic also has a planned final outcome where the children can use and apply the knowledge they have gained. Examples include assemblies, exhibitions, a final product or documentary. Linked to our Oracy, each outcome has a speaking and listening component.



Geography and History are taught in weekly lessons. There is a minimum of one history and one geography focus topic per year.

In Geography, maps linked to the topic are displayed and placed within the context of the UK and the wider world.



In History, the key events of the period being studied are displayed as a timeline and also put into the wider context of the History taught across school.



Science is taught weekly. The units to be taught each term are recorded on the curriculum overview.

	AUTUMN TERM			SPRING TERM			SUMMER TERM		
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Y E A R 1	HEROES AND VILLAINS	MATERIALS AND THEIR PROPERTIES	BIBLE STORIES OF JESUS CHRISTMAS & THE NATIVITY	THROUGH THE WINDOW	LIFE & LIVING PROCESSES ANIMALS	CHRISTIANITY - EASTER	THE GREAT POST OFFICE MYSTERY	PLANTS SEASONAL CHANGES	SPECIAL BOOKS – THE TORAH & THE Q'URAN



As part of the units, at least one full science day investigation is completed each term.

As well as the knowledge-based learning, in each lesson there is also a focus on developing the use of subject specific vocabulary or the teaching of an investigative science skill. Key vocabulary is displayed for reference.

Art and DT have been broken down into different key areas of knowledge.



For Art, this is: drawing, painting, printing, textiles and 3D form.

Art activities linked to curriculum themes have then been planned so that there is broad, even coverage of each knowledge area across each key stage.



For DT, this is: Electrical systems, mechanical systems, Cooking and nutrition and textile Projects. These have been planned on a cyclical structure so each area is covered, once in KS1 and twice in KS2.

At least one full project is completed each year, covering the Design, Make, Evaluate structure, while other skills are taught discreetly as mini activities and projects.



Computing is taught as discrete half termly units which have

been linked to topics where appropriate. Computing is taught through, and supports, all of the curriculum subjects where possible, and follows a defined progression of skills. (See separate sheet)

Music is taught using the Charanga music programme. In Year 4, the children also have the opportunity to learn the Guitar.

MFL (Spanish) Basic greetings, colours and numbers are taught in KS1. In KS2 lessons are taught weekly as one-half term block per term. A plan of the units to be covered by each year group has been created using the Language Angels online teaching resource.

MFL Medium Term Plan 2022 -2023			
Year R, 1 and 2			
- Experience a range of nursery rhymes in Spanish			
Throughout KS 1 children to learn:		- Greetings	- Colours
		- Numbers up to 10	- Days of the week
			- Feelings
			- Simple school commands
Year 3			
Units Taught and vocab related to	Early Language Teaching Unit 2: Animals Names of 10 different animals I am XXX animal	Early Language Teaching Unit 3: Musical Instruments Names of instruments How feeling (I) play XXX	Early Language Teaching Unit 4: Little Red Riding Hood
Phonics unit	Spanish Phonetics 1 - Alphabet	Spanish Phonetics 2 - Vowels	Spanish Phonetics 3 - Consonants
Pronunciation Unit	Improve Pronunciation of letters and vowels 1 (Revisit as needed across the year)		
Phonics and pronunciation focus	-Focus on CH, F, N, LL, RR -Stress placement depending on if the word ends in a consonant or vowel -Accents show the vowel is stressed	-Focus on CH, F, N, LL, RR -Stress placement depending on if the word ends in a consonant or vowel -Accents show the vowel is stressed	-Focus on CH, F, N, LL, RR -Stress placement depending on if the word ends in a consonant or vowel -Accents show the vowel is stressed - N tilde changes n to ñ sound - silent letter h
Grammar	High Frequency Verbs First Person Nouns Articles Determiners	High Frequency Verbs First Person Nouns Articles Determiners	Nouns Articles Determiners
Additional Vocab unit	Christmas Vocab	Months of the Year	Parts of the body

Links are made with specific topics where appropriate (Eg Yr 3 European Journey, Year 5 Rainforests) There should also be regular incidental teaching of everyday phrases. For example, answering the dinner register, greetings, or giving basic classroom commands. As part of Spanish lessons, there should be regular opportunities to discuss Spain and its culture.

PSHE and RE are taught fortnightly on alternate basis.

PSHE has a theme each term: Autumn – Relationships; Spring – Living in the Wider World;

Summer – Health and well-being. It is taught through a range of activities including books, circle time and role play.

RE is planned so that aspects of different religions are taught in each key stage.

PE is taught in half termly block using the on-line Getset4PE scheme of work. A plan of units has been created to ensure there is coverage of a broad range of sports and skills across each key stage.

Year 5 Autumn Term Knowledge Organiser

KEY QUESTION: Why did the Romans invade Britain and how were they successful?

The Roman Empire was one of the most powerful and successful empires ever.

Historical Context

Julius Caesar First Roman emperor to successfully invade Britain. Claudius launched the military campaign consisting of 40,000 troops and several war elephants which would lead to the conquest of Britain in 43 AD.

Key Dates of the Roman Occupation

- 753 BC Rome is founded by Romulus
- 55 BC Julius Caesar attempts first invasion of Britain
- 43 AD Roman invasion of Britain
- 50 AD - London is founded
- 60 AD Boudicca rebels
- 80 AD Colosseum is built in Rome
- 122 AD Hadrian's Wall built
- 312 AD Christianity becomes official religion of Roman empire
- 410 AD Last Romans leave Britain

Roman Vocabulary

aqueduct	hypocaust	invasion	shield
chariot	imported	Icenii	toga
emperor	rebellion	Boudicca	standard
amphitheatre	governor	Julius Caesar	tunic
gladiator	settlements	Hadrian's Wall	legacy
mosaic	empire	Constantine	caldarium
soldier	legion	Celts	tepidarium
conquer	centurion	armour	strigil

Army Organisation

The Roman army was extremely successful. It conquered a vast empire a vast empire that stretched from Britain to the middle East. This was because the soldiers were well trained, had the best weapons and the best armour.

The soldiers were organised into legions. The legion was then divided into ten cohorts. Each cohort was made up of six centuries. The centuries were commanded by a centurion. Centurions had 100 men in them.

They fought in various formations to protect themselves. Formations include the wedge and the tortoise.



Broadening knowledge and experiences

This is developed through taking part in both written and practical activities, visits, visitors and competitions with other schools.

Examples Include:

- In each year group, children complete visits to a religious place of worship
- In each year group, children complete at least one visit linked to their topic which extends and

contextualises their learning.

- There is a wide range of extra-curricular P.E clubs skipping, netball, rounders and football as well as the opportunity to compete in inter school competitions including football, cricket, netball, gymnastics, athletics and dance. A range of other clubs, including science, chess, singing and cooking are also offered.
- Specific focus weeks Eg Science and Art Week

End of year summative assessments are completed for science and foundation subjections. These are informed by children's recorded work, verbal responses, pupil voice, mini-tests and end of unit recaps. Throughout each lesson and unit of work, teachers use constant AFL to identify any misconceptions and areas which need further consolidation. Lesson plans and resources are modified accordingly.