

# Woodthorne Primary School Curriculum Policy 2022-2023

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This policy builds upon the Academy Curriculum Policy produced by Perry Hall Multi-Academy Trust of which Woodthorne Primary School is a member of. This policy is mainly concerned with Science and the Foundation Subjects. For specific details on Maths and English see the Maths and English policies and for information on teaching and learning more specifically, see the Teaching and Learning Policy.

## Summary

Courage	Ambition	Respect	Excellence
<b>Curriculum Principles at Woodthorne Primary School</b>			
<b>'Inspiring a love of learning to last a lifetime'</b>			
<b>Knowledge rich</b>	<b>Evidence informed</b>	<b>Coherent and well sequenced</b>	<b>Ambitious for all</b>
Knowledge is taught to be remembered in the long term as 'Learning is a change in long term memory' Knowledge is specified Knowledge precludes skill Knowledge sparks imagination and curiosity The more you know, the more you have to think with Substantive and disciplinary knowledge	Applications from cognitive science Best practice from PKC Best practice from the MAT and beyond Dynamic and responsive based on teacher, subject leader and pupil voice	Curriculum as a 'box set' Subjects come first Horizontal (within year group), diagonal (different subject/different year group) and vertical links (same subject, different year group) Key ideas and concepts revisited and built upon	Inclusive whole class teaching and learning strategies PILS for academic language development Scaffolds and supports to access challenging subject content Learning takes children beyond immediate experiences
<b>Prepares children for future study</b>	<b>Assessment</b>	<b>Balanced and diverse</b>	<b>Enrichment</b>
Children will leave with a love of learning and firm foundations of the subject disciplines	Meaningful and informative 'The curriculum is the progression model'	Diverse range of people, cultures, places Increased breadth and depth	Visits, visitors and themed days Episodic memories (emotional) and semantic (knowledge, concepts)

## Values

Our core values are Courage, Ambition, Respect and Excellence.



Our curriculum is **ambitious**. Subject leaders take pride in preparing a knowledge-rich, coherent and well-sequenced curriculum which is deliberately planned so that children acquire the knowledge and skills required for them to transition to their next stage of learning. As it pushes children beyond their day to day experiences, we develop **courage** and we support them every step of the way in their drive for **excellence**. Our curriculum is diverse and teaches them to **respect** different traditions, peoples, cultures, the environment and all of the members of the school community.

## Curriculum Principles

We have **5 key principles** that underpin our Curriculum design.

Principle 1) It is **knowledge-rich**.

This means:

- Knowledge provides the driving underpinning philosophy. Skills and understanding are seen as forms of knowledge and it is understood that there are no real generic skills that can be taught outside of specific subject domains.
- Knowledge is taught to be remembered in the long term, as learning can be defined as a 'change in long term memory' (Kirschner, Sweller and Clarke).
- Knowledge to be learnt by the pupils is specified and not left to chance.
- Knowledge is sequenced and mapped deliberately and coherently. This means, for example, that children in History get a thorough grounding of chronology. In Geography, they develop a clear sense of place and space and in Art a clear progression in artistic styles and techniques.
- Knowledge is interesting. It helps children to see the world differently.

Principle 2) We are **evidence informed**.

This means:

- We use and apply principles of cognitive science. For example, we know that the more knowledge in our long term memory, the more we will be able to learn new knowledge.
- We read widely and are influenced by the work of cognitive scientists, curriculum thinkers and educational consultants including Christine Counsell, ED Hirsch, Michael Young, Professor Daniel Willingham, Dylan Wiliam and Tom Sherrington to name a few.
- We work closely with our colleagues in the Perry Hall MAT and the Wolverhampton Local Authority to collaborate, refine and share best practice.
- We have adopted the Primary Knowledge Curriculum (PKC) to support our delivery of Science, History, Geography and Art. Find more information here: [www.primaryknowledgecurriculum.org](http://www.primaryknowledgecurriculum.org)
- We conduct pupil and staff voice to give us accurate feedback on the implementation of the curriculum in order to inform future design.

Principle 3) It is **ambitious for all**.

This means:

- Our curriculum content includes material that is designed to take children beyond their immediate experiences.
- We employ wave 1 high quality inclusive teaching and learning strategies that support all children in making strong progress. See the SEND Policy and Teaching and Learning Policy for more.
- We have a vocabulary rich environment where high utility tier 2 vocabulary is explicitly taught and academic language structures (PILS) are used to teach and model high-quality oral and written responses.
- Because our curriculum is knowledge-rich, it supports children from the most deprived backgrounds in attaining vital knowledge, experiences and cultural capital.

Principle 4) It prepares children for the future

This means:

- Because we study each subject with rigour, we ensure children leave school with firm foundations, a passion for and strong knowledge and understanding in the subject disciplines.

Principle 5) It is balanced and diverse

This means:

- We study a diverse range of people, cultures, places, artists, designers, scientists and musicians.
- In History we learn about the Suffragette movement and the History of Human Rights. In Geography, we learn about globalisation, the resources of Africa and the lives of people in every continent in the world. In Art, we study Islamic Architecture, monuments of the Byzantine Empire and Art in the Italian Renaissance.

For more, see our Key Stage 1 and Key Stage 2 Curriculum Overviews (Appendix 3)

### Organisation and Planning

We place high value on the strength of individual subjects. As such, the subjects are taught as stand-alone.

Subject	Planning
Maths	Perry Hall MAT MTP, Calculation Policy and Progression Documents
English	Perry Hall MAT units
Science	PKC
Geography	PKC
History	PKC
Art	PKC
PSHE	Kapow
Music	Charanga
French	Linguascope
PE	PE Passport
RE	SACRE
Computing	Purple Mash
DT	DT Association

For us, a knowledge-rich curriculum is an entitlement for every child, regardless of background. Curriculum coherence ensures that teaching does not jump from topic to topic, from 'Under the Sea' to 'Superheroes', but enables children to develop knowledge, and love of subjects. Subject content is crucial to this approach- the content provides the engagement and plants the seeds for a lifetime of learning.

However, where they mutually benefit each subject, cross-curricular links are forged. For example, in Year 5 the children study Africa in Geography before learning about the Slave Trade in History. This foundational knowledge from Geography will support the children in better understanding some of the origins and implications of the Slave Trade. In Art, the children will study Islamic Art and Architecture after they have learnt about Ancient Baghdad in History.

Teachers are not required to complete short term or daily lesson plans for subjects. Teachers use medium term plans in each subject to develop lesson slides and materials. Crucially, the coherence in the long and medium term planning ensures that the teachers' focus can be on deploying their teaching expertise at the level of the implemented or enacted curriculum. See the Teaching and Learning Policy for more.

## EYFS

Our EYFS curriculum has been formulated using the statutory framework for the Early Years Foundation Stage (effective September 2021), the non-statutory guidance set out in Development Matters (July 2021) and Birth to 5 Matters by Early Education (2021). To ensure the curriculum meets the need of our children we have prioritised children's cultural capitals alongside the Woodthorne Core Values and British Values. From this we have created progression and ambitious end of Nursery and Reception goals unique to our children. In the EYFS at Woodthorne, our intent is to create a balance between adult initiated learning and following our children's interests. We endeavour to make learning active, hands on and most importantly exciting. We explore seasonal change and celebrations through stories and real life experiences. Teaching in Nursery and Reception builds on the experiences of the children in their pre-school learning, in addition, as we plan for strong curriculum sequencing throughout the school, it provides a solid platform for the children's learning in Key Stages 1 and 2. For example, in Understanding the World in Reception, the children are taught the difference between past and present and use photographs to talk about their family trees. This knowledge and understanding supports the children in better accessing our Year 1 unit entitled 'What is History?' Although in the EYFS children are not taught in discrete subject areas, we have identified relevant links for our Key Stage 1 and 2 curricula to ensure coherence. Core knowledge, vocabulary and opportunities for provision have been stipulated for each subject area (see Appendix 6). It is the combined roles of the EYFS lead, Curriculum Lead and Subject leaders to be constantly adapting and refining our curricula with coherence, sequencing, scope and rigour in mind. Our Long Term Curriculum plan for Early Years (Nursery and Reception) can be found in Appendix 5.

## Curriculum Overviews and rationales

Our Curriculum Overviews and rationale demonstrate a clear rationale for ensuring curriculum coherence within our individual subjects. Examples of these can be found in the Appendix and further examples can be seen upon request.

In addition to curriculum sequencing and coherence, consideration when constructing our overviews is given to the following ideas:

- The substantive knowledge and concepts that we want children to learn. For example, we want to ensure that children gain a thorough grounding in the role of monarchy in History, which is why it is encountered in multiple units of work, beginning in Year One when they learn about different Kings and Queens and ending in Year 6 when they learn about the reign of Queen Victoria.
- The disciplinary knowledge or how the work of subject specialists results in the construction of knowledge. Eg. understanding the roles of what artists, historians and geographers.
- Sufficient depth of study so that children don't just gain superficial understanding of topics, but also:
- Sufficient breadth of study so that children, for example in Geography, gain a thorough understanding of the physical geography of the different continents of the world
- The inclusion of significant people, places, artists, designers, scientists etc so that children understand the role of individuals in each subject
- Pupils' social, moral, spiritual and cultural development (SMSC)

## Assessment

In the foundation subjects, we take the view that the 'Curriculum is the progression model'. That is to say that is the children are learning the curriculum then they are making good progress. This is because the curriculum has been designed in such a way that, for example, in order to be able to fully learn and understand Year 5 Geography, they will need to have learnt Year 4 Geography. Similarly, if the children are able to fully access and understand the

Year 6 unit of work on the Victorian Age, then they will have had to have learnt about the importance of the Industrial Revolution and the effect of the Transatlantic Slave Trade upon Britain.

In order to check that children are keeping up with the curriculum and whether or not it has been successfully implemented, we make assessment opportunities through the following means:

1) Recaps and mini quizzes at the start of lessons

This supports the act of consolidating knowledge in long term memory and acts as a way for teachers to check the understanding of key curriculum content.

2) End of unit quizzes

These multiple choice quizzes check the children's retention of key knowledge. Designed with the inclusion of plausible 'distractors', the quizzes aim to identify key pupil misconceptions. The quizzes are each out of 10 marks, they are taken before the final lesson of the unit, giving teachers the time for responsive teaching. The teachers record the results in a spreadsheet, allow both the teachers to track scores over time and subject leaders to monitor the implementation of the curriculum.

3) End of unit essays/double page spreads

These allow children to apply their knowledge to answer an authentic subject related question and they encourage children to develop their disciplinary knowledge, synthesising their learning and answering a question in the style of a subject specialist. For example at the end of the History unit of work on the Transatlantic Slave Trade, the pupils are tasked with answering the question, "What were the causes and consequences of the Transatlantic Slave Trade?"

The outcomes of these assessments support teachers and subject leaders in better understanding how well the children are learning the intended curriculum and what adaptations that might need to be made to the curriculum delivery over the short, medium and long term.

See the Maths and English policies for how assessments are undertaken in those subjects.

### **Spiritual, Moral, Social and Cultural & British Values**

SMSC threads through the whole of our curriculum.

Spiritual development is promoted through RE and PSHE lessons and Assemblies.

Moral development is promoted through PSHE and within that the use of Circle Time, discussions about school values as necessary and the use of reflective and restorative practice when dealing with behaviour incidents and through assembly themes.

Social development is promoted through a wide range of collaborative learning experiences both with each other, pupils from other schools and with parents. Through opportunities for play, particularly in EYFS. By involvement in clubs and groups such as School Council and Sports Leaders. Many opportunities are also offered through our extra-curricular provision that incorporate a range of clubs that meet the varying interests of our children.

Cultural development is promoted through positive sharing of the variety of languages and cultural identities of our pupils and their families; through curriculum enrichment days such as International Languages Day, school visits and visitors. Through the opportunity to perform and see others perform; through the opportunity to learn from and be inspired by a range of famous and local artists, musicians, designers, sports people and scientists etc and through specific charitable projects.

The British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are an intrinsic part of SMSC at Woodthorne and the day to day life of the school.

## Roles and Responsibilities

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. The Curriculum Leader maintains an overview of Woodthorne's Curriculum created by the school and works in partnership with the Headteacher and Subject Leaders in developing the Curriculum and the individual subjects incorporated into it.

Monitoring and evaluating tasks are designed in line with the SIP. Regular meetings take place between the Curriculum Leader and subject leaders to ensure consistency of approach, to provide CPD and support and to discuss areas for development within individual subjects.

The Headteacher and Curriculum Leader will report their findings through reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements. Subject Leaders ensure that all the aspects of the National Curriculum content are covered and identify these with the curriculum overviews.

Subject leaders evaluate the quality of teaching and learning in their subject through learning walks, book scrutinies and pupil voice. They will provide feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement. Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

As mentioned previously, Class Teachers have responsibility for ensuring the subjects are effectively delivered in line with our Teaching and Learning Policy, including the need to adapt material for those with SEND or EAL.

## Appendix I – History subject rationale

The PKC history curriculum has been designed to be both knowledge-rich and coherently sequenced. Knowledge, in the realm of history, means not only *substantive knowledge* of historical events, dates and people in the past, but also knowledge of *substantive concepts* in history (such as 'empire', 'monarchy' and 'civil war'), and *disciplinary historical concepts* (such as evidence, causation, significance and interpretation).

The PKC history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history. The *substantive knowledge* taught in the curriculum has been carefully chosen and sequenced using a largely chronological approach. Each unit of work should not be viewed as a stand-alone topic, but as a chapter in the story of the history of Britain and the wider world. In this sense, the chronological approach provides a solid framework, anchoring each unit within a wider narrative. Understanding in history requires an understanding of causation. Children will be able to understand the causes of significant national and global events, (such as World War I), when they have some background knowledge of what happened before (such as the origins and growth of European empires, including the British Empire).

Knowledge of *substantive concepts* and *disciplinary concepts* have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts. From year to year, unit to unit, lesson to lesson, the curriculum supports children in making connections and building upon prior *substantive* and *disciplinary* knowledge. For example, the children develop a secure understanding of 'monarchy' in Britain. They begin to learn about British monarchs in Year 1, and build upon their knowledge of monarchy in British society throughout the curriculum, looking at the reigns of significant monarchs such as Henry II, Henry VIII and Queen Elizabeth I, with a focus on understanding the transition from the autocratic and unlimited power of early monarchs to the limited constitutional role of contemporary British monarchs. Each British history unit allows children to add to their understanding of 'monarchy' in Britain, the impact it had on the lives of the British people, and analyse the significance and legacy of each monarch.

The PKC history curriculum is balanced to enable children to look in some depth at local, national and world history, encouraging children to explore the connection between significant events and people and how they have influenced the modern world. The content in the curriculum ensures children have a secure overview of a period, before studying aspects in more depth. While many of the units are 6 weeks long, some units are longer, ensuring children secure the complexities of the content and have more time to study the period in more detail.

Each year, the children will study at least one unit of British history, looking at significant 'turning points' that help children understand modern Britain (for example, the sealing of the Magna Carta in 1215, the 'break with Rome' during the reign of Henry VIII, the 'Glorious Revolution' of 1688 and the building of the British Empire). While time is spent developing a solid understanding of the political context of each period (usually first), children will then embark on studying a wide range of contexts in more depth, including the cultural, social and religious context of the time.

For example, when the children learn about the Victorians in Year 5, they look at Queen Victoria as a monarch, the British Empire during her reign and legal reforms, before using sources to understand how the political context affected the lives of ordinary Victorian people in Britain. During this unit, as with many of the British history units, teachers are encouraged to apply the local context, making each unit unique and allowing children to place local stories within the grand narrative of British history.

The curriculum aims to help children understand how the past is constructed and contested. Children begin by learning about what a historian does, looking at basic sources and simplified perspectives to develop an appreciation and understanding of what it means to be a historian. As their *substantive knowledge* grows, children will be able to ask perceptive questions, analyse more complex sources and begin to use their knowledge to develop perspective. *Disciplinary concepts*, such as continuity and change, cause and consequence and similarity, difference and significance, are explored in every unit, and children are supported to think outside of their current unit of work and apply these concepts across the curriculum.

In addition to learning about British and local history, the children will also learn about the history of the wider world. Some of these units, such as the units on The Early British Empire and the Transatlantic Slave Trade, will look at the influence that Britain had on the wider world, and how the wider world has influenced Britain. All of these units are studied to provide an understanding of the history of the wider world and our place within it. They cover fascinating ancient civilisations, the expansion and dissolutions of empires, and the achievements and atrocities committed by humankind across the ages.

The curriculum aims to ignite children's love for history, preparing them with essential knowledge for Key Stage 3 and beyond. All history is worth studying, but as we do not have the time to cover everything, the units have been carefully chosen to cover as wide ranging content as possible without compromising depth. From ancient civilisations and prehistoric Britain to the Cold War and the Civil Rights Movement; looking at law and power across the ages to the impacts of industrialisation and technological advances; understanding invasion and migration, exploitation and political movements for freedom and equality. The curriculum aims to introduce the children to a wide variety of men, women and children from the past; from the widely venerated, to the lives of the less well-known who offer us a rich insight into life at the time- from Aristotle to Martin Luther King, from Emmeline Pankhurst to Alan Turing.

The Primary Knowledge Curriculum aspires to create curious and knowledgeable young people, who hold a deep understanding and appreciation of the discipline of history, and are able to sift and weigh evidence to begin to formulate their own viewpoints and perspectives of the world.



WOODTHORNE PRIMARY SCHOOL WHOLE SCHOOL HISTORY OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>		<b>Discovering History</b> 1. What is the Past? 2. Family Trees 3. How do we know about history? 4. What do archaeologists do? 5. Our Local History		<b>Kings and Queens</b> 1.Kings and Queens 2. King John I and the Magna Carta 3.Henry III and Parliament 4.Charles I 5.Oliver Cromwell and the Commonwealth		<b>Parliament and Prime Ministers</b> 1.James II, Mary II and William of Orange 2.Simon de Montfort and parliament 3.Robert Walpole 4.Our Prime Minister today 5.Elections
<b>Year 2</b>		<b>Romans in Britain</b> 1.The Roman Empire 2.Roman armies and soldiers 3.The invasion of Britain and Boudicca 4.Roman towns 5.Roman legacy		<b>The Tudors</b> 1. Life in Tudor England 2. Henry VIII 3. The English Reformation 4. Edward VI and Mary I 5. Elizabeth		<b>Powerful Voices</b> 1. Gandhi 2. Rosa Parks and Martin Luther King 3. Malala Youzafai 4. Oreta Thunberg 5. Local: David Attenborough
<b>Year 3</b>	<b>Stone Age to the Iron Age</b> 1.Mesolithic Hunter Gatherers 2.Life in Neolithic Britain 3.The Bronze Age 4.Stonehenge 5.The Iron Age	<b>Ancient Egypt</b> 1. Locating Egypt and the River Nile 2. Life in Ancient Egypt 3. Religion and the Afterlife 4. Tutankhamun and Howard Carter 5. Hieroglyphics	<b>The Anglo Saxons, Scots and Vikings</b> 1. Anglo Saxon England 2. The Scots and the Picts 3. Anglo Saxon Settlements 4. Anglo Saxon Culture and Religion 5. Who were the Vikings? 6. Viking Raids and Invasion 7. Alfred the Great 8. Viking settlements and Danelaw 9. Viking Religion and Culture 10. Edward the Confessor 11. The Norman Invasion	<b>Law and Power (1154-1272)</b> 1.Henry II and English Common Law 2.Henry II and Thomas Beckett 3.The Holy Wars and Richard the Lionheart 4.King John and the Magna Carta 5.Simon de Montfort	<b>The War of the Roses</b> 1. An Introduction to the War of the Roses 2.Henry VI vs. Edward IV 3.Richard III and the Princes in the Tower 4.The Battle of Bosworth Field 5.Henry VII and the Tudors	
<b>Year 4</b>	<b>Ancient Greece</b> 1.Ancient Greece: City States 2. Athens and Democracy 3.Sparta 4.The Persian Wars 5.Alexander the Great 6.Greek Philosophy 7.Gods 8.Mythology 9.Art and Architecture 10.The Ancient Olympic Games 11.The Legacy of Ancient Greece	<b>The Anglo Saxons, Scots and Vikings</b> 1. Anglo Saxon England 2. The Scots and the Picts 3. Anglo Saxon Settlements 4. Anglo Saxon Culture and Religion 5. Who were the Vikings? 6. Viking Raids and Invasion 7. Alfred the Great 8. Viking settlements and Danelaw 9. Viking Religion and Culture 10. Edward the Confessor 11. The Norman Invasion	<b>The Stuarts</b> 1.James I and the Union of the Crown 2.The Gunpowder Plot 3.Charles I 4.The English Civil War 5.Oliver Cromwell and the Commonwealth 6.The Restoration of Charles II 7.The Great Plague of 1665 8.The Great Fire of London 9.Christopher Wren and the Rebuilding of London 10.James II and the Monmouth Rebellion 11.William of Orange and the Bill of Rights			
<b>Year 5</b>	<b>Baghdad. C900 CE</b> 1.The Rise of Islam 2.Baghdad: A City of Peace 3.Baghdad: Building a City 4.Baghdad: A Centre for Learning in the Islamic Golden Age 5.The Mongol Attack on Baghdad and the Regional Powers	<b>The Early British Empire</b> 1.The British Empire 2.Global Trade 3.The Mughal Empire and East India Company 4.The Seven Years War 5.What motivated Britain to want an Empire?	<b>The French Revolution</b> 1.Life in France before the Revolution 2.Louis XVI and Marie Antoinette 3.Napoleon 4.Battle of Trafalgar 5.Battle of Waterloo	<b>The Transatlantic Slave trade</b> 1. The Origins of the Transatlantic Slave Trade 2. The Atlantic Passage 3. Enslaved Africans: Treatment and Resistance 4. The Abolition of Slavery 5. The Abolitionists: Clarkson, Wilberforce and Equiano	<b>The Industrial Revolution</b> 1. The Industrial Revolution 2. Cotton Production 3. Steam Engines and Trains 4. Iron and Coal 5. Children at Work	<b>The Victorian Age</b> 1. The Reign of Queen Victoria and the British Empire 2. Victorian Cities 3. The Poor Law and the Workhouse 4. Leisure 5. Life by 1900
<b>Year 6</b>	<b>Baghdad. C900 CE</b> 1.The Rise of Islam 2.Baghdad: A City of Peace 3.Baghdad: Building a City 4.Baghdad: A Centre for Learning in the Islamic Golden Age	<b>The Early British Empire</b> 1.The British Empire 2.Global Trade 3.The Mughal Empire and East India Company 4.The Seven Years War 5.What motivated Britain to want an Empire?	<b>The Suffragettes</b> 1. Democracy in the 19 <sup>th</sup> Century 2. The National Union of Women's Suffrage Societies 3. Emmeline Pankhurst and the WSPU 4. The Anti-Suffrage Campaign 5. World War I and the Representation of the People Act	<b>The Transatlantic Slave trade</b> 1. The Origins of the Transatlantic Slave Trade 2. The Atlantic Passage 3. Enslaved Africans: Treatment and Resistance 4. The Abolition of Slavery	<b>The Industrial Revolution</b> 1. The Industrial Revolution 2. Cotton Production 3. Steam Engines and Trains 4. Iron and Coal 5. Children at Work	<b>The Victorian Age</b> 1. The Reign of Queen Victoria and the British Empire 2. Victorian Cities 3. The Poor Law and the Workhouse 4. Leisure 5. Life by 1900

Appendix 3 – Key Stage 1 Curriculum Map



WOODTHORNE PRIMARY SCHOOL WHOLE SCHOOL CURRICULUM MAP

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Year 1	Science	Human body	Animals and their needs	Seasons and weather	Taking care of the Earth	Plants	Materials and magnets		
	Geography	Spatial Sense		The UK		The Seven Continents			
	History		Discovering History		Kings, Queens and Leaders		Parliament and Prime Ministers		
	Art	Colour	Line	Architecture	Style in Art/Narrative Art	Paintings of Children	Sculpture		
	PSHE	Me in the world & my school	Me and my safety	Me Online	Me and other people	Happy and healthy me	Me and my relationships		
	Music	Hey you!	Rhythm in the way we walk	In the groove	Round and round	Your imagination	Reflect, rewind and replay		
	MFL	Greetings		Numbers		Family			
	PE								
	RE	Questions that puzzle us	Prayers and stories of Jesus	Christianity today	Christianity today	Belonging at the Gurdwara	Stories of Guru Nanak		
	Computing	Online Safety	Grouping and Sorting	Pictograms	Lego builders	Maze explorers	Animated Story books	Coding	Spreadsheets
Year 2	Science	Human Body	Living things and their environments	Electricity	Plants	Materials and Matter	Astronomy		
	Geography	Spatial Sense		The British Isles		Northern Europe			
	History		The Romans in Britain		The Tudors		Powerful Voices		
	Art	Colour and Shape	Colour, shape and texture	Portraits and self-portraits	Landscape and Symmetry	History Painting	Murals and Tapestries		
	PSHE	Me in the world & my school	Me and my safety	Me Online	Me and other people	Happy and healthy me	Me and my relationships		
	Music	Hands, feet, heart	Ho, ho, ho!	I want to play in a band	Zoo time	Friendship song	Reflect, rewind and replay		
	MFL	Greetings, dates and numbers		Classroom		Countries and weather			
	PE								
	RE	Muslim & Christian sacred books	Islam in Wolverhampton	Holy places of worship	Holy places of worship	Bible stories	Bible stories		
	Computing	Coding	Online Safety	Spreadsheets	Questioning	Effective searching	Creating pictures	Making music	Presenting ideas

Appendix 4 – Key Stage 2 Curriculum Map



WOODTHORNE PRIMARY SCHOOL WHOLE SCHOOL CURRICULUM MAP

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>Science</b>	Human body	Cycles in Nature	Light	Plants	Rocks	Forces and Magnets
	<b>Geography</b>	Spatial Sense	Settlements	Rivers	UK Geography: The South West	Western Europe	Asia: India and China
	<b>History</b>	Stone Age to Iron Age	Ancient Egypt	Anglo-Saxons, Scots and Vikings		Law and Power (1154-1272)	The War of the Roses
	<b>Art</b>	Line	Still life and form	Art of Ancient Egypt	Anglo-Saxon art	Architecture	Modern Architecture
	<b>PSHE</b>	Me in the world & my school	Me and my safety	Me Online	Me and other people	Happy and healthy me	Me and my relationships
	<b>Music</b>	Let your spirit fly	Glockenspiel stage 1	Three little birds	The dragon song	Bringing us together	Reflect, rewind and replay
	<b>MFL</b>	Numbers, multiples and dates	Birthdays and Christmas	Me and my family	Easter	Greetings & me & my family	The <del>Gruffalo</del>
	<b>PE</b>						
	<b>RE</b>	Beliefs about God	Beliefs about God	Sikh and Hindu leaders	Hindu community & worship	Hindu celebration	Religious celebrations
<b>Computing</b>	Coding	Online safety   Spreadsheets	Touch typing	Email and safety	Branching databases   Simulations	Graphing	
<b>Year 4</b>	<b>Science</b>	Human Body	Classification of plants and animals	Ecology	Sound	States of Matter & the Water Cycle	Electricity
	<b>Geography</b>	Spatial Sense	Mediterranean Europe	Eastern Europe	UK Geography: Northern Ireland	UK Geography- London and the South East	Asia: Japan
	<b>History</b>	Ancient Greece		Anglo-Saxons, Scots and Vikings		The Stuarts	
	<b>Art</b>	Light	Space	Design	Monuments of Ancient Rome	Monuments of the Byzantine Empire	Embroidery, needlework and weaving
	<b>PSHE</b>	Me in the world & my school	Me and my safety	Me Online	Me and other people	Happy and healthy me	Me and my relationships
	<b>Music</b>	Mamma Mia	Glockenspiel stage 2	Stop!	Lean on me	Blackbird	Reflect, rewind and replay
	<b>MFL</b>	In the classroom	Time & Christmas	Daily routines	Pets and Easter	My Home	Goldilocks
	<b>PE</b>						
	<b>RE</b>	Christianity: Jesus	Christianity: Jesus	Judaism: family, synagogue & Torah	Islam: Importance of the Prophet	Visiting places of worship	Visiting places of worship
<b>Computing</b>	Coding	Online safety	Spreadsheets	Writing for different audiences	Logo   Animation	Effective search   Hardware investigators	
<b>Year 5</b>	<b>Science</b>	Materials	Living Things	Forces	Astronomy	Meteorology	The Human Body
	<b>Geography</b>	Spatial Sense	Africa	UK Geography: East Anglia, Midlands, Yorkshire & Humberside	Mountains	New Zealand and the South Pacific	Local Study
	<b>History</b>	Baghdad	The Early British Empire	The French Revolution	Transatlantic Slave trade	The Industrial Revolution	The Victorian Age
	<b>Art</b>	Style in Art	Islamic Art and Architecture	Art from Western Africa	Chinese Painting and ceramics	Print making	Take one picture- National Gallery Project
	<b>PSHE</b>	Me in the world & my school	Me and my safety	Me Online	Me and other people	Happy and healthy me	Me and my relationships
	<b>Music</b>	Living on prayer	Classroom Jazz 1	Make you feel my love	Fresh Prince	Dancing in the street	Reflect, rewind and replay
	<b>MFL</b>	Numbers and weather	In the city & Christmas	Where I live	Physical descriptions	Likes and dislikes	Beginners Revision
	<b>PE</b>						
	<b>RE</b>	5 Pillars of Islam	5 Pillars of Islam	Prayer- Islam, Judaism, Hindu	Prayer- Islam, Judaism, Hindu	Christian prayer	Temptation
<b>Computing</b>	Coding	Online Safety	Spreadsheets	Databases	Game creator   3D modelling	Concept maps	
<b>Year 6</b>	<b>Science</b>	Human Body	Classification of living things	Electricity	Light	Reproduction	Evolution
	<b>Geography</b>	Spatial Sense	Mountains	Africa	North America	South America	Local Study
	<b>History</b>	Baghdad	The Early British Empire	The Suffragettes	Transatlantic Slave Trade	The Industrial Revolution	The Victorian Age
	<b>Art</b>	Italian Renaissance	Renaissance architecture and sculpture	Victorian Art and architecture	William Morris	Impressionism and post-impressionism	Art in the 20 <sup>th</sup> century- modernism and beyond
	<b>PSHE</b>	Me in the world & my school	Me and my safety	Me Online	Me and other people	Happy and healthy me	Me and my relationships
	<b>Music</b>	Happy	Classroom Jazz 2	A new year carol	You've got a friend	Music and me	Reflect, rewind and replay
	<b>MFL</b>	Break fast and snacks	Christmas	Transport	Countries and nationalities	Film and music	Hobbies
	<b>PE</b>						
	<b>RE</b>	Respectful local communities	Respectful local communities	Christian Aid & Islamic Relief	Christian Aid & Islamic Relief	Values: What matters most?	
<b>Computing</b>	Coding	Online Safety   Spreadsheets	Blogging	Text adventures	Networks	Quizzing	

\*Some DT objectives are covered as part of the Art curriculum- this will be supplemented by one DT enrichment week per term

# Appendix 5 – EYFS Long Term Overview



## Woodthorne Primary & Nursery School EYFS Long Term Overview



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>In the EYFS at Woodthorne, our intent is to create a balance between adult initiated learning and following our children's interests. We endeavour to make learning active, hands on and most importantly fun. We explore seasonal change and celebrations through stories and real life experiences.</b>						
<b>Adult Initiated Focus</b>	Treasure Chest	What's In The Box?	Make And Bake	Will It Fit?	Munching Monsters	Amazing Adventures
Possible additional themes/Interests/Lines of Enquiry	Autumn, nursery rhymes, Harvest	Autumn, celebrations, Bonfire Night, Advent, Christmas	Winter, baking, learning about household items, Chinese New Year	Spring, Pancake Day, Lent, Easter, size and shape	How to care for animal and plants, differences between baby and adult animals	Summer, transition into Reception, types of transport
Possible trips, visits, visitors and experiences		Visit from Santa, Adventure Street/Jungle Boogies	Panto in School	Baggidge Adventure Play	Farmer/Planting workshop	Wild Zoo
Key dates/ Parental Involvement	European Languages Day, Black History Month	Anti-bullying Week, Harvest, Remembrance Day, Bonfire Night, Diwali, Christmas	Chinese New Year, Valentine's Day, Lent, Pancake Day, World Book Day	St. George's Day, Easter, Mother's Day, Easter		Father's Day, Sports Day
<b>Communication and Language</b>	Know many rhymes. Use a wider range of vocabulary.	Use longer sentences of 6ur to six words. Sing a large repertoire of songs. Pay attention to more than one thing at a time, which can be difficult.	Be able to talk about familiar books, and be able to tell a long story. Develop their communication.	Understand a question or instruction that has to parts, such as: "Get your coat and wait at the door". Enjoy listening to longer stories and can remember much of what happens.	Use talk to organize themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Start a conversation with an adult or a friend and continue it for many turns.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Understand 'why' questions, like: "Why do you think the caterpillar got so fat."
<b>Personal, Social and Emotional Development</b>	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Increasingly follow rules, understanding why they are important. Understand gradually how others might be feeling.		Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new situations. Play with one or more other children. Extending and elaborating play ideas. Remember rules without needing an adult to remind them.		Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop their sense of responsibility and membership of a community. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'scared' or 'worried'.	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Nursery year.</i>						
<b>Physical Development</b>	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use large-muscle movements to wave flags and streamers, point and make marks. Continue to develop their movement, balancing, riding (scooters, bikes and bikes) and ball skills.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Go up steps and stairs, or climb up apparatus, using alternate feet.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Start taking part in some group activities which they make up for themselves, or in teams.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Show a preference for a dominant hand.
<b>Literacy</b>	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother  Over the year, children will understand the five key concepts about print: - print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing		Engage in extended conversations about stories, learning new vocabulary.		Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some letters accurately. Write some or all of their name.	
<b>Phonics</b>	Focus on story, rhymes and talking in sentences		Fred talk games	Fred talk games and naming set 1 pictures	Set 1 sounds	Set 1 sounds
<b>Talk for Writing Texts</b>	Nursery rhymes	Dear Zoo	The Gingerbread Man	Goldilocks	The Very Hungry Caterpillar	We're Going On A Bear Hunt
<b>Mathematics</b>	Recite numbers past 5. Say one number for each item in order: 1, 2, 3, 4, 5. Know that the last number recited when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.	Develop first recognition of up to 5 objects, without having to count them individually (subitising). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Understand position through words alone – for example, "The bag is under the table." = <del>up</del> no pointing. Discuss routes and locations, using words like <del>to</del> front of and behind.	Make comparisons between objects relating to size, length, weight and capacity. Compare quantities using language: 'more than', 'less than'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Talk about and identify the patterns around them. Extend and create ABAB patterns – stick, leaf, stick, leaf.	Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'. Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Describe a familiar route.
<b>Understanding the World</b>	Explore how things work. Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.	Continue developing positive attitudes about the differences between people. Begin to make sense of their own life-story and family's history.	Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Explore collections of materials with similar and/or different properties.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Show interest in different occupations.
<b>Expressive Arts and Design</b>	Take part in simple pretend play, using an object to represent something else even though they are not similar. Listen with increased attention to sounds.	Explore different materials freely, to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing. Remember and sing entire songs.	Join different materials and explore different textures. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and <del>to</del> details. Sing the pitch of a tone sung by another person.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas. Create their own songs or improvise a song around one they know.

Appendix 6 – History links to EYFS



EYFS links to History			
Age bands	Development Matters	Ranges	Birth to 5 Matters
0-3	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>	1	<p>Develops a sense of belonging to their family and their key carer</p> <p>Recognises key people in their own lives</p>
3-4	<p>Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p>	2	
Reception	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	3	<p>Enjoys joining in with family customs and routines.</p> <p>Talks about past and present events in their own life and in the lives of family members</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> <p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p> <p>Is interested in photographs of themselves and other familiar people and objects</p>



ELG	<p><u>Past and Present</u></p> <p>Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	4	<p>Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</p>
Opportunities within Provision	<ul style="list-style-type: none"><li>• Provide opportunities, both indoors and out, for babies and toddlers to see people and things beyond the baby room, including the activities of older children.</li></ul> <p>Collect stories for, and make books about, children in the group, showing things they like to do and things that are important to them, in languages that are relevant to them wherever possible.</p> <ul style="list-style-type: none"><li>• Provide books and resources which represent children's diverse backgrounds and which avoid negative stereotypes, ensuring different cultures are represented but especially the backgrounds of the children in the room.</li><li>• Make photographic books about the children in the setting and encourage parents to contribute to these.</li></ul> <p>Share photographs of children's families, friends, pets or favourite people, both indoors and out.</p>	5	<p>Enjoys joining in with family customs and routines</p> <p>Remembers and talks about significant events in their own experience</p> <p>Recognises and describes special times or events for family or friends</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Talks about why things happen and how things work</p> <p>Developing an understanding of growth, decay and changes over time</p>



<ul style="list-style-type: none"> <li>• Support children's understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.</li> <li>• Ensure children have resources so that they can imitate everyday actions and events from their lives and that represent their culture.</li> <li>• Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter.</li> <li>• Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.</li> <li>• Provide role-play areas with a variety of resources reflecting diversity.</li> <li>• Share stories that reflect the diversity of children's experiences.</li> <li>• Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.</li> </ul>	6	<p>Enjoys joining in with family customs and routines Talks about past and present events in their own life and in the lives of family members</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>
EYFS History skills		
EYFS History knowledge		
<ul style="list-style-type: none"> <li>• Know that things in the environment can change over time</li> <li>• Know that there are certain important individuals</li> <li>• Know their immediate family tree</li> <li>• Know some differences and similarities between times in the past and in the present day</li> <li>• Be able to tell a fictional story about an event/events from the past</li> <li>• Experience some notable traditions and recall information about them</li> </ul>		
Key Vocabulary		

Past present family tree parents grandparents change importance/significance  
Events culture tradition similarity difference