

Biggin C.E. Primary School

Achieve, Believe, Care

CURRICULUM POLICY

Take learning in your hands, do not let her go: keep her, for she is your life. (Proverbs 4:13)

INTRODUCTION

The curriculum of Biggin C.E. Primary School is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also all wider extra-curricular activities that the school organises in order to enrich the children's experience. It also includes what the children learn from the way they are treated and how they are expected to behave and values children's experiences outside school.

At Biggin C of E Primary school our curriculum is founded on hope and aspiration. We believe every child has a unique part to play in the world and aim to provide rich and balanced learning so that everyone can **Achieve** their best for themselves and others, **Believe** in themselves by developing knowledge and skills alongside a strong character, positivity, an openness to opportunities and a love of learning and **Care** for their own wellbeing, people around them and the wider world.

Our curriculum intent can be encapsulated in our school values.

ACHIEVE:

To enable the children to become successful learners who:

- * Have the essential learning skills of literacy and numeracy
- * Are creative, resourceful and able to identify and solve problems
- * Have enquiring minds and think for themselves to process information, reason, question and evaluate
- * Communicate well in a range of ways
- * Understand how they learn and learn from their mistakes
- * Are able to learn independently and with others
- * Know about big ideas and events that shape our world
- * Enjoy learning and are motivated to achieve the best they can now and in the future

BELIEVE:

To enable the children to become confident individuals who:

- * Have a sense of self-worth and personal identity
- * Relate well to others and form good relationships
- * Are self-aware and deal well with their emotions
- * Have secure values and beliefs and have principles to distinguish right from wrong
- * Become increasingly independent, are able to take the initiative and organise themselves
- * Make healthy lifestyle choices

- * Are physically competent and confident
- * Take managed risks and stay safe
- * Recognise their talents and have ambitions
- * Are willing to try new things and make the most of opportunities
- * Are open to the excitement and inspiration offered by the natural world and human achievements.

CARE:

To enable the children to become responsible citizens who:

- * Are well prepared for life and work
- * Are enterprising
- * Are able to work cooperatively with others
- * Respect others and act with integrity
- * Understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world
- * Appreciate the benefits of diversity
- * Challenge injustice, are committed to human rights and strive to live peaceably with others
- * Sustain and improve the environment, locally and globally
- * Take account of the needs of present and future generations in the choices they make
- * Can change things for the better

The curriculum at Biggin C of E Primary School will cover fully the content of the National Curriculum which includes the essential knowledge children need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. However, we recognise this only part of the education we offer. In addition, we will aim to meet the needs of individual children, inspire a love of learning and instil curiosity, promote the spiritual, moral, cultural, mental and physical development and character education of children at the school and of society, and prepare children for the opportunities, responsibilities and experiences of later life.

To achieve these aims, the school curriculum is planned to be:

- * **Broad** so that it provides a wide range of knowledge, skills and experiences
- * **Balanced** so that each subject has sufficient time to contribute effectively to learning
- * **Relevant** so that learning can link to the pupil's experience and the world
- * **Coherent** so that topics can be linked to make the whole learning experience more meaningful
- * **Progressive** so that what is taught builds in a systematic way upon what has already been learned
- * **Differentiated** so that what is taught and the tasks that are set are matched to the aptitude and ability for each pupil
- * **Accessible** so that there is equality of opportunity for all.

ORGANISATION AND PLANNING

Our school curriculum meets the requirements of the National Curriculum, the Derbyshire Agreed Syllabus for RE, and the Early Years Foundation Stage. It includes PSHE (personal, social, health and economic education), RSHE and Collective Worship.

Long Term Planning We will follow the National Curriculum progression in English and Mathematics, Science and the Foundation Subjects. Detailed progression mapping will ensure effective and coherent teaching across Key Stages. In Reception and Key Stage 1, topics will be planned flexibly so that the needs of the individual children can be addressed. Coverage of the National Curriculum will be maintained. A two-year rolling plan of topics will ensure coverage of subjects across Lower and Upper Key Stage 2 and ensure children can access subjects in greater depth and build on prior learning.

Medium Term Planning These plans give guidance on the objectives and teaching strategies which could be covered in a topic, and assessment. Teaching staff are encouraged to use creative methods in their delivery and adapt plans to meet the needs of individual children. The children should be involved in the development of these plans, suggesting what they would like to find out during a topic. There will be variations each time a topic is addressed.

Short Term Planning These plans set out the objectives and strategies for each session and will contain evidence of alterations made in line with children's understanding and formative assessment.

DIFFERENTIATION

The curriculum in our school is designed to be accessed by all children who attend the school and the expectation in the Equality Act 2010 that we should promote equality, diversity and good relations in relation to age, faith and religion, gender reassignment and sexual and gender identity (protected characteristics).

However, it may be necessary to differentiate activities to meet the needs of children with special educational needs or disabilities or to allow them to fully access the curriculum. Support will be provided from teaching assistants when this is needed.

EARLY YEARS FOUNDATION STAGE

Children in the Early Years Foundation Stage are taught within the KS1 class.

Our Early Years curriculum is frequently changing as we respond to our children's needs and interests. We plan for

children to learn through play and exploration opportunities, adult guided focus sessions and short whole class sessions.

The ways in which the children learn, the Characteristics of Effective Learning, underpin all that we do in Reception. We

support the children in thinking creatively, having their own ideas, and developing a sense of willingness to 'have a go'.

Play is essential for children's development and through play and exploration the children are encouraged to develop skills

in determination, concentration and a good attitude to learning. Adults observe the children as they play, support them and move their learning on, extending their language and thinking, and helping them to develop skills in all seven areas of learning.

ROLES AND RESPONSIBILITIES

The Headteacher is responsible for the day to day organisation of the curriculum and ensuring full coverage. Class teachers are responsible for planning at all levels, and delivery of the curriculum. They are encouraged to attend courses and INSET to ensure their subject knowledge and skills are sufficient to meet the requirements of the curriculum.

The Governor responsible for English is Mrs Jan Page.

The Governor responsible for Mathematics is Mr Peter Edge.

The Governor responsible for Special Educational Needs is Mrs Julia Hewgill

The Curriculum Committee is responsible for monitoring the success of the curriculum and reviewing this policy and subject policies. The Headteacher will report to the whole Governing Body on its implementation.

The following statements are taken directly from the National Curriculum.

ART AND DESIGN

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

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

COMPUTING

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also

ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

DESIGN AND TECHNOLOGY

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

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

GEOGRAPHY

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

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

HISTORY

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse

trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

LANGUAGES

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources

- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

- discover and develop an appreciation of a range of writing in the language studied.

MUSIC

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

PHYSICAL EDUCATION

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Agreed by the Governing Body:

Reviewed:...

Signed :.....Chair of Governors