



Walkwood
Church of England  Middle School

Curriculum Rationale

Respect – Believe - Succeed

Whole school

Intent	Implementation	Impact
<p data-bbox="107 282 629 316">What is the purpose of our curriculum?</p> <ul data-bbox="141 328 752 1318" style="list-style-type: none"> • Our curriculum content is structured and delivered in an age-appropriate and engaging way for all learners. • Our curriculum is ambitious and enables <i>all</i> pupils to possess the skills they need to succeed as learners. Each section of our curriculum is strategically planned to ensure information is built upon carefully and robustly; our curriculum is broad and balanced. • Pupil work is appropriately adapted so that all learners, regardless of ability and especially those with special educational needs and/or disabilities (SEND) and/or disadvantaged pupils, make optimum and swift progress. • Teaching draws out the opportunity for applying critical learning and thinking skills. • Reading is prioritised across the school, ensuring that reading for pleasure is celebrated as a focus of our learners. • Our four school values – Friendship, Honesty, Respect and Kindness – underpin everything we do in school. These values are in action throughout our school day. • We encourage pupils to step beyond familiar cultural boundaries and develop new ways of seeing the world. 	<p data-bbox="795 282 1368 316">How do we make sure that it is happening?</p> <ul data-bbox="826 328 1442 983" style="list-style-type: none"> • The Learning Journal within each subject is a key document, with three functions: <ul data-bbox="857 400 1442 647" style="list-style-type: none"> • To define ‘end points’, relevant to each year group and key stage; • To clarify subject specific skills; • To act as a reference point for both teachers and pupils in order to enable both to demonstrate next steps in progress. • This curriculum is published on the website. In addition, a Curriculum Calendar exists for each subject. • There is no specific lesson planning format that is required for all subjects. • Resources for the curriculum may be commercially available packages, or they could be materials that are prepared by colleagues and shared. 	<p data-bbox="1473 282 1951 316">How do we know that it is working?</p> <ul data-bbox="1505 328 2121 1038" style="list-style-type: none"> • Each year there is the opportunity for subject leaders, with appropriate teachers if there are any, to review the delivery of the curriculum on offer. A Department Action Plan follows the review and links to the school priorities. • Long and medium-term planning demonstrates adaptive teaching and reflects the results of audits, including Pupil Voice. • For English and Mathematics, the impact is determined in regard to KS2 outcomes. • Internal audits and moderation through the year inform a consideration of impact. • There is a two-year cycle of external inputs: one year has a Governor visit, while the other year involves an externally-lead review. • Impact can also be measured through key questioning skills built into lessons, child-led assessment, summative assessments and data analysis.

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English

Intent	Implementation	Impact
<p>What is the purpose of our curriculum?</p> <ul style="list-style-type: none"> We nurture well-read, shrewd, informed, enquiring and enthusiastic readers and writers, who are articulate speakers and assiduous listeners. Pupils explore reading material and other media accessible to them. We ensure coverage of all aspects of the English National Curriculum alongside the above. Our use of the Accelerated Reader program helps motivate readers to broaden their reading content and to strive to be the best reader (and thus writer) that they can be. Reading for pleasure is at the core of learning in English, and thus across all subject areas. We ensure high quality texts provide the opportunity for learners to become purposeful, motivated and confident writers and orators. We passionately develop a love of literature within our pupils which they will take with them beyond their middle school education. Drop Everything and Read is our cross-curricular drive for reading for pleasure, promoting literature and a love of reading across all subject areas. 	<p>How do we make sure that it is happening?</p> <ul style="list-style-type: none"> Carefully sequenced schemes of learning in English mean that coverage of skills is built upon systematically. Use of Learning Journals in English enables pupils to have a solid understanding of their own progression: which skills they have already harnessed and which they are still to develop. Pupils access a broad and balanced English curriculum, which ensures exposure to high quality texts from the very start of their time with us in Year 5. Pupils are immersed in a language-rich environment within their English lessons which allows exploration of high-quality lexicon and thus implementation of such vocabulary in their own spoken word and written work. Non-negotiable skills linked to high standards of spelling, punctuation and grammar underpin the expectations of our writers through the English curriculum. The implementation and monitoring of the Accelerated Reader program enables reading to be a key priority within and across the school. The implementation of Drop Everything and Read further compounds the school's focus upon reading for pleasure – both for pupils and for staff. 	<p>How do we know that it is working?</p> <ul style="list-style-type: none"> Reviews and audits reveal the progress which pupils make and how this is achieved through strong, confident teaching. Pupils leave our school as avid, confident readers who are interested in literature and read for pleasure, across various genres and topics. Ultimately our pupils read like writers and write like readers - the two skills are intertwined and carefully modelled by highly skilled English teachers. Pupils are able to analyse and consider a writer's techniques and to consider the cultural setting of a text. Through spoken language, pupils assert themselves in a plethora of situations, both formal and informal - and communicate with ease. Pupils have an extensive knowledge of vocabulary and can use it to express themselves readily and confidently.



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Mathematics

Intent	Implementation	Impact
<p data-bbox="98 304 779 347">What is the purpose of our curriculum?</p> <ul data-bbox="134 351 779 1375" style="list-style-type: none"> <li data-bbox="134 351 779 526">• We ensure coverage of all aspects of the Mathematics National Curriculum and provide a curriculum which caters for the needs of all individuals, ensuring challenge and problem solving for all abilities. <li data-bbox="134 534 779 646">• We ensure that teaching and learning is adaptive and reflective to enable every pupil to succeed. <li data-bbox="134 654 779 869">• We are committed to ensuring that pupils recognise the importance of maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. <li data-bbox="134 877 779 989">• We want all pupils to enjoy mathematics and to experience success in the subject, with the ability to reason mathematically. <li data-bbox="134 997 779 1141">• We are committed to developing pupils' curiosity about the subject, as well as an appreciation of the beauty and power of mathematics. <li data-bbox="134 1149 779 1375">• The teaching of fluency mathematical skills enables our pupils to be secure with the number that is found all around us and explicitly links to real-life. 	<p data-bbox="779 304 1460 347">How do we make sure that it is happening?</p> <ul data-bbox="817 351 1460 1375" style="list-style-type: none"> <li data-bbox="817 351 1460 542">• Carefully sequenced schemes of learning, which build upon prior learning, in maths mean that the coverage of skills is built upon, and that pupils progress carefully and systematically through the maths curriculum. <li data-bbox="817 550 1460 742">• Use of Learning Journals and the Question Level Analysis sheets, enable pupils to have a solid understanding of their own progression: which skills they have already understood and which they are still to develop. <li data-bbox="817 750 1460 861">• Teachers reinforce the expectation that all pupils can achieve high standards in Mathematics. <li data-bbox="817 869 1460 1101">• Adapted independent work provides the means for pupils to develop their fluency skills, before ensuring that all pupils, no matter their ability, have the opportunity to apply their knowledge to problem solving and reasoning questions. <li data-bbox="817 1109 1460 1260">• Assessment feeds directly into planning which enables teachers to swiftly adjust their own teaching, in order to enable all pupils to make optimal progress, regardless of ability. <li data-bbox="817 1268 1460 1375">• We understand the importance of consistency and the sharing of good practice, making use of CPD sessions and pupil progress meetings, 	<p data-bbox="1460 304 2139 347">How do we know that it is working?</p> <ul data-bbox="1500 351 2139 1375" style="list-style-type: none"> <li data-bbox="1500 351 2139 462">• Reviews and audits reveal the progress which pupils make and how this is achieved through strong, confident teaching. <li data-bbox="1500 470 2139 582">• Pupil voice shows pupils are engaged in the subject, are challenged and feel proud of their achievements during their time with us. <li data-bbox="1500 590 2139 742">• Pupils leave our school with a good understanding of the mathematical skills they have been taught. They can apply their fluency skills within problem solving and reasoning. <li data-bbox="1500 750 2139 941">• Internal and external assessments, alongside teacher assessments, demonstrate that pupils make good or better progress in mathematics whilst at Walkwood Church of England Middle School. <li data-bbox="1500 949 2139 1375">• The result of our carefully scaffolded curriculum and its delivery by specialist teachers means our pupils develop a natural confidence and aptitude with numbers, which enables them to be resilient and valuable in the workplace.

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Intent	Implementation	Impact
<ul style="list-style-type: none">The mathematical skills pupils have developed can then be taken through as a foundation for the workplace.	<p>to ensure we are always delivering the best possible outcomes for our pupils</p> <ul style="list-style-type: none">We take part in events such as The Primary Maths Challenge and the UKMT Junior and team competitions with our more able mathematicians, which provide ample opportunity for those pupils to apply and extend their own numerical skillset, as well as enabling them to enrich the thinking of their peers.	



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SEND

Intent	Implementation	Impact
<p>What is the purpose of our curriculum?</p> <ul style="list-style-type: none"> • We provide opportunities for our pupils to engage with a diverse and well-rounded curriculum. • We create a curriculum that sparks imagination, motivation and engagement. • We provide a positive and safe environment where pupils are to express own points of view, understand and respect other points of view. • We develop independent skills to implement in a range of contexts and environments. • We provide a curriculum that caters for the needs of all pupils, ensuring appropriate adaptation and challenge. • We deliver a curriculum that allows different needs and skills to be demonstrated through varying learning styles. • We offer opportunities for pupils to undertake activities taking on different skills and understanding, learning the importance of collaboration. 	<p>How do we make sure that it is happening?</p> <ul style="list-style-type: none"> • Through our provision of a holistic curriculum, incorporating academia, social communication and emotional well-being, we ensure understanding the needs and interests of the pupils. • We develop a range of activities and strategies to develop confidence and allow pupils to express themselves in a variety of ways. • We are sure to include adaptation of resources such as: visual, verbal and kinaesthetic resources. • Deployment of Teaching Assistants is strategically considered. • We provide interventions as necessary. • We incorporate assessments to supply meaningful data. • We frequently review our Schemes of Work and responses of pupils. 	<p>How do we know that it is working?</p> <ul style="list-style-type: none"> • Internal audits, external reviews and moderation reveal positive areas and development opportunities. • Staff surveys express confidence in the delivery of lessons for the inclusion of SEND pupils. Identification of areas of need are developed through training and resources. • Pupils demonstrate engagement and motivation within lessons. • Pupils make progress in the different areas of need. • Parental views of the inclusion and identification, support and development of pupils. • Inclusion of SEND pupils in extracurricular activities.



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Intent	Implementation	Impact
<ul style="list-style-type: none">• We equip pupils with skills so they can develop lifelong learning and the ability to undertake tasks independent using problem solving skills they have enquired.• We nurture social communication skills to have the confidence when sharing ideas and opinions.• Pupil resilience is enhanced in the ability to reflect on own work and take on the opinions of others.• Pupils develop self-worth, self-esteem and inclusion.• We understand and appreciate differences and how to respectfully approach these.• Our staff foster curiosity about subjects and develop areas of interest to further investigate.• Nurture skills that can be taken further into their next stage of education and adult life.		



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Personal Social and Health Education

Intent	Implementation	Impact
<p data-bbox="98 282 779 319">What is the purpose of our curriculum?</p> <ul data-bbox="143 327 779 1375" style="list-style-type: none"> <li data-bbox="143 327 779 550">• We aim to promote children’s knowledge, self-esteem, emotional wellbeing and resilience, and to help them to form and maintain age-appropriate, worthwhile and positive relationships through appropriate relationship and sex education (RSE). <li data-bbox="143 558 779 710">• We ensure that pupils are also encouraged to consider what their future career might be and provide the interpersonal skills for this to be enacted in the future. <li data-bbox="143 718 779 869">• Pupils are taught to have respect for themselves, and for others, within our local, national and global communities and are made aware of how to keep themselves safe. <li data-bbox="143 877 779 1029">• We want pupils to be equipped to consider their place in the world outside of education and prepare them for their future path of choice. <li data-bbox="143 1037 779 1189">• We aspire to develop our pupils’ sense of self-worth as individuals, so they can accept differences in opinions and maintain respect for others on a life-long basis. <li data-bbox="143 1197 779 1348">• We inspire within pupils a curiosity about the world they live in and the variety of people who surround them, enabling them to continually ask questions and seek answers. <li data-bbox="143 1356 779 1375">• 	<p data-bbox="786 282 1458 319">How do we make sure that it is happening?</p> <ul data-bbox="824 327 1458 1375" style="list-style-type: none"> <li data-bbox="824 327 1458 438">• Schemes of learning build upon skills and knowledge over the key stages, reflecting back on different religious views. <li data-bbox="824 446 1458 558">• We use a range of activities to develop confidence and allow expression in a variety of ways. <li data-bbox="824 566 1458 718">• Pupils engage in guided group discussion which prepares structure for later written work, supported by scaffolding enabling all levels of ability to achieve success. <li data-bbox="824 726 1458 877">• We regularly review the themes of the scheme and the responses of the pupils, resulting in changes to the delivery; ensuring the scheme matches the needs of the pupils at Walkwood <li data-bbox="824 885 1458 997">• We respond to local and world events in our teaching, so pupils can make meaningful connections to our values. <li data-bbox="824 1005 1458 1197">• We ensure our pupils have the aptitude, interpersonal skills and opportunity to effectively communicate, and add value within the workplace, raising our pupils’ employability skills. 	<p data-bbox="1464 282 2139 319">How do we know that it is working?</p> <ul data-bbox="1503 327 2139 1375" style="list-style-type: none"> <li data-bbox="1503 327 2139 438">• We incorporate a range of assessments, in particular extended writing which shows success of scaffolding. <li data-bbox="1503 446 2139 558">• Long and medium-term planning demonstrates adaption reflecting the results of audits, especially pupil voice. <li data-bbox="1503 566 2139 678">• Pupil voice audits reveal the depth of understanding of the subject content, but also the application of it to the wider world. <li data-bbox="1503 686 2139 766">• Pupils have a clear understanding about how to keep themselves safe. <li data-bbox="1503 774 2139 917">• Impact can also be seen in pupils’ verbal responses, as they articulate their viewpoints respectfully as well as understanding why some people might have a different view. <li data-bbox="1503 925 2139 1005">• Pupils show a good understanding of Relationship, Sex and Health education.

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Religious Education

Intent	Implementation	Impact
<p>What is the purpose of our curriculum?</p> <ul style="list-style-type: none"> • We aim for pupils to learn about religious and world views allowing them to make greater sense of the world around them. • Pupils develop the ability to formulate their own opinion and be able to express their views respectfully, taking account of the view of others. • Pupils are encouraged to have a love and appreciation, rather than a fear of difference, and to show kindness in their lives. • Pupils glean an understanding of how people’s actions can be shaped by religious teachings and various world views. • Pupils will investigate the diversity and richness that can be brought to communities thanks for religion, secularism, alternative worldviews. 	<p>How do we make sure that it is happening?</p> <ul style="list-style-type: none"> • The <i>Worcestershire Agreed Syllabus</i> is implemented across the four years. • Our carefully planned curriculum allows pupils to study elements from the major world religions. • The school is built upon Christian values and pupils habitually immerse themselves in Collective Worship enabling them to practice our values whilst developing a greater theological understanding. • Pupils are supported in developing the school vision and values; pupils become proficient at expressing their thoughts and opinions respectfully. • We use a mixture of modern case studies as well as traditional texts and scripture to diversify the range of materials used. 	<p>How do we know that it is working?</p> <ul style="list-style-type: none"> • Class discussion and pupil work will reflect development in understanding of how culture and religious belief can influence a person’s actions and choices. • A range of scripture is utilised in lessons, interpreted and analysed by pupils. • Pupils use their knowledge of religions to apply these to how we live our lives today. • Pupils demonstrate understanding of similarities and differences in belief as well as to explain why. • Pupils can explain how religion may shape the way people live their lives and the impact this may have on society



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History

Intent	Implementation	Impact
<p data-bbox="107 282 629 316">What is the purpose of our curriculum?</p> <ul data-bbox="138 328 763 1294" style="list-style-type: none"> • We foster pupils’ understanding of ‘belonging and being’ and how they connect to the past, live in the present and look to the future. • We aim to provide pupils with the skills and guidance to develop their own knowledge and ignite their passion for History. • We strive to allow our children to develop a positive attitude towards becoming confident historians through the three domains: historical knowledge, historical concepts and historical enquiry. • History aims to enable pupils to develop their knowledge, understanding and skills by becoming independent thinkers and questioners, acquiring a solid basis for lifelong learning. • Pupils justify and develop opinions of the past but also use this knowledge within their own lives and recognise how the world around us is ever changing and that we use the past to learn from our mistakes. • Pupils develop a chronological understanding of the world we live in and understand the consequences of actions through past, present and future. 	<p data-bbox="795 282 1368 316">How do we make sure that it is happening?</p> <ul data-bbox="826 328 1442 1350" style="list-style-type: none"> • Topics taught have been carefully selected to support the teaching of chronology, so pupils can learn sequentially over time periods and reflect. Building their own timeline of history as they progress through the school and key stages. • Skills are frequently revisited; our lesson plans and resources help pupils build on prior knowledge alongside introducing new skills and challenge. Referring to British values within topics. • Key vocabulary word mats are used in scheme of work and built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that pupils are allowed opportunities to repeat and revise this knowledge. • Knowledge organisers are used at the start of each topic to help pupil prepare for their learning ahead and revisit when needed. • We intend to inspire pupils and practitioners to develop a love of History. • Cross curricular aspects are embedded within schemes of work with other subjects for example: English, Mathematics and Science to encourage a broad and balanced curriculum. 	<p data-bbox="1473 282 1951 316">How do we know that it is working?</p> <ul data-bbox="1505 328 2128 951" style="list-style-type: none"> • Pupils are consistent with their use of historical technical vocabulary. • We want to ensure that History is loved by the practitioners teaching it and pupils, therefore encouraging them to continue building on this wealth of historical knowledge and understanding. • Impact can also be measured through key questioning skills built into lessons, child-led assessment, summative assessments and data analysis. • Ultimately pupils leave Walkwood Church of England Middle School as competent historians with a passion for learning about the past and an appreciation of what has come before us.



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Geography

Intent	Implementation	Impact
<p>What is the purpose of our curriculum?</p> <ul style="list-style-type: none"> • At the heart our curriculum across both key stages is the aspiration that pupils make sense of the world around them understanding how people, place and the environment are all connected. • Our curriculum includes all objectives and aspects required within the National Curriculum. • We equip pupils with the skills to develop their knowledge through studying places, people as well as the natural and human environments. • Finally, ignite their passion for Geography and consider potential careers within this field. • Geography aims to enable pupils to develop their knowledge, understanding and skills by becoming independent thinkers and questioners, acquiring a solid basis for lifelong learning. <ul style="list-style-type: none"> • We encourage curiosity, a passion to learn and a ‘go-for-it’ attitude towards learning by pushing pupils’ own boundaries. • Pupils develop an understanding of the world we live in and consider the 	<p>How do we make sure that it is happening?</p> <ul style="list-style-type: none"> • Skills are frequently revisited; our lesson plans and resources help pupils build on prior knowledge alongside introducing new skills and challenge. • Key vocabularies are used in scheme of work and built into each lesson. This vocabulary in additional resources to ensure that pupils are allowed opportunities to repeat and revise this knowledge. • Knowledge organisers are used at the start of each topic to help pupil prepare for their learning ahead and revisit when needed. • We intend to inspire pupils and practitioners to develop a love of Geography and see how they world is constantly changing. • Cross curricular aspects are embedded within schemes of work with other subjects for example: English, Mathematics and Science to encourage a broad and balanced curriculum. • 	<p>How do we know that it is working?</p> <ul style="list-style-type: none"> • Pupils are consistent with their use of geographical technical vocabulary. • Pupils can distinguish between the different types of geography. • We want to ensure that Geography is loved by the practitioners teaching it and pupils, therefore encouraging them to continue building on this wealth of knowledge and understanding. • Impact can also be measured through key questioning skills built into lessons, child-led assessment, summative assessments and data analysis. • Pupils enjoy the subject of geography, and it will encourage them to want to visit new places and undertake new life experiences now and in the future. • Ultimately pupils leave Walkwood Church of England Middle School as competent and resilient geographers with a passion for learning about their locality and the global community around them.



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Intent	Implementation	Impact
<p>consequences of human actions through past, present and future.</p> <ul style="list-style-type: none">• Pupils demonstrate an appreciation of our local area and global community, understanding that they can make a difference in society.		



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Science

Intent	Implementation	Impact
<p data-bbox="98 282 779 319">What is the purpose of our curriculum?</p> <ul data-bbox="143 327 750 1337" style="list-style-type: none"> <li data-bbox="143 327 750 486">• We deliver an engaging and challenging curriculum so that pupils develop a scientific perspective of the world around them and can make informed decisions. <li data-bbox="143 494 750 654">• We aim to prepare our pupils effectively for the future to make them confident, responsible members of the school and wider community. <li data-bbox="143 662 750 742">• We ensure coverage of all aspects of the Science National Curriculum. <li data-bbox="143 750 750 909">• Through studying environmental issues, pupils will also develop their understanding of what it means to be a ‘global citizen’. <li data-bbox="143 917 750 1125">• We enable pupils to develop their knowledge, understanding and skills by becoming independent thinkers and questioners, acquiring a solid basis for lifelong learning. <li data-bbox="143 1133 750 1252">• We encourage curiosity and a passion in our pupils for them to learn about the world around them. <li data-bbox="143 1260 750 1337">• We ensure that all pupils gain an understanding of science to make them 	<p data-bbox="786 282 1458 319">How do we make sure that it is happening?</p> <ul data-bbox="824 327 1442 949" style="list-style-type: none"> <li data-bbox="824 327 1442 438">• Carefully sequenced schemes of learning mean that coverage of scientific skills and knowledge is built upon systematically. <li data-bbox="824 446 1442 566">• Use of Learning Journals enables pupils to have a solid understanding of their own progression. <li data-bbox="824 574 1442 742">• An essential component of working scientifically is doing things in a scientific way and understanding the use of ‘the scientific method.’ <li data-bbox="824 750 1442 829">• Scientific literacy, communication skills and numeracy underpin the curriculum. <li data-bbox="824 837 1442 949">• Pupils given career information, advice, and guidance with several opportunities to talk about different scientific roles. 	<p data-bbox="1464 282 2139 319">How do we know that it is working?</p> <ul data-bbox="1518 327 2114 829" style="list-style-type: none"> <li data-bbox="1518 327 2114 438">• Reviews and audits reveal the progress which pupils make and how this is achieved. <li data-bbox="1518 446 2114 598">• Internal and external assessments, alongside teacher assessments, demonstrate that most pupils make good or better progress. <li data-bbox="1518 606 2114 710">• Pupil voice shows pupils are engaged in the subject, are challenged, and feel proud of their achievements. <li data-bbox="1518 718 2114 829">• Pupils leave Our school with a good understanding of the scientific skills and knowledge they have been taught.



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Intent	Implementation	Impact
<p>critical thinkers and to enable them to challenge, debate and understand.</p> <ul style="list-style-type: none">• We passionately develop a love of science within our pupils which they will take with them beyond their middle school education.• We demonstrate an appreciation of our local area and global community, and understand that pupils can make a difference in society.• We are committed to developing pupils’s curiosity about the subject, as well as an appreciation of the beauty and wonder of the world around us.		



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Physical Education

Intent	Implementation	Impact						
<p>What is the purpose of our curriculum?</p> <ul style="list-style-type: none"> The schemes of work cover all aspects of the National Curriculum meaning pupils will experience a broad range of topics. We encourage curiosity and engagement with a variety of different sporting and fitness activities. We provide pupils with a varied curriculum so they develop skills for lifelong learning and encourage lifelong participation in physical exercise, so they remain fit and healthy. We allow pupils to develop the skills necessary for varied team roles. We provide opportunities for pupils to evaluate and comment on performances of themselves and others in order to improve. We promote a love of physical activity and learning, so pupils experience a sport they enjoy and may wish to continue further. We offer opportunities for pupils to compete at district/county/national. 	<p>How do we make sure that it is happening?</p> <ul style="list-style-type: none"> Through the use of our Learning Journals pupils develop their ‘Head’, ‘Hands’ and ‘Heart’ skills. <table border="1" data-bbox="790 437 1469 887"> <thead> <tr> <th data-bbox="790 437 1059 496">Head Love to Learn</th> <th data-bbox="1070 437 1279 496">Hands Learn to Live</th> <th data-bbox="1290 437 1469 496">Heart Live to Love</th> </tr> </thead> <tbody> <tr> <td data-bbox="790 504 1059 887"> <p>This area involves the ‘thinking’ element of PE and the passion for wanting to improve and learn more:</p> <ul style="list-style-type: none"> Critical thinking Problem solving identification/ evaluation/analysis Decision making-tactics </td> <td data-bbox="1070 504 1279 887"> <p>This area involves the skills developed, which can be transferable into different areas of pupil life:</p> <ul style="list-style-type: none"> Leadership Roles Sport specific skill development Creativity </td> <td data-bbox="1290 504 1469 887"> <p>Finally, this area is about modelling the our values as well as:</p> <ul style="list-style-type: none"> Character Mindset Expression </td> </tr> </tbody> </table> <ul style="list-style-type: none"> This provides pupils with a range of transferable skills, not just those specific to the sport itself, but that can be used in a variety of subjects and within the community – helping to develop the holistic child. Sequential planning enables progression within and across lessons, allowing pupils’ ‘Head’, ‘Hands’ and ‘Heart’ objectives evolve. Skills are reinforced and revisited to check pupil understanding and ensure the fundamentals are being built upon. 	Head Love to Learn	Hands Learn to Live	Heart Live to Love	<p>This area involves the ‘thinking’ element of PE and the passion for wanting to improve and learn more:</p> <ul style="list-style-type: none"> Critical thinking Problem solving identification/ evaluation/analysis Decision making-tactics 	<p>This area involves the skills developed, which can be transferable into different areas of pupil life:</p> <ul style="list-style-type: none"> Leadership Roles Sport specific skill development Creativity 	<p>Finally, this area is about modelling the our values as well as:</p> <ul style="list-style-type: none"> Character Mindset Expression 	<p>How do we know that it is working?</p> <ul style="list-style-type: none"> Reflection of the Departmental Action Plan and its link to the school priorities. Pupils apply their knowledge, understanding, skills and values to a range of physical activities and adapt to different situations and challenging environments. Pupil Voice shows pupils are engaged in the subject, are challenged, and feel proud of their achievements.
Head Love to Learn	Hands Learn to Live	Heart Live to Love						
<p>This area involves the ‘thinking’ element of PE and the passion for wanting to improve and learn more:</p> <ul style="list-style-type: none"> Critical thinking Problem solving identification/ evaluation/analysis Decision making-tactics 	<p>This area involves the skills developed, which can be transferable into different areas of pupil life:</p> <ul style="list-style-type: none"> Leadership Roles Sport specific skill development Creativity 	<p>Finally, this area is about modelling the our values as well as:</p> <ul style="list-style-type: none"> Character Mindset Expression 						

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Design Technology

Intent	Implementation	Impact
<p>What is the purpose of our curriculum?</p> <ul style="list-style-type: none"> • Design and Technology involves applying knowledge and skills when designing and making products. • The activities undertaken enable pupils to consider the needs of individuals and society. • Pupils in all year groups work in the areas of Resistant Materials and Food and use a range of materials and processes. • Pupils are provided with a varied Design Technology curriculum which enables pupils to develop skills for life. • The curriculum is designed to encourage pupils to solve problems. • Pupils work independently and as part of a team. • The schemes of work give pupils opportunities to research and evaluate. • Pupils appreciate that there are alternative viewpoints to their own in offering design solutions so they respect diversity. • We want pupils to have ambitions and to grow up wanting to be to apply knowledge and skills to appropriately technological and design careers. 	<p>How do we make sure that it is happening?</p> <ul style="list-style-type: none"> • Schemes of work provide the framework for learning and teaching in Design Technology. • Carefully sequenced schemes of learning mean that coverage of design skills and knowledge is built upon systematically. • Schemes of work are sequential with a range of adaptive tasks to aid progression. • Use of Learning Journals enables pupils to plot their own progress, evaluate performance and set targets. • Non-negotiable skills linked to high standards of presentation, and attitude to learning. 	<p>How do we know that it is working?</p> <ul style="list-style-type: none"> • Each year the delivery of the curriculum on offer is reviewed. A Department Action Plan follows the review and links to the school priorities. • Assessment information is collected and analysed termly. • Book scrutinies, lesson observations and learning walks throughout the year ensure consistency. • Information is gathered from Pupil Voice. • Internal audits and moderation through the year inform a consideration of impact.



Respect – Believe - Succeed

Computing

Intent	Implementation	Impact
<p>What is the purpose of our curriculum?</p> <ul style="list-style-type: none"> • The computing schemes of work cover aspects of the national curriculum; dividing this into three main areas – Digital Literacy, Information technology and Coding. • The areas of study for each year group are synchronised, with planned content which progresses through the four years. • Our intended outcomes for pupils are to embrace technology and to use technology effectively. • Pupils engage with different programmes, software and applications and do so safely and appropriately. • We provide opportunities for pupils’ creativity and independence, where they can develop ideas systematically. • We develop a love of computing within our pupils which they will confidently take with them into a variety of educational and work-related settings. • We challenge our pupils to ask questions, explore their answers and develop their understanding of technology beyond the school environment. • Pupils use computing safely and respectfully in order to demonstrate appreciation of the sensitivities of others and for themselves. 	<p>How do we make sure that it is happening?</p> <ul style="list-style-type: none"> • Sequential schemes of work within the curriculum calendar encompass a range of differentiated activities to build on skills and knowledge. • Pupils apply their computing knowledge across the curriculum. • Skills are reinforced and revisited to check pupil understanding and ensure the fundamentals are being built upon. • Learning Journals aid and facilitate pupil centred assessment, allowing pupils to understand where they are, where they are going and what they can do to achieve this. 	<p>How do we know that it is working?</p> <ul style="list-style-type: none"> • Reflection of the Departmental Action Plan and its link to the school priorities. • We review in lessons how well pupils apply their knowledge, understanding, skills and values to a range of computing activities and adapting to different situations and challenging tasks. • We use internal audits and external reviews to evaluate the progression of pupils through their Learning Journals and reflection of what they need to do to progress. • We review the use of schemes of work and the consistency of delivery across the department.



Respect – Believe - Succeed

Music

Intent	Implementation	Impact
<p>What is the purpose of our curriculum?</p>	<p>How do we make sure that it is happening?</p>	<p>How do we know that it is working?</p>
<ul style="list-style-type: none"> We ensure coverage of all aspects of the National Curriculum for Music. Pupils experience a variety of opportunities to develop the skills of performing, composing, listening, reviewing and evaluating. We provide the opportunity to learn to play a musical instrument and develop an interest in the performing arts. We encourage and develop skills for lifelong learning and creativity using a variety of different instruments. We develop an appreciation, interest and understanding of the importance of music from around the world. We encourage participation in musical activities both in school and in the wider community. <ul style="list-style-type: none"> We passionately develop a love of music within our pupils which they will take with them into the future. We provide opportunities for pupils to share their love of performing through concerts and musical productions. 	<ul style="list-style-type: none"> We have sequenced schemes of learning in Music so that the coverage of musical skills and knowledge is built upon systematically. Use of Learning Journals in Music gives pupils a solid sound understanding of their own progression. Opportunities are provided for those pupils with musical ability and talent to flourish. The practical nature of the subject allows all pupils to participate and achieve, whatever their ability. We ensure there are opportunities for pupils to experience live performances from visiting practitioners and musicians. 	<ul style="list-style-type: none"> Annual reflection of the departmental action plan and its link to the school priorities. Reflection of the Departmental Action Plan and its link to the school priorities. A two-yearly review cycle, alternating a Governor visit and an externally-lead subject review. Information is gathered from Pupil Voice. Pupils who receive instrumental tuition have success in graded music exams. Many pupils demonstrate a passion for participation in school and public performances.



Respect – Believe - Succeed

French

Intent	Implementation	Impact
<p data-bbox="107 282 631 316">What is the purpose of our curriculum?</p> <ul data-bbox="138 327 761 1292" style="list-style-type: none"> • We foster pupils’ inquisitiveness and understanding of the wider world. • We create opportunities for pupils to communicate in French and to use their creativity in order to acquire new vocabulary. • We ensure coverage of aspects of the National Curriculum for Modern Foreign Languages. • We believe that the learning of a foreign language provides a valuable, educational, social and cultural experience for pupils. • Pupils develop a toolbox of skills leaving them equipped to understand and respond to spoken and written French. • Supportive environments entice pupils to practice and develop their language skills with confidence. Interactive and relevant resources provide the opportunity for learners to practice their language skills with their peers. • We develop an understanding of languages and culture which our pupils will take with them throughout their lives as global citizens. • High quality languages education fosters pupils’ curiosity and deepens their understanding of the world. • We encourage pupils to step beyond familiar cultural boundaries and develop new ways of seeing the world. 	<p data-bbox="795 282 1368 316">How do we make sure that it is happening?</p> <ul data-bbox="826 327 1449 1129" style="list-style-type: none"> • Logically sequenced schemes of learning in French mean that coverage of skills is built upon systematically. Furthermore, pupils start their learning journey describing their immediate environment (family and friends) and end their journey learning about the wider world (Francophone countries). • Use of Learning Journals in French enables pupils to have a sound understanding of their own progression. • Pupils access a wide and varied French curriculum, which encourages pupils to speak coherently and confidently, with increasingly accurate pronunciation and articulation. • Pupils are exposed to authentic language through stories, songs, poems and film to stimulate ideas, develop creative expression and to expand their understanding of the world. • Pupils are challenged to write accurately and confidently, with attention to syntax and punctuation. 	<p data-bbox="1473 282 1955 316">How do we know that it is working?</p> <ul data-bbox="1505 327 2121 997" style="list-style-type: none"> • Pupils leave our school as open-minded and tolerant individuals, with a keenness to learn about other cultures. • Reviews and audits reveal the progress which pupils make and how this is achieved. • Pupils have a positive attitude to their French lessons, as shown through pupil voice and observations. • Pupils go on to learn a foreign language at GCSE level. • Pupils have an extensive knowledge of phrases and vocabulary and can use this knowledge to express themselves to a French person(s). • Pupils are curious about other cultures and languages and wish to explore these further. • Reflection of the Departmental Action Plan and its link to the school priorities.



Respect – Believe - Succeed

Art

Intent	Implementation	Impact
<p>What is the purpose of our curriculum?</p> <ul style="list-style-type: none"> We encourage pupils to express creative ideas in a visual form. We ensure pupils gain a comprehensive range of skills which are sequentially built upon, to enable them to show their ideas practically, in a wide range of media, materials, processes and techniques. Through the teaching of subject vocabulary and keywords, we allow pupils to become familiar with and apply 2D and 3D artistic forms. We facilitate pupils' design decisions and visual outcomes, referencing the work of artists and designers, both historical and contemporary. We demonstrate mathematical concepts such as weight, proportion, scale, balance and form. We develop visual communication skills and encourage self-expression, emotion and self-identity. We enable critical thinking and the ability to interpret the world around us is highly exercised. We cover a wide range of 2D and 3D skill set and applying these to a wide range of themes and topics. 	<p>How do we make sure that it is happening?</p> <ul style="list-style-type: none"> We ensure that schemes of work progressively develop artistic and design skills within project themes. Learning journals are used to record pupil progress. The art classroom environment encourages visual communication and aids the development for presentation techniques, range of practical 2D/3D skills. It allow experience of different media, materials, processes and techniques and the sizes, scales and shapes of artwork that they can be produced. Non-negotiable skills are linked and presented in sketchbooks. We ensure opportunities to join a range of art clubs over the academic year. This aims to develop specialist knowledge and understanding of processes and techniques and links to art specialist industries. 	<p>How do we know that it is working?</p> <ul style="list-style-type: none"> We conduct reviews and audits internally and externally throughout the year. The impact of what we teach can also be seen during standardisation and book scrutiny. The Department Action Plan is regularly reviewed and evaluated. Pupil progress is tracked and reflected upon during marking and assessment and Learning Journals. Pupils have a confident understanding of different art specialisms ready for the high school options process. Pupils' development of skills, ability and use of artistic vocabulary is evident in sketchbooks, classroom and whole school displays. Pupils have a stronger and better understanding of how to manipulate and work with a wide range of media, materials, process and techniques. Use of artistic language is evident within class questions and answers and one to one discussion, and can be justified by pupils.



Respect – Believe - Succeed

Intent	Implementation	Impact
<ul style="list-style-type: none">• We help pupils to step out of their comfort zone when experimenting and working with new materials and media.• We include reference to a wide range of contextual and cultural references and use of materials, media, processes and techniques.		

