Chantry Community Primary School

Foundation Subjects Policy

Art and Design
Design Technology
Computing
History
Geography
Languages
Music

June 2016

The Curriculum

The curriculum is all the planned activities organised to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of additional activities the school organises to enrich the experiences of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

Inclusion is at the heart of our school development to ensure we treat all children equally and that they learn and progress equally with their peers. Teaching and support are integrated together to overcome barriers to learning and participation.

At Chantry Community Primary School we have discrete policies for Literacy, Mathematics, Science, Computing, Personal, Social and Health Education and Religious Education. All other foundation subjects are covered in this generic policy.

This policy is supported by the Curriculum Policy, Teaching and Learning Policy, the Feedback for Learning Policy, SEN policy and the Dyslexia Policy. However, as a reminder a brief overview is included:

Teaching and Learning

We accept that quality achievement depends upon structured progression that is based upon a continuity of curriculum experience. It is also agreed that pupil progression and curriculum continuity depend on the teaching staff having a shared view of achievement, consistent teaching practices and an agreed approach to assessment and recording. Comprehensive policies have been devised for this purpose. The school's policy on Teaching and Learning forms the main focus of curriculum development and concentrates on providing a clear view of the values and direction that the school wishes to pursue. Everyone concerned with the school has to be clear about the overall direction of the school and there will be a clear understanding of the policy on teaching and learning.

Assessment for Learning

Assessment for learning underpins all teaching and learning at Chantry, recognising and raising pupils' achievements through appropriate, ambitious targets. Rigorous assessment (in line with the *Feedback for Learning Policy*) gathered from a variety of sources, based on the National Curriculum assessment criteria, is used to plan inspiring lessons to develop identified learning needs. Assessment and monitoring of progress for each foundation subject is completed either during or at the end of each learning journey. Each class has an individual assessment sheet that is used to highlight progress and achievement. The use of Target Tracker to track children's progress will be introduced, starting with the core subjects in January 2016

Children with Special Educational Needs

The curriculum at Chantry is designed to provide access and opportunity for all children who attend the school. Children learn better when they are not frustrated by the inability to

access their work and when they can join in with their peers. We are committed to providing support for children who find learning, especially reading, difficult. We provide resources to support them using communicate in print, alternative methods of recording, practical resources and visual support. Photographs are used as important evidence of pupils' learning and are encouraged as an alternative method of recording. Success criteria must be clear, it may be supported with symbols and may be differentiated according to the needs of the individual child or group of children.

Many children with special needs may only need slight adjustments to the curriculum and our ethos is to be inclusive in all we do. Therefore, we will provide additional resources and additional support.

Planning

It is our policy at Chantry to plan for all lessons. Planning is based on careful assessment of the needs of the children; planning should also show how learning is differentiated.

British Values

At Chantry, we want children to develop a sense of the wider community in which they live and develop into effective members of society. British values of: democracy, the rule of law, individual liberty, mutual respect and acceptance of those with different faiths and beliefs are embedded throughout our curriculum.

Our teaching includes social and moral responsibility, community involvement and political awareness. We promote the idea of becoming an active member of the local community. Through the curriculum, children learn about democracy, law, human rights, environmental issues, democratic communities and how they function; preparing them for the responsibilities of adult life.

Art and design

Ethos

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The understanding, appreciation and enjoyment of the visual arts enriches all our lives.

How it is taught

We use a variety of teaching and learning styles in art and design. Our principal aim is to develop the children's skills, understanding and knowledge. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. Children's experiences and learning in art and design are met through the objectives in their learning journeys. Children will experience a mixture of whole-class teaching and individual/group activities. Children are encouraged to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. Children are given the opportunity within lessons to work on their own and collaborate with others.
We recognise and cater for children of differing ability; we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies: setting common tasks that are open-ended and can have a variety of responses, setting tasks of increasing difficulty, grouping children by ability and differentiating, using different resources and using adults to support.

What's taught and when

Art and design is a foundation subject in the National Curriculum. At Chantry Community Primary School we use the National Curriculum Programme of Study as the basis for our curriculum planning in art and design. We have developed a skills based curriculum. The focus for our art skills are; drawing, painting, printing, textiles, collage, 3D form and ongoing skills, these progress year on year.

We carry out the curriculum planning in art and design within our learning journey planning. Our long-term plan maps out the learning journeys covered in each year group, each term, throughout the year.

Our overview of the unit shows the subject focus and the theme. Art will appear as the creative subject within a learning journey three times a year. The initial ideas and where these will lead are illustrated within the learning journey overview.

The learning journey planning will state the objective, skills and success criteria for each lesson. The art will fit within the learning journey planning, as part of the whole project, but when art is taught there will be a specific focus on an art objective or skill.
We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, planned progression is built into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. In addition to the

art taught in the learning journeys, there is an art week each year to really focus on art skills and children producing an outcome they are proud of.

Foundation Stage

Art and design is available daily as part of Creative Development in the Early Years Foundation Stage and skills are taught throughout the year. Creative Development is seen as an essential part of a child's development, allowing time for exploration and experimentation with a wide range of resources and media. Art and Design makes a significant contribution to the ELG objectives of developing a child's creativity and imagination, relating directly to, and enriching children's experiences and beginning to support their development of cultural awareness.

Design and technology

Ethos

Design and technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team.

They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all pupils can become discriminating and informed users of products, and become innovators.

How it is taught

We use a variety of teaching and learning styles in design and technology. Our principal aim is to develop the children's skills, understanding and knowledge. Children apply their skills, knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

We recognise and cater for children of differing ability; we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies: setting common tasks that are open-ended and can have a variety of responses, setting tasks of increasing difficulty, grouping children by ability and differentiating, using different resources and using adults to support.

What's taught and when

Design and technology is a foundation subject in the National Curriculum. At Chantry Community Primary School we use the National Curriculum Programme of Study as the basis for our curriculum planning in design and technology. We have developed a skills based curriculum. The focus for our D.T skills are; developing planning, communicating ideas, working with tools, equipment and materials and evaluating processes and products.

We carry out the curriculum planning in D.T within our learning journey planning. Our long-term plan maps out the learning journeys covered in each year group, each term, throughout the year.

Our overview of each learning journey shows the subject focus and the theme. Design and technology will appear as the creative subject within a learning journey three times a year. The initial ideas and where these will lead are illustrated within the learning journey overview.

The learning journey planning will state the objective, skills and success criteria for each lesson. The D.T will fit within the learning journey planning, as part of the whole project, but when D.T is taught there will be a specific focus on a D.T objective or skill.

We plan the activities in design and technology so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, planned progression is built into the curriculum map, so that there is an increasing challenge for the children as they move up through the school.

Foundation Stage

Design Technology is available daily as part of Creative Development in the Early Years Foundation Stage and skills are taught throughout the year. Creative Development is seen as an essential part of a child's development, allowing time for exploration and experimentation with a wide range of resources and media. Design Technology makes a significant contribution to the ELG objectives of developing a child's creativity and imagination, relating directly to, and enriching children's experiences.

Computing

Ethos

The 2014 national curriculum introduces a new subject, computing, which replaces ICT. This represents continuity and change, challenge and opportunity. Chantry has taken this opportunity to review and enhance current approaches in order to provide an even more exciting and rigorous curriculum that addresses the challenges and opportunities offered by the technologically rich world in which we live. We have, and will continue to, invest in technology that ensures our pupils have available up to date equipment that enables them to access our digital world.

The Computing subject leader and the Headteacher will continually monitor the resources required to deliver the Computing element of the new National Curriculum.

Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.

The Acceptable Use of ICT Policy and the E Safety Policies should also be read in conjunction with this policy.

The Nature of Computing

The new National Curriculum presents the subject as one lens through which pupils can understand the world. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media. The introduction makes clear the three aspects of the computing curriculum: **computer science** (CS), **information technology** (IT) and **digital literacy** (DL).

How it is taught

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.

At Chantry Primary School, computing will be taught both as a discrete subject, and in a cross-curricular way when the opportunity presents itself. There are computers available in all classrooms and two trolleys of laptops shared between all year groups along with a trolley of Ipads and a range of other resources such as programmable toys.

Foundation Stage

In the Foundation Stage, the Information Communication Technology requirements stated in the Knowledge and Understanding of the World element of the Early Learning Goals Foundation Curriculum, are covered in continuous and blocked units. Technology is available at all times to our EYFS children through computers, Ipads and programmable toys.

Assessment

Assessment is an integral part of the teaching progress, it not only informs planning, it ensures progress is being made by every child. During discrete computer lessons and at the end of a project where information technology is used, observations are made and feedback provided for pupils to improve on next time. At the end of each assessment period pupils are assessed as either working toward the expected level, at the expected level or working securely.

What is taught and when

The new National Curriculum states that pupils should be taught to:

Computing scheme of work

Red = Computer science / programming (to be taught in discrete computing lessons)
Blue = Information technology / using software
Green = Digital literacy / e-safety

Year	R	1	2
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Following instructions, e.g. walk through a maze Create instructions and record, e.g. tell someone how to get to another point in the room Sequences of instructions	Role plays – giving instructions to each other, e.g. draw shapes Explore what happens when you follow instructions and certain steps are missing Maze game	Look at software programs and predict what they will do Use available software to amend a program and explore what happens, e.g. Scratch Junior or Espresso coding Play and create 2DIY games
Create and debug simple programs	Explore what programmable toys like Beebots and apps can do, e.g. move around the room	Make something happen for a purpose, e.g. Probots, Control a robot online Move around a map printout	Make a simple program to move objects around the screen, e.g. Kodu
Use logical reasoning to predict the behaviour of simple programs	Walk through talk through instructions,	This is linked to the aspects above + after using a programmable toy to follow a route by direct commands, ask the pupils to write down a list of commands before entering them into keypad; if it is not right they change their written 'program' before re-entering the instructions	This is linked to the aspects above + ask, "what shape does this draw? Forward 1 Repeat 4 times [Right 90, Forward 1] End

Year	R	1	2
Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use hardware and software such as **multimedia** (sound and video) and word processing to engage pupils in their learning across the curriculum. Express your musicality Build a playground Make shapes respond to actions Follow instructions to paint a picture Make music Drive a car and pick up the letters Learn basic skills to access hardware.	Use hardware and software such as **animation**, multimedia (sound and video), animation, and word processing to engage pupils in their learning across the curriculum e.g. Pivot animator, CrazyTalk	Use hardware and software such as **databases**, animation, multimedia (sound and video) and word processing to engage pupils in their learning across the curriculum Create ownership over your work
Recognise common uses of information technology beyond school	Accessing and interacting the school learning platform with parental support	Understand how you can use software to communicate with others outside school as demonstrated in lessons.	Engage in online collaboration tools, e.g. forums, wikis, quizzes, etc. + discuss with pupils: barcodes on shopping, traffic light systems, CCTV cameras, on-demand television, voice-over-internet. Complete online surveys.
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Identify what personal information means and the importance of keeping it secure. Know that you need a password to access certain digital resources, e.g. VLE Digital literacy lessons from R-Y-6 Hectors World – Online privacy	Know who you can talk to if there are problems regarding e-safety. Know the importance of secure passwords. Safe search engines	Know who you are communicating with online + use email to exchange messages with friends, experts and automatic systems Stay safe with online voice recorder Know basic icons

Year	3	4	5	6
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Make a program to make things happen and edit where necessary + write programs in LOGO to draw polygons including stars and combine with RAND to create artistic designs + how do we get to school? (break into stages, describe each stage separately)	Design and make a program and check for efficiency + use Kodu to create a maze	Design and make a program to achieve a specific purpose and check for efficiency. Evaluate and refine your program + use Scratch to design an electronic fish tank	Understand a complex code, identify patterns in code and reduce code for efficiency + use MIT App Inventor or Appshed to create apps
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	To be able to create a simple program using correct order, "1st next", repeat loops and outputs (e.g. toys or on-screen simulation)	To be able to create a simple program using correct order, "1st next", repeat loops, **procedures** and outputs	To be able to program using correct order, "1st next", **"if, else"** , repeat loops, **nested procedures** (program within a program) **inputs** (e.g. sensors) and outputs	To be able to program efficiently using correct order, "1st next", "if, else", repeat loops, **numbers or text that can be changed "variables", multi nested procedures** (programs within a program) inputs and outputs e.g. create a Scratch game that keeps the player's score
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Create a simple plan to design your program + 01- Box A contains 9 02- Box B contains 3 03- Working out 04- Take 1 out of Box A 05- Take 1 out of Box B 06- If Box B is NOT empty THEN go to	Create a simple flowchart to design and test your program	Create a flowchart to design a program. Begin to test it methodically.	Create a flowchart, design, write and carry out a methodical and rigorous testing schedule as part of your evaluation + simple escape the maze activity in LOGO - load an image of a maze with the

	'Working out' 07- How many is in Box A? (*What is 9 - 3 ?)* Sandwich bot CS Unplugged activities			turtle at the centre - children have to plan a sequence of instructions that will steer the turtle out of the maze.
Year	**3**	**4**	**5**	**6**
Understand computer networks, including the Internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Take pupils on a tour of the school to show them how the computer network links up and what is happening to the data stored. Beware of misunderstanding through online communication. Basic housekeeping of files and folders.	Understand how networks around the world link up. Teach effective and safe use of email and other digital tools such as texting and approved user networks such as Sumdogs. Parts of a computer	History of computing Significant figures, e.g. Aida Lovelace, Tim Berners-Lee How data is transferred digitally Packet video What is a browser video How undersea cables are laid	Predict future technologies of the future. Set up a virtual network Moore's Law + Draw the Internet Trace route to see how packets move around the Internet Understand the importance of programming
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Know not to trust all information on the web and that domain names have different endings	Use Advanced Search tools such as date, country, etc. in search engines and databases	Explore different search engines and how they work	Use wildcards and Boolean logic in searches and consolidate knowledge
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Use hardware and software such as **modelling,** databases, animation, multimedia (sound and video) and word processing to engage pupils in their learning across the curriculum	Combine the use of ICT tools within an overall structure to achieve a specific purpose across all subjects, e.g. datalogging,	Combine the use of ICT tools within an overall structure to achieve a specific purpose across all subjects, e.g. Music technology Modelling the impact of dams on water management (Espresso)	Combine the use of ICT tools within an overall structure to achieve a specific purpose across all subjects, e.g., CAD CAM, Google Sketch Up to design 3D structures Critically evaluate fitness for purpose.

Year	3	4	5	6
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Understand that a digital trail exists and that this is not easily deleted. Understand legal implications and consequences of online actions. Know how to report digital concerns +	Understand that images and data are not easily deleted and the consequences can have a negative effect on our future.	Data protection	Predict future trends in technology and protect their online privacy in the future. Program or be programmed video The future of robotics

Geography

Ethos

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. This area of learning stimulates children's curiosity to investigate the world and their place within it. Engaging children in questions about people and events in the past helps them understand the present and prepare for the future. Understanding people's relationships with the physical and built environment helps them form ideas about how to live. They learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, faiths, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of belonging. Geographical understanding encourages children to interpret the world around them, from the local to the global. They become aware of how communities are organised and shaped by people's values and actions, and how communities can live and work together. They begin to understand how events that happened long ago or in other countries can affect our lives today and how we can help shape the future. In these ways, children learn about similarities, differences, diversity and how we live in an interdependent world. They learn about right and wrong, fairness and unfairness, justice and injustice. Their growing understanding helps them make sense of the world and prepares them to play an active role as informed, responsible citizens.

What is taught and when

Geography is taught through inclusion in appropriate learning journeys. Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

Foundation stage

Geography makes a significant contribution to the child's development of their knowledge and understanding of the world.
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils in key stage one and two will be taught on a two-year rolling programme with year groups paired.

Coverage for year one and two

Locational knowledge

- To name and locate the world's seven continents and five oceans
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- To use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Coverage for year three and four

Location knowledge

- To recognise the 4 countries of the UK and their capital cities
- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- To name and locate the main cities in the UK
- To identify the position and significance of longitude, Equator, Northern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- To understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region in south America

Human and physical geography

- To describe and understand key aspects of:
  - physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes
  - human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Coverage for year five and six

Locational knowledge

- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- To identify the position and significance of latitude, Southern Hemisphere and the Tropics of Cancer and Capricorn

Place knowledge

- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America

Human and physical geography

- To describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts and the water cycle
  - human geography, including: types of settlement and land use, economic activity including renewable energy and fossil fuels

Geographical skills and fieldwork

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- To use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Assessment

Assessment is an integral part of the teaching process, it not only informs planning, it ensures progress is being made by every child. During geography sessions observations are made and work is marked as soon as possible. Appropriate feedback is given in the marking which children will have opportunities to respond to. At the end of each learning journey children will be assessed as either emerging, expected or exceeding the national curriculum expected level.

British values

Through the study of people and communities, children will find out about the main political and social institutions that affect their lives. They will have opportunities to find out about issues and take action to improve things in their communities and make a positive contribution to society. Children should explore issues of justice, rights and responsibilities in their own contexts, as well as issues affecting the wider world. They will develop an understanding of how citizens can influence decision making through the democratic process; an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety. Be in an environment of acceptance and tolerance, and an understanding of the importance of identifying and combating discrimination.

History

Ethos

Through their study of the history curriculum we aim to equip children with a broad understanding of the elements of change and continuity of our own area, of Britain and 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**.**

What is taught and when

History is taught through inclusion in appropriate learning journeys. Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

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 time-scales.

Foundation stage

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils in key stage one and two will be taught on a two-year rolling programme with year groups paired.

Coverage for year 1 and 2.

Year A

Changes in in Living Memory

Life of a Significant Individual

Year B

Significant Events beyond Living Memory

Life of a Significant Individual

Coverage for year 3 and 4

Year A

Changes in Britain from Stone Age to Iron Age

The Achievements of the Earliest Civilisations (Ancient Egypt)

A Local History Study

Year B

The Roman Empire

Viking and Anglo-Saxon Conquests

Coverage for year 5 and 6

Year A

A study beyond 1066

Ancient Greece

Year B

A Non-European Society Contrasting with British History (Mayans)

A Local History Study (battle of Hastings)

Assessment

Assessment is an integral part of the teaching process, it not only informs planning, it ensures progress is being made by every child. During history sessions observations are made and work is marked as soon as possible. Appropriate feedback is given in the marking which children will have opportunities to respond to. At the end of each learning journey children will be assessed as either emerging, expected or exceeding the national curriculum expected level.

British values

Children will learn to value their own and other people's cultures in modern multicultural Britain and by considering how people lived in the past they are better able to make life choices today, as global citizens. They will develop an understanding of how citizens can influence decision making through the democratic process; an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety. Be in an environment of acceptance and tolerance, and an understanding of the importance of identifying and combating discrimination.

LANGUAGES

Ethos

Chantry recognises that learning another language gives insight into the people, culture and traditions of another country, providing an international dimension whilst helping us understand our own linguistic and cultural identity. The steps in language learning are very small and require lots of consolidation, which lends itself to practical, active, multi-sensory approaches that appeal to the kinaesthetic learner, allows access and success for all, provides a vehicle for revisiting of areas of weakness across the curriculum in an enjoyable way and accelerates learning how to learn. French was chosen, as it is the language of the country that is closest to Bexhill-on-Sea and can be studied at our local secondary schools.

How French is taught

French is delivered by the class teacher or the teacher providing PPA cover. Corridor displays and events are used to raise the language's profile.

Assessment of French

Teachers informally assess each child's listening, speaking, reading and writing as they go, with more informal assessment carried out throughout the year. Progress will be assessed using Target Tracker.

What is taught and when

Children in Key Stage 2 study for around 30 minutes each week. This might be a long session for new learning or several shorter sessions of games and activities for consolidation. Language learning requires daily practice and, as teachers become more confident, French is being used increasingly in everyday classroom language and across the curriculum.

Skills

- Listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through: aspects of English, such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction. Aspects of mathematics, such as the time, songs, international or multi-cultural work, for example celebration of festivals and storytelling, geographical work relating to other countries.

Physical Education

Ethos

The school believes that physical education should be experienced in a safe and supportive environment and is vital in its contribution to a pupil's physical and emotional development and health. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The curriculum map is based on progressive learning objectives which combined with varied and flexible teaching styles, endeavour to provide appropriate stimulating, challenging and enjoyable learning situations for all pupils. This document is a statement of the aims, principles and strategies underlying the Physical education at Chantry Community Primary School.

Aims

- To develop an ability to plan a range of movement sequences, organise apparatus and begin to design and implement simple rules.
- To progress with an ability by adapting and applying knowledge, practical skills and concepts in a range of movement based activities.
- To highlight and promote positive attitudes towards health, fitness and general hygiene.
- To promote the understanding and importance of safe practice.
- To develop and promote a sense of fair play and sportsmanship.
- To promote an interest in sport and exercise as both a participant and an observer.

Equal Opportunities

We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement have the right to reach their full potential in PE and achieve enjoyment, satisfaction and success at their own level.
All children will be encouraged to develop:

- Control, co-ordination and mobility.
- Skill and confidence in range of physical activities
- An awareness of physical capabilities of the body
- Co-operative skills

Objectives

- Children will participate in a range of movement activities in order to develop personal physical skills.
- Children to be aware of simple physiological changes that occur to their bodies during exercise.
- Children to have an awareness of their bodies in relation to others and their surrounding environment.
- Children to have the opportunities to develop imagination and teamwork to achieve shared goals.
- Children will have the opportunities to enjoy success in the subject as well as being stimulated and challenged.

- Children will develop personal characteristics like initiative, self-reliance and self-discipline.
- Prepare a child physically and mentally for key stage 3 and beyond.

Organisation

The curriculum in this subject has been organised to ensure that children in both key stages have access to all areas specified in the national curriculum and can go beyond the statutory requirements. Chantry is confident that children following our curriculum have the opportunity to achieve and surpass the expectations at the end of each key stage. PE is the most firmly timetabled element of the curriculum because of the need to use hall/outside space/venues. PE is taught throughout the school year but not all areas of activity are covered each term.

Within this framework, each class

- Spends approx. 2-3 lessons (40 mins on average) per week over the year on PE, covering games, gym, dance and (at KS2) athletics.
- Has 10 weekly swimming lesson during the spring term only, (at KS2 only- Year 5) at a local swimming pool learning Water Safety Skills.
- Studies outdoor and adventurous activities during the school residential trip in the Autumn Term.(Year 6)
- Daily 15 minute Activate lesson.

Children are also given the opportunity to compete at an intra and inter school level through a range of festivals and tournaments held within and outside of school hours. All results must feed into a report to ESCC at the end of each academic year.

Training

Training is always available to the staff here to ensure that standards of delivery are high. Staff attend courses offered by the county. Specialist members of staff always aim to keep abreast of new learning and initiatives, disseminating this through staff meetings. Local coaches are often invited in to work alongside teachers, this helps raise the standard of teaching in these particular sporting areas.

Planning

The Physical Education curriculum and curriculum map developed at Chantry covers all areas of activity outlined as statutory in the PE National Curriculum 2000. Each year group covers certain aspects of the curriculum during the child's time at Chantry.

In all planning, the following are considered

- warm up/cool down
- differentiation
- depth and breadth of work
- progression and continuity of key skills

Inclusion

As is stated in the NC 2000, children with special needs will be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the subject leaders and SENCO (if applicable).

Health and Safety

- Good discipline.
- Correct handling of apparatus
- Correct clothing and orderly changing.
- Constant awareness on the part of teachers.

Clothing - all children should have the correct clothes for PE which must be kept in school. Changing for P.E. is seen as good practice and encourages a healthy attitude.

Teaching Methods

There is no specialist teaching in PE. It is taught by class teachers. The predominant mode of working in PE is co-operative pair/group work although individual work and class teaching are used where appropriate within this structure; groups are usually of mixed ability, however gifted and talented children should be tracked and taught at an appropriate level.

Feedback to pupils about their own progress in PE is achieved and encouraged through discussion between child/teacher in the context of the PE lesson.

PE in the Foundation Stage

We believe that a young person's development is inseparable from all other aspects of development because they learn from being active and interactive. However, the children in the reception class are given daily opportunities to develop their gross and fine motor skills, their co-ordination and spatial awareness through the physical development planned for them. They have daily opportunities to use the hall space and have bikes, trikes and scooters available in their own outdoor space.

Music

Ethos

Chantry has always had a strong musical curriculum recognising that developing musical ability supports the development of a range of other curriculum areas. It provides children with an opportunity to discover hidden talents as well as enjoying being part of a community. Music is a unique way of communicating that can inspire and motivate children. It is a way for children to express themselves and it plays an important part in their personal development. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. Inclusion is at the heart of our school development so that we increase the learning and participation of all pupils.

Aims

For all children to experience the playing at least one musical instrument.
To develop an appreciation and enjoyment of a wide range of music.
To know and understand how sounds are made and then organised into musical structures.
To know how music is made through a variety of instruments.
To know how music is composed and written down.
To know how music is influenced by the time, place and purpose for which it was written.
To develop the interrelated skills of performing, composing and appreciating music.
To provide opportunities for all children to perform to a range of audiences

How music is taught

Music is taught as a discrete weekly lesson throughout Key Stage One and Two. However, in addition to the weekly lesson it can also be linked to any learning journey where there is valid and solid link, especially where there is a cultural link. In Year Five children are e taught by a teacher from the East Sussex Music Service on a weekly basis, learning an instrument. In addition to the teaching of music in class we offer the opportunity for individuals or small groups to receive peripatetic music teaching of a wide range of musical instruments.
Whenever possible we take part in collaborative performances with other schools from the Bexhill Alliance e.g. The Summer Sing

What is taught

The National Curriculum forms the basis of our music teaching with teachers following the scheme of work on ‘Charanga’. Singing is part of all assemblies and every child is involved in an annual performance that is musically based.
Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children’s music making.

Foundation Stage

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Signed…… **Headteacher**

Signed …… **Chair of Governors**

Date ……