



# Curriculum Policy

Headteacher Signature: ..... Date: .....

Chair of Governors Signature: .....Date: .....

**April 2020**

## **Our Curriculum Intent**

At Chantry our values are at the heart of our curriculum. We aim for the curriculum to be inspiring, practical and relevant to our children, reflecting their experience and our locality. Children learn best when they are able to take ownership and responsibility over their development and progress.

At Chantry we aim to nurture children to become creative, critical thinkers through engaging and practical activities supporting them to become confident, resilient and enthusiastic learners. Opportunities are constantly provided for children to take their learning to a greater depth of understanding.

We recognise that each child is unique and celebrate differences within our school community. We adapt our teaching to empower all our children to succeed and to promote a sense of self-worth and well-being.

At Chantry we aim to:

- Create a secure and caring environment where children, staff and parents work together.
- Support all children to progress in their learning, fulfilling their potential
- Enable children to become resourceful, enquiring and independent learners.
- Develop children's confidence and encourage them to respect the ideas, values and feelings of others, building positive relationships.
- Help children to understand they are part of a community, and encourage them to respect the environment in which they live.
- Encourage and develop each child's creativity and provide high quality arts experiences

## **National Curriculum**

Our curriculum is based on the knowledge and skills set out in the programmes of study in the National Curriculum 2014. This provides children with an introduction to the essential knowledge that they require to be prepared for life in modern Britain.

However, the National Curriculum is just one element of every child's education. There is time and space in the school day to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers at Chantry can develop exciting and stimulating lessons to promote the development of children's knowledge, understanding and skills as part of the wider school curriculum.

## **Our School Ethos**

At Chantry our core values are '**Confident, Caring and Creative**'. These values underpin everything we do. We want to nurture children who are confident individuals who care about others and themselves, think creatively and have a love of learning.

### **Our Chantry Values**

At Chantry we support children to become:

**Aspirational** - always striving to be their best

**Independent** - self-motivated taking responsibility for their own learning

**Resilient** - never giving up and learning from their mistakes

**Respectful** - caring for themselves, others and the world around them

**Kind** - showing care towards others and their feelings

**Honest** - being truthful to themselves and others

**Passionate** - being excited about learning

**Inspiring** - sharing their ideas and being positive role models

**Unique** - being proud of who they are

## **The Arts**

At Chantry the arts are a core part of our curriculum. We believe through rich and exciting arts opportunities, children are able to think critically and creatively, solve problems and work collaboratively.

By providing a wide range of performance opportunities we develop children's confidence. All children in KS2 learn an instrument and every year group from year 2 upwards works in partnership with an arts organisation e.g. the De La Warr Pavilion. We welcome artists and performers to our school and regularly give our children the opportunity to take part in local arts events and festivals.

We believe that the arts enrich both our curriculum and the lives of the children at Chantry and we hope that the experiences they have across the arts, they will remember for life.

## **Curriculum Implementation**

Our curriculum is a working document containing carefully planned sequences of learning which is constantly being reviewed and evaluated to ensure it enriches and inspires all of our children and equips them for life in secondary school and beyond.

### **English, Maths and Science**

At Chantry, we recognise the importance of reading and writing to the everyday lives and the future prospects of our children. Reading, writing, secure arithmetic and competent problem-solving skills underpin learning across the curriculum. We want children to be fluent, confident readers, writers and mathematicians by the time they transfer to secondary school.

Whenever meaningful, we make links between different areas of the curriculum and we expect children to apply their skills in English and maths across all other areas of the curriculum.

See subject policies for more details.

### **Foundation and Creative Fridays**

On Fridays we have a whole school focus on the arts and foundation subjects.

Foundation Fridays focus on a foundation subject to give children the opportunity to become immersed in their learning and to build on their skills. It also gives teachers the opportunity to complete larger projects involving the foundation subjects.

Creative Fridays take place once a month and focus on the arts subjects or creative projects.

## **Organisation and Planning**

At the start of each academic year we create a whole school curriculum map, this is a working document which can be adapted during the year.

Each term teachers will produce a medium term plan, outlining the knowledge and skills to be taught across the term.

For each subject topic e.g. plants in science, coverage is recorded in the form of knowledge organisers for each year group. The knowledge organisers detail key questions, vocabulary and knowledge that will be covered during the topic, demonstrating how the topic builds upon previous learning (see Appendix B for an example).

Every teacher shares their termly curriculum and knowledge organisers with parents through our school website [http://www.chantry.e-sussex.sch.uk/web/year\\_group\\_curriculum\\_/425017](http://www.chantry.e-sussex.sch.uk/web/year_group_curriculum_/425017)

## **EYFS**

In EYFS, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

See our EYFS policy for additional information on how our Early Years curriculum is delivered.

## **Inclusion**

All children follow the National Curriculum at a level and a pace that is appropriate to their abilities. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual children needs. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

These may include:

- Differentiated learning materials
- Additional support
- Targeted interventions
- Flexible groupings – including small group support work
- Additional resources
- Assessment procedures that emphasise children's strengths and achievements
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate

## **Subject Leadership**

At Chantry we work on developing the curriculum as a whole staff. Our curriculum is constantly evolving and to support its future development, all teachers lead an annual Action Research Project. These projects help us to evaluate the impact of our curriculum, make improvements and empower teachers. By taking part in Action Research, teachers have the opportunity to improve their subject knowledge and work collaboratively with others in order to improve our curriculum. Action Research projects are linked to a teacher's areas of expertise and interests wherever possible. Other staff such as the School Business Manager and the HLTA also carry out action research. The governors receive regular progress updates and are actively involved in the monitoring of Action Research Projects

Core subject leaders are in charge of driving their subject forward, monitoring the standards of provision for their subject and reporting their findings back to the Senior Leadership Team.

All teachers ensure that the school curriculum is implemented in accordance with this policy and carry out monitoring activities under the direction of the Senior Leadership Team.

## **Assessment**

Teachers assess children's knowledge, understanding and skills in individual subjects by making observations within class and through analysis of their work. As part of our assessment for learning process (and in line with our school's assessment policy), children will receive both verbal and written feedback as a means of development. Children are also encouraged to be critical of their own work, identifying their own next steps.

Three times a year, Foundation subject assessment are completed by class teachers on Target Tracker, showing children's attainment against the National Curriculum standards. This helps teachers identify gaps in children's knowledge and understanding and inform future planning. The Curriculum Leader will then analyse this data and provide feedback to the Senior Leadership Team in order to inform and improve future practice.

Our curriculum has been developed with all teachers to ensure that it is progressive, builds skills sequentially over each year and gradually develops children's understanding of concepts and vocabulary. Every child's progress is tracked in each subject and potential for high achievement nurtured in each subject area through a variety of ways. If any child is vulnerable to underachieving, we support them with care so that they too can develop quickly.

The regular moderation of our assessment information by professionals working within and beyond our school ensures accurate and consistent judgement.

## **Monitoring and Review**

The Headteacher takes overall responsibility for the curriculum alongside the Curriculum Leader. The Senior Leadership Team monitor all subjects to ensure that they are implemented consistently and effectively in line with the agreed policies. Curriculum development is undertaken by all teaching staff in consultation with the wider school community. The governors support the Headteacher in monitoring the Action Research Projects and subject monitoring carried out by teachers.

The governing board will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for children to cover the National Curriculum and other statutory requirements
- Proper provision is made for children with different abilities and needs, including children with special educational needs and disabilities (SEND)
- The school implements the relevant statutory assessment arrangements

## **Measuring the Impact of our Curriculum**

Our curriculum is constantly evolving and under review in response to changes in guidelines, best practice and the needs of the children currently at Chantry

Its impact is monitored and improved in a variety of ways, for example through:

- Monitoring of teaching and learning
- Ongoing assessment
- Action research projects
- Talking to children and parents
- Looking at children's work
- Analysis of tracking and assessment data
- Staff discussion and evaluation
- Sharing of good practice
- Developing staff subject knowledge
- Staff training and the dissemination of external staff training
- Feedback from local secondary schools
- Working closely with our partnership schools and the Bexhill Alliance

# **Appendix A: Foundation Subjects**

## **Art and Design**

### **Rationale**

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and gives children a 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. Children have the opportunity to explore the ideas of artists and designers. Through learning about art, children can explore the impact it has had on modern life and that of different times and cultures.

At Chantry, children recognise creativity comes in many different forms and although we do not always agree, everyone has a voice and an opinion about the art that they are either creating or looking at, and we critique art with respect. We want our children to see art and design as an outlet for creativity as well as positive well-being and wellness, in our ever-changing world. We aim to nurture the natural talents of our children and celebrate those talents and successes. Every child will have the opportunity to take part in a wide range of cultural and artistic activities, including working with artists, visiting arts organisations and taking part in creative projects.

### **Aims**

For children to:

- Be equipped with the skills, concepts and knowledge necessary for them to express their responses to ideas, feelings and experiences in a visual and tactile form;
- Develop an understanding of colour, form, texture, pattern and develop their ability to use materials and processes to communicate ideas, feelings and meaning;
- Be able to identify, analyse and appreciate the work of other artists;
- Develop skills in drawing, painting, sculpture and craft and design using a variety of materials;
- Produce creative work, exploring their ideas and recording their experiences;
- Develop socially through collaborative working;
- Understand that the process of creating art is equally as valuable as the finished product;
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## **Computing**

### **Rationale**

Computing education equips children to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

The core of computing is computer science, in which children 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, children are equipped to use information technology to create programs, systems and a range of content.

We aim for every child to become technically proficient and use their skills to explore their creativity and be innovative in their understanding and application of skills. A key component is that all children are safe online now and in the future. Therefore, children are taught about changing online safeguarding issues and solutions and supported to make appropriate decisions online.

We encourage our children to enjoy and value the curriculum we deliver. We will constantly ask the children to consider the WHY behind their learning and not just the HOW. We want learners to discuss, reflect and appreciate the impact computing has on their learning, development and well-being.

Computing also ensures that children 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.

Finding the right balance with technology is key to an effective education and a healthy life-style. We support children to find the right balance for a healthy balance for this stage of education and beyond.

### **Aims**

For children to:

- Become creators rather than solely consumers of technology;
- Use computing as a tool to enhance learning throughout the curriculum;
- Respond to new developments in technology;
- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- Enhances learning in other areas of the curriculum through the use of computers and technology;
- Develop an understanding of how to use technology safely and be safe online;
- Have the confidence and capability to use computing throughout their life.

## **Design Technology**

### **Rationale**

D&T gives children the opportunity to develop skills, knowledge and understanding of designing and making functional products. We feel it is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work.

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

Children 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 children can become discriminating and informed users of products, and become innovators.

Design and Technology helps develop children's skills through collaborative working and problem-solving, and knowledge in design, materials, structures, mechanisms and electrical control. Creativity and innovation are fostered through this subject and our children are actively encouraged to think about important issues such as sustainability and enterprise.

### **Aims**

For children to:

- Develop imaginative thinking and explain what they like and dislike when designing and making
- Understand how things work and use this knowledge to create their own designs
- Select appropriate skills and equipment for tasks and to use tools and equipment safely
- Develop an understanding of technology processes and products and how they affect the world we live in
- Show their design process in a variety of ways, through drawings, prototypes, discussion and technology where appropriate
- Enjoy completing practical design and make activities
- Develop cross-curricular skills in practical situations
- Understand the principles of nutrition and acquire basic cooking skills
- Critique and evaluate their own and others work

# **Geography**

## **Rationale**

Geography is the study of physical and human environments through the processes which shape it and the people who live in it. It helps children understand their links with and effects on, the natural world and their connections with other people across the globe. It provides a key context for children to think about environmental sustainability, shapes their thinking and encourages them to become responsible citizens.

Children develop the important life-skills of research, investigation, analysis and problem solving through their geographical work. They also learn practical skills such as how to draw and interpret maps or understand the weather.

Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. We plan our Geography curriculum so that it engages, is globally relevant and builds on children's existing understanding.

It is important that children engage with their local area. We maximise our rich local resources and ensure that the children understand the area around them, how it impacts not only on themselves and their families but also the wider community.

At Chantry, we want our children to be outward looking and to learn about our amazing but fragile world, global communities, diverse cultures, shifting landscapes and the opportunities which are beyond the school gates.

The curriculum has been carefully planned to constantly revisit, review and progress in key Geography skills. The continuous provision of the Geography curriculum builds on opportunities for the children to remember key geographical knowledge and engage with global current affairs.

## **Aims**

For children to:

- Become curious about the world, its diverse landscape and its people
- Understand the processes that give rise to key physical and human geographical features of the world, the interaction between them and how they vary and change over time
- To be competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes (for example traffic surveys, local amenities).
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Google Earth.
- Communicate geographical information in a variety of ways, including through maps and writing at length

## **History**

### **Rationale**

History forms an integral part of our curriculum and aims to ignite the children's interest into understanding both the history of Britain and the wider world, including the lives of significant historical figures and cultures from the past. We believe the study of history inspires children's curiosity, encourages them to ask questions and enables them to have a better understanding of the society in which they live and that of the wider world.

Our children will work as historians through key questions, to gain a coherent knowledge and understanding of the subject, they will critically analyse and investigate different sources of information and develop key skills in perspective and judgement. History also helps children gain a sense of their own identity within a social, political, cultural and economic background.

Through building up a historical chronology as they progress through the school, our children develop a strong feeling of identity, an understanding the complexity of people's lives and an awareness of their own cultural heritage. By understanding the diversity that weaves societies together and how relationships have changed within and between them over time, children will learn to value both past and present cultures in Britain and globally, making them better equipped to make their own future life choices.

As they progress, children will build on their skills of enquiry, analysis, interpretation and problem-solving. In our teaching we will use a range of resources to unlock the mysteries of the past and help children develop a clearer understanding of how our future will look like as global citizens. The curriculum has been carefully planned to constantly revisit, review and progress in key History skills. Our local area, which is full of rich historical resources, will be visited by all our children to both enhance their understanding and bring our History curriculum to life.

### **Aims**

For children to:

- Understand that the society, in which we live, has been shaped by developments in the past.
- Know and understand significant aspects of the history of the wider world including: ancient civilisations; the expansion and dissolution of empires and past non-European societies;
- Develop an understanding of chronology predominantly, through the study of how Britain has changed and developed and how Britain has influenced by the wider world;
- Learn about the role of significant historical figures, events and movements that have influenced history and the role they have played in moulding modern society;
- Study historical source material, asking questions, analysing evidence and events, deducing information, asking questions and solving problems through an investigative approach;
- Understand why there are contrasting arguments and interpretations of the past;
- Use local history to make connections between and understand regional, national and international History;
- Evaluate short and long term consequences and be informed about how source material might not always be reliable or may be subject to bias, propaganda or censorship;
- Create their own structured accounts, including written narratives and analyses.

## **Languages**

### **Rationale**

We consider learning a foreign language to be a life skill which provides an opening to other cultures. We aim to foster a love and appreciation of different cultures, through stimulating creativity and encouraging curiosity and a positive attitude to other languages.

Our ambition is to use our languages lessons and teaching to help our students become confident and excellent communicators in both their communities and the wider world.

We have chosen French to study, as it is the language of the country that is closest to Bexhill-on-Sea and children can continue to learn French at our local secondary schools.

### **Aims**

For children to:

- Have an interest in learning another language;
- Become aware that language has a structure, and that this structure differs from one language to another;
- Develop speaking and listening skills;
- Gain enjoyment, pride and a sense of achievement in speaking another language;
- Explore their own cultural identities and those of others.

## **Music**

### **Rationale**

At Chantry, we believe that music is a powerful, unique form of communication that helps children to express themselves and make sense of the world around them. We want all children to develop a love of music and to enjoy actively engaging with musical experiences.

Music helps children understand themselves and work collaboratively with others. It provides opportunities for them to explore ideas, refine, rehearse and evaluate them.

Through musical activities, children are able to have an understanding of our culture, both past and present and discover how music has changed through history. Children develop the ability to critically listen and understand the importance of music in our everyday lives.

Our music curriculum is devised to help children increase their self-confidence, creativity and sense of achievement. Through taking part in a wide range of musical activities we want children to build their resilience and emotional wellbeing.

Music provides opportunities for children to explore and play a range of different instruments, refining their skills and enjoying the experience of playing and singing alongside others.

### **Aims**

For children to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing confidently, using their voices, to create and compose music on their own and with others,
- Have the opportunity to learn a musical instrument
- Understand and explore how music is created, produced and communicated, through an understanding of the musical elements (pitch, duration, dynamics, tempo, timbre, texture, and structure)
- Use technology and musical notations appropriately to support and record their music learning.

## **Physical Education**

### **Rationale**

At Chantry, Physical Education is a key area in the curriculum, supporting the children to understand how being active helps improve health, reduces stress and improves concentration. Our children understand that exercise has a positive influence on academic achievement, emotional stability and interaction with others. They are also given opportunities to learn important teamwork skills, such as turn-taking, building trust and supporting each other, which they can then apply across the curriculum.

Our PE curriculum develops and builds on the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. We provide the broad and balanced programme of physical education we believe every child is entitled to; with activities designed to be enjoyable, vigorous and purposeful whilst always building on progression.

Through providing a breadth of sporting experiences, a lifelong interest in physical activity is encouraged, as well as promoting positive attitudes towards a healthy lifestyle. The physical education curriculum has been carefully designed to satisfy the needs, abilities and interests of all children as well as build on a progression of key skills in athletics, dance, games, gymnastics, swimming and outdoor education.

Teachers are keen to provide enriching activities for the children which go beyond the school day and which encourage children to build on their resilience, perseverance and self-confidence. Important relationships are made and maintained with local games partnerships e.g. HRS GP, secondary schools, independent schools, Bexhill College, sports clubs and local primary schools to provide the children with the widest opportunities to compete in different and exciting sporting arenas.

### **Aims**

For children to:

- Develop an ability to plan a range of movement sequences, organise apparatus and begin to design and implement simple rules.
- Progress with an ability by adapting and applying knowledge, practical skills and concepts in a range of movement based activities.
- Highlight and promote positive attitudes towards health, fitness and general hygiene.
- Practise co-operation and collaboration with others
- Have an understanding and recognise the importance of safe practice.
- Develop and promote a sense of fair play and sportsmanship.
- Have an interest in sport and exercise as both a participant and an observer.
- Know how to correctly move and handle apparatus

# Appendix B

Year 3

# Maps & Locations



**Key Vocabulary**

**Map**—a diagram representation of an area.

**Atlas**—a book of maps.

**Compass**—an instrument used to navigate

**Continent**—one of Earth’s seven main divisions of land.

**Mountain Range**—a series of mountains or hills in a line.

**Capital City**—the city where the government sits.

**Country**—an area of land that is controlled by its own government.

**Human Geography**—features of land that have been impacted by human activity.

**Physical Geography**—natural features of land.

**Population**—all the people who live in a country or area.



**Key Questions**

Where do I live?

Which countries make up Europe and where are they on the map?

What is the capital city of England?

Which direction do I need to travel from home to reach London?

Where is the equator?

