

‘It is I who made the earth and created mankind upon it’ Isaiah 45:12

Intent

Our children have limited experiences beyond their local community as such our curriculum aims to give those children the experiences of the wider and global communities they may otherwise never be exposed to. Building on the natural curiosities of the youngest children in the Early Years, our topics offer a range of opportunities for investigating these places through time as well as the physical and human processes completed for our world to look the way it does. **Historically**, for younger children we intend to improve children’s understanding of time, events, and people in their memory and their parents’ and grandparents’ memories. As children move through the school, children are encouraged to learn more about the chronological order of events progressing from ancient history through to modern day history. **Geographically**, as children progress throughout the school we intend to improve children’s geographical vocabulary, mapping skills and facts, so that, they have a clear understanding of why environments look like they do, how they can be changed and their place in the community and beyond. **Scientifically**, wherever possible, we intend for children to learn through varied systematic investigations, leading to them being equipped for life to ask and answer scientific questions about the world around them. As children progress through the year groups, they build on their skills in working scientifically, as well as on their scientific knowledge, as they develop greater independence in planning and carrying out fair and comparative tests to answer a range of scientific questions. Alongside these three key areas children will develop the skills necessary to use **Computing** as a tool to provide links in our learning and assist in gathering information, recording and reporting, becoming creative users of the information they possess.

Implementation

Younger children learn through a balance of child-initiated and adult directed activities. Children are provided with plenty of times to engage in ‘exploration’ throughout the variety of experiences carefully planned to engage and challenge them in the provision. In the Early Years children learn to understand their locality, the world, its people and its communities through very hands on experiences. In KS1, children use scientific, historical and geographical vocabulary and find out facts about the world, starting to use timelines, maps and carry out experiments. In KS2, skills are developed further using timelines and key historical events to order life from ancient times to modern day history. Map skills are developed further using more details and fieldwork skills built on. Alongside this children develop their knowledge of computer networks, internet services and the safe and purposeful use of the internet and technology to enhance their learning about the world and use their knowledge of computers to present their work to others. The use of Curriculum Maestro as a planning tool ensures children revisit and consolidate skills previously learned and that they have a range of opportunities to experience the world through practical, engaging tasks beyond the classroom. Knowledge organisers are provided at the start of each topic to allow for clear key skills to be disseminated and children to become knowledge rich.

Impact

We track the impact of our curriculum throughout the year using Curriculum Maestro and Scholarpack. Our curriculum meets the needs of all our children, including our disadvantaged pupils and those with SEND. We measure our children against their starting points and evidence of such learning is in individual assessment files. Work scrutiny of books shows a high quality evidence of work and the cross curricular links that children are making. During their time at the school our children talk enthusiastically about the topic work and can make relevant links across all areas – becoming competent in collecting, analysing and communicating information they have learned, in a safe and appropriate manner.

The cross curricular topic approach enables us to return to core knowledge and skills pupils should have mastered at regular intervals across the year, key stage and whole primary level. We ensure that children have a deep understanding of their heritage, culture and their world and ways in which this is changing and what we can do to help improve it using the knowledge that we already possess.