



Curriculum Policy

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Powerful knowledge can enable students to acquire knowledge that takes them beyond their own experiences. (Young et al., 2014)

1. Vision

To achieve excellence in education where success is celebrated and which values and promotes the pursuit of lifelong learning. All children will be inspired and challenged through a stimulating, knowledge-rich curriculum which is:

- **Valued** – Knowledge acquisition is valued, underpinning philosophy.
- **Specific** – The knowledge content is specified in detail.
- **Sequenced Coherently** – Knowledge is sequenced and mapped deliberately so that links can be made across subjects, year groups and key stages.
- **For Everyone** – There are no barriers to every pupil achieving.
- **Remembered** – Knowledge is taught to be remembered, not merely encountered.

It is a carefully sequenced knowledge rich curriculum which aims to promote excellent outcomes alongside developing pupils; resilience and confidence and overcome inequality of opportunity by inspiring pupils from Reception to Year 6.

2. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills, and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Enable every child to fulfil their potential.
- Support pupils' spiritual, moral, social, emotional and cultural development.
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Promote the learning and development of all our children and ensure they are ready for their next stage.

3. Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

4. Roles and Responsibilities

i) Governors

Governors will monitor the effectiveness of this policy and hold the Executive Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND) and pupil premium
- The school implements the relevant statutory assessment arrangements

ii) Executive Headteacher

The Executive Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND and Pupil premium.

iii) Staff

Staff will ensure that the school curriculum is implemented in accordance with this policy and review the curriculum termly.

5. Curriculum

The curriculum specifies the knowledge to be imparted and the skills to be taught. Teachers adapt this to respond to the differing needs of their local area, classes and individuals. Subjects are taught discretely in a coherent and carefully considered sequence, building on the incremental development of knowledge within each subject. Each subject has an overview, which details the sequenced knowledge and skills pupils learn in each academic year. Curriculum rationales for each subject and unit rationales outline what pupils will learn and how this will be achieved.

Subject leads across the Federation primary schools work collaboratively with teaching colleagues to create plans that are delivered through structured and pacey lessons which maximise progress.

Knowledge organisers detail key learning including essential facts, pictures, diagrams, maps and vocabulary definitions. These are kept in books to be used as a constant resource, displayed on working walls and shared with families to embed the learning and support independence. Regular retrieval practice is built into the curriculum to help pupils secure the knowledge long-term.

Home learning is consistently set and provides opportunities for pupils to practice, embed, extend or apply the knowledge and skills taught in lessons.

All Federation primary schools follow the same curriculum which enables moderation of standards across the Federation.

Area	Specific Resource
English – Writing	Talk 4 Writing
English – Reading	RWInc Phonics Talk 4 Reading Accelerated Reader
English – Spelling	RWInc Spelling
English – Handwriting	Pen Pals
Maths	White Rose Maths
Knowledge Curriculum (Science, History, Geography, Art, DT)	Federation Planning Documents (based on the West Norfolk Academies documents)
PSHE	Jigsaw
Computing	Federation Planning Documents (based on the West Norfolk Academies documents)
Music	Charanga
Ancient Foreign Languages	Federation Planning Documents (based on the West Norfolk Academies documents)
RE	Federation planning documents based on the Norfolk Agreed Syllabus
PE	Get Set 4 PE

- **English:** Our ambition is to immerse pupils in quality literature to cultivate a love of reading and writing. We want to ensure all children become confident, fluent and passionate readers who can use the language and structures found in books to help them develop as masterful writers and develop appropriate speech and language skills. In line with our aims, we want the children to care about their learning and each other and show this through their efforts and support of others to become flourishing readers, writers and orators.
- **Mathematics:** Our approach is centered on the idea of teaching for mastery: enabling pupils to understand concepts deeply, make effective links between the areas of maths they cover to Date of approval: Date of review: Signed: produce excellent mathematicians. The curriculum is ambitious and accessible for children from EYFS to year 6. Pupils combine the core ideas of having a wide range of age appropriate mathematical facts and procedures at their disposal, an excellent subject knowledge and the ability to reason, solve problems and understand maths

when presented in a variety of forms.

- **Science:** Our aims are to equip pupils with the foundations for understanding the world through a scientific lens. Pupils build a body of key foundational science knowledge as they work through the curriculum, asking questions and developing a sense of curiosity about the world around us. Importantly, our science curriculum builds knowledge incrementally. Pupils have multiple opportunities to secure and build on their knowledge and understanding as subject content is revisited at points throughout the curriculum
- **History:** Pupils develop a chronologically secure knowledge and understanding of local, British and world history. They will be able to understand the causes of significant national and global events (such as World War I) when they have some background knowledge of what happened before (such as the origins and growth of European Empires, including the British Empire). Pupils also have the opportunity to look in some depth at local, national and world history, encouraging them to explore the connection between significant events and/or people and how they have influenced the modern world.
- **Geography:** Conceptual understanding equips our pupils with knowledge about diverse places, people and environments. They learn about key geographical concepts such as place, space, the environment and interconnection. Pupils gain an understanding of what geographers do, what they look for and what they may say about a place. The spatial sense units for each year group are positioned at the beginning of the year to explicitly teach skills which will then be used in context throughout the rest of the year as children apply those skills to learn more about people, places and the environment.

They will look at the migration of both animals and people, studying the impact migration and colonialism had on places such as Australia and New Zealand.

- **Art:** The focus is on great artists and the historical and cultural development of art, artistic concepts, use of materials and the development of skills. We look at key movements such as the renaissance, impressionism and surrealism. These are interwoven with genres such as landscape, still life and portraiture with reference to artists including Hogarth, Da Vinci, Turner, Hepworth and Kahlo. Pupils make connections between the work of artists, architects and designers and their own work, which they evaluate and relate back to the works they have studied.
- **Design and Technology:** Units of work focus on different elements including sculpture and 3D construction and notable artists are studied, for example Henry Moore. Food and nutrition is also a key part of the curriculum. Opportunities for self-expression and individual response are interwoven, giving children space to learn who they are as a designer and innovator.
- **PSHE:** Our aim is to empower pupils with the knowledge and skills to take a proactive role in their own lives and of their community. It promotes British Values, respect for self and others as well as different beliefs and choices. Pupils reflect on their experiences to help them understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Units include: Healthy Me, Relationships and Changing Me. RSE is taught at the end of every academic year and is built upon each year in an age appropriate way.
- **RE:** Our aim is to consider a range of religious beliefs and practices from three different viewpoints: theological (thinking through believing), philosophical (thinking through thinking) and human/social science (thinking through living). SMSC opportunities are explored throughout every unit along with opportunities to explore British Values.
- **PE:** Our pupils learn and build upon the fundamental motor-skills learnt in the early years, to activities that encourage aesthetic appreciation of physical concepts and by the end of Key Stage 2 children will have experienced a wide-range of competitive/non-competitive experiences. Throughout the PE curriculum, in all units, the children will learn and gain knowledge about how

important it is to be physically active and understand how regular involvement in sport will enable them to live healthy lifestyles.

- **AFL:** We teach Latin as our Ancient Foreign Language across KS2. By learning Latin our children will develop a deeper understanding of vocabulary and grammatical structures in English and in a Foreign Language. Latin lies at the root of 60% of English words, meaning that studying it also has a beneficial impact on pupils understanding of the English vocabulary. Our Latin curriculum will provide our pupils with a solid foundation for learning other languages in Key Stage 3 as well as enriching their current knowledge of the English language for speaking, reading and writing. It will equip children with linguistic knowledge, cultural capital and provide purposeful links to other topics in the National Curriculum to foster pupils' curiosity and deepen their understanding of the world.

Please see our EYFS policy for information on how our early years curriculum is delivered.

6. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will ensure that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Teaching opportunities will help pupils to develop their English, and to support pupils to take part in all subjects.

7. Monitoring

We follow a detailed Quality Assurance Schedule. Feedback is given back to all staff.

Governors monitor whether the school is teaching a "broad and balanced curriculum" which includes the required subjects, through:

- School monitoring visits, meetings with the Junior Leadership Team (JLT) and subject leader's feedback.

Subject leaders monitor the way their subject is taught throughout the schools through, for example, learning walks, book looks, pupil and staff voice

8. Links With Other Policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Teaching and Learning policy
- SEND policy