



**CURRICULUM  
INTENT  
HANDBOOK**

CURRICULUM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (cycle 1 -22/23)	Ourselves and Nursery Rhymes <i>London</i> <i>What do I know about me and my family?</i>	Light and Dark <i>What things create light?</i>	Transport <i>What are all the different ways I can get about?</i>	Around the World <i>London</i> <i>What can I learn from stories around the world?</i>	Animals <i>The Environment</i> <i>Which animals can I talk about?</i>	Water <i>Rivers</i> <i>What can I do with water?</i>
EYFS (cycle 2 - 23/24)	People Who Help Us <i>Who can I ask for help?</i>	Celebrations and Food <i>Where does our food come from?</i>	Homes and Buildings <i>Settlements</i> <i>What do different buildings and homes look like?</i>	Around the World <i>London</i> <i>What can I learn from stories around the world?</i>	In the Garden <i>The Environment</i> <i>What do we find in a garden?</i>	Monster Mayhem <i>What is a monster and are they real?</i>
Year 1	Knights & Castles	My school & London	Toys	The Weather	Significant People	The Sea
Year 2	The Great Fire of London	The UK	The Four Nations of the UK	China	Intrepid Explorers	Exploring the Globe
Year 3	Stone age- Iron age	Greater London	Mapping our Country	Roman Empire	The Roman in Britain	Rivers and Mountains
Year 4	The Environment	Anglo-Saxons	Vikings	Earthquakes and Volcanoes	Europe	Windrush
Year 5	Ancient Greece	Climate Zones Biomes and Vegetation Belts	Ancients Egyptians	Natural Resources and Energy	Study of Baghdad	Mapping the World
Year 6	London at War (Local Study)	Trade and Fairtrade (South America)	Migration	Brazil and the Amazon	The Village of Frampton	Ancient Civilisations

## OVERARCHING CURRICULUM INTENTION

### RATIONALE

Our curriculum has been designed to raise standards and improve outcomes for the children at Friars. Children enter our school with a wide range of needs and experiences, which are sometimes limited. Our approach has been developed to meet the needs of all our pupils and enrich their lives; whatever their starting point. Our diverse community and its multicultural heritage is instrumental in enriching our curriculum provision.

The curriculum at Friars is underpinned by our core values of **Compassion, Creativity, Endeavour, Resilience, Respect and Responsibility**. It is best understood by answering the following questions:

1. **Why do we teach what we teach? (Intent)**
2. **How do we teach what we teach? (Implementation)**
3. **How do we know what pupils have learnt and how well have they learnt it? (Impact)**

### INTENT – WHY DO WE TEACH WHAT WE TEACH?

We aim for all pupils to acquire a body of knowledge and skills that are specific to individual subjects, that can be applied creatively across subjects, and that prepare the children for the next stage of their education and life in modern Britain.

Creative learning helps to equip young people with the skills, ability, confidence and attitudes to enable them to work creatively and to transfer and apply knowledge in different contexts towards new and valuable goals. It encourages creative, critical and reflective thinking and produces excited, enthusiastic, enquiry-driven, active learners.

Our curriculum is planned to:

- follow the National Curriculum
- be progressive, sequential and cover the subjects in depth
- ensure that wherever possible, subjects “hold hands” thus enabling children to make meaningful connections and their learning journey relevant and engaging.
- be broad, balanced and cross curricular, making links to prior learning, knowledge and skills so that the learning is meaningful
- have a strong focus on Literacy, including opportunities to read, write, speak, debate, discuss and question across a range of styles and subjects
- help children to become INDEPENDENT, RESILIENT, ACTIVE learners
- be MEMORABLE, fun and engaging
- provide opportunities for children to be creative and allow time for them to explore and develop their own ideas, solve their own problems and use and apply skills – TINKERING
- be child centered and based on children’s interests, allowing them to direct the learning where appropriate
- encourage children to make informed choices
- be flexible and allow us to respond to personal, local and national events

### PRINCIPLES OF ACQUISITION

The following principles of acquisition are in place in order of priority in every unit plan for every subject:

**Transferable and progressive skills** – each unit details the skills to be acquired that have been taught before and will be taught again. It specifies where and when those skills have been taught previously and where and when they will be revisited. This ensures a clear sequencing of skills and enables children to connect their skills acquisition meaningfully.

**Transferable and progressive knowledge** – each unit details the knowledge to be acquired that has been taught before and will be taught again. It specifies where and when that knowledge has been taught previously and where and when it will be revisited. This ensures a clear sequencing of knowledge and enables children to connect their knowledge acquisition meaningfully.

**Stand-alone knowledge and skills** – each unit details the knowledge and skills to be acquired that are specific to the unit in question and may not be explicitly revisited at any other time.

**Vocabulary** – each unit details the tier 2 and tier 3 vocabulary that is to be acquired. Tier 2 vocabulary refers to words and terms that are specific but can be applied across a range of disciplines. Tier 3 vocabulary refers to words and terms that are specific to the unit and discipline in question.

**Activities and outcomes** – each unit details the children’s actual learning experiences which enable them to learn the specified knowledge, skills and vocabulary for each unit. There is flexibility with this aspect and the unit plans act as a starting point for class teachers to plan activities in more detail and in a way that suits the individual teacher’s style. (see section 2 for further detail)

**Cross curricular opportunities** – Because reading, writing and mathematical fluency and confidence are key to children’s overall achievement each unit in each subject make specific reference to the available opportunities.

**SMSC themes** – each unit specifies the spiritual, moral, social and cultural themes that are relevant and to be experienced and understood. Please click [here](#) to see our whole school SMSC tracker that shows how the themes are developed across time and the curriculum.

**Assessment criteria** – at the end of each unit we assess the children’s acquisition of knowledge and skills using clear, straightforward criteria.

## IMPLEMENTATION – HOW DO WE TEACH WHAT WE TEACH?

- English, Mathematics and languages are taught continuously and progressively throughout the year.
- Subjects that have up to 6 units per year – Science, Computing, PE, RE
- Subjects that have 3 units per year – History, Geography, Art, DT, Music

We explicitly teach key skills and subject specific knowledge and vocabulary and build upon children’s knowledge and skills through a series of lessons.

Wherever possible, links are made between subjects. Spiritual, Moral, Cultural and Social development opportunities are woven through our curriculum, alongside British Values, to support children’s personal development and prepare them for life in modern Britain.

We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery. We use a range of approaches including practical activities and discussions.

Teachers plan using the termly curriculum posters, which are also shared with parents each term and displayed in the school entrance hall. Individual subjects may sometimes be ‘blocked’ to support teaching and learning. Children complete meaningful ‘homework projects’ that help to engage them and apply their learning in a creative way.

How our curriculum is implemented can be found on our curriculum framework, termly curriculum posters, unit posters and planning.

Teachers are encouraged to broaden the learning experience for the children by using the rich local environment as a basis for learning, provide opportunities for outdoor learning and fieldwork,

educational visits, visitors into school, and shared experiences of the wider school community, e.g. involvement with parents and school links. Children typically go on a trip each half term.

Special events such as International Week and Health and Well-Being Week help children to see the links between curriculum areas and promote excitement for different subjects. They allow children to study subjects in more depth. Each year we learn about significant people who have had an impact on the world

and encourage the children to challenge stereotypes. We also take on a whole school project linked to a local, national or global issue.

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or ability (see Inclusion Policy). Where possible we identify children, who have strengths or talents in the different curriculum areas. (See More Able and Talented Policy).

## IMPACT – HOW DO WE KNOW WHAT PUPILS HAVE LEARNT AND HOW WELL HAVE THEY LEARNT IT?

The most significant form of evidence of what pupils have learned and how well they have learned is contained within vibrant, creative and detailed work done in exercise books. However, there are a number of additional strategies that we use to answer this question:

**Feedback and Marking** – we apply our policy rigorously to all children’s work. Please see the policy for further details as to how we mark and give feedback.

**Metacognition** – children are expected to reflect on their own learning and that of their peers. They regularly self-assess and give each other feedback on their learning.

**Unit plan assessment criteria** – at the end of each unit we assess the children’s acquisition of knowledge and skills using clear, straightforward criteria. The assessments are based on scrutiny of children’s work, observations of children’s learning in lessons and other strategies such as simple to administer quizzes. This enables us to track progress over time across the whole curriculum.

**Book scrutiny** – senior leaders and/or subject leaders scrutinise books once a term using a clear set of criteria that focus on policy compliance, impact of marking and feedback, standards of presentation, progress across time and overall strengths and areas for development.

**Pupil interviews** – every term, middle and senior leaders conference a representative sample of children in each class with their books about their attitudes towards learning, and how they view their own learning.

**Monitoring evaluation and review** – all teaching and learning is subject to rigorous and frequent MER from SLT throughout the year. This is used to inform standards of teaching and learning, to identify talents and abilities, to inform ongoing CPD for teachers and to help teachers develop their practise.

**Summative assessments** – all teachers assess children’s achievements in reading, writing and maths every term using a combination of the Southwark LA STAR system and Target Tracker. We also complete statutory assessments at the beginning of Reception, in Y1 phonics, at the end of Year 2 (KS1 TAs), in Y4 maths (multiplication tables check -MTC) and at the end of Year 6 (KS2 SATs.) Four times a year, children in Year 3-6 complete Accelerated Reader assessments which provide clear guidance on book choices/levels, show progress and are an additional measure to show where intervention is needed. During this assessment week, children in Year 1-6 complete Star Maths assessments which also show progress and intervention need.

## READING

### INTENT

Our aim is to inspire pupils to be lifelong readers. Therefore, reading is embedded in all areas of the curriculum. By the time children leave Friars they are competent readers who enjoy reading for pleasure and are able to independently and confidently discuss any book they have chosen to read. They will also show resilience across the four main stages of reading: decoding, fluency comprehension and inference to help them tackle any challenging books.

#### Four stages of reading (Reason for reading)

1. Decoding - this is the children's ability to apply their knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before.
2. Fluency - this is the ability to read accurately, smoothly and with expression.
3. Comprehension - this is the interpretation and understanding of what they have read.
4. Inference - this is an idea or conclusion that is drawn from evidence and reasoning. An inference is an educated/sensible guess based on the text.

### IMPLEMENTATION

- Teach a range of reading skills in reading lessons, including: word meaning, fact retrieval, summarising, inferencing, predicting, comparison, identify and explain information and how it contributes to the meaning of the text, identify and explain how meaning is enhanced.
- Teach high-quality texts in their entirety over time using a whole class approach
- All classes have reading exercise books for teaching reading
- All classes have inspirational texts read to them on Friday at 3pm when there is no assembly
- KS2 classes teach whole class reading 4x a week in their reading slot
- For pupils in EYFS and KS1 to have daily SPaG/phonics sessions following Read Write Inc
- Phonic focus sound displayed in EYFS/KS1
- Introducing and modelling book talk. All classes introducing 15 mins after lunch on Friday – 10 minutes talk to your partner about their home reading book choice ask questions etc and 5 minutes teacher models and asks 1 child to share with the class their home reading book choice and why etc.
- For all pupils to take reading books home and read regularly at home and complete reading journals. In KS1 some of the books taken home will be linked to the phonic sounds taught in class.
- Opportunities for children to read individually within the school day.
- Events such as WBD, reading cafes and weekly reading raffle to support the enjoyment and promote the love of reading
- Use resources such as Communicate In Print, and strategies such as Rainbow sentences to support the understanding of sentences and language for all pupils.
- Buddy reading across year groups: Year 6 and Year 3, Year 5 and Year 2, Year 4 and Year 1, Y4/5 and YR
- Encourage/promote the use of Reading Eggs (KS1) and Accelerated Reader (KS2)
- Have vocabulary displayed on the English learning wall
- Learning objective should emphasise the reason for reading (identifying the skill the children are learning), e.g. LO: Our reason for reading is to improve our fluency, LO: Our reason for reading is to retrieve information.
- One lesson of fluency work (reading aloud) each week.

### IMPACT

- Reading perception survey in the autumn to review children's views on reading and summer term indicates children's positive attitude towards reading
- Children's work in their exercise reading books to evidence a deep understanding of all the skills taught.

- Published reading comprehension tests indicate improvement in children’s understanding
- Termly tracking using STAR shows that children are making progress
- Children regularly complete their reading journals
- Pupils enjoy reading regularly, for information and for enjoyment/pleasure
- Pupils discuss books with excitement/pleasure
- Teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made
- The reading leader and senior leaders regularly drop-in to phonics lessons to monitor teaching and provide coaching to staff where necessary.

<p style="text-align: center;"><b>Phonics</b></p> <p>Phonics taught in Reception Year 1 and Year 2. Books used for teaching reflect the sound being taught.</p> <p>Taught in small ability groups and assessed half termly-groups are fluid</p> <p>A decodable, levelled book appropriate to the child’s ability is sent home for Reception, Year 1 and Year 2 in addition to the book children choose for themselves.</p> <p>Phonics is the best strategy for teaching children to read. Therefore, children in KS2 who have not yet developed a solid understanding of phonics continue to receive phonics support.</p> <p>1:1 intervention with children who are not assessed to be on track in phonics.</p>	<p style="text-align: center;"><b>Reading lessons</b></p> <p>Reading lessons are based on a whole class text.</p> <p>Skills are taught-reason for reading</p> <p>Differentiation through questioning and other activities such as additional fluency work.</p> <p>Children to record work in their orange guided reading books.</p> <p>One Whole Class Reading lesson a week has an emphasis on reading aloud for fluency, with echo reading, choral reading and paired reading strategies.</p> <p>Children are exposed to a wide range of questioning language and formats.</p> <p>Children’s love and understanding of reading is developed through the use of Literary Curriculum planning resources.</p> <p>All planning across the curriculum has links to appropriate texts that can be used in lessons.</p>
<p style="text-align: center;"><b>Inspirational Reading</b></p> <p>Teachers to read inspirational texts to children at 3pm on a Friday when there is no assembly.</p> <p>Inviting reading corner with inspirational quotes and book covers.</p> <p>Teachers model to the children what fluent, expert reading looks like as part of their fluency lessons.</p>	<p style="text-align: center;"><b>Reading for Pleasure</b></p> <p>The Rights of a Reader.</p> <p>All children can choose a book to take home, in addition to any phonics book they are provided with.</p> <p>Buddy reading sessions.</p> <p>All classes introducing 15 mins after lunch on Friday – 10 minutes talk to your partner about their home reading book choice ask questions etc and 5 minutes teacher models and asks 1 child to share with the class their home reading book choice and why etc.</p> <p>Children use the Accelerated Reader app to track their reading and to help guide their reading choices towards books that will offer appropriate challenge.</p>

## WRITING

### INTENT

At Friars, we endeavour to instil a love of writing in all our pupils. Through the use of high-quality texts, we aim to equip children with the knowledge and skills that will allow them to become independent writers and adapt their presentation, style and writing for a range of purposes and across the curriculum. The texts that children encounter at Friars have been carefully chosen to provide for a range of writing opportunities across different genres. These texts, along with those studied in reading lessons, have also been selected so as to provide a diversity of authors, themes and protagonists. Hence, we ensure that children from our diverse community see themselves represented in the literature that they study. Where possible, teachers are able to draw upon high-quality units of work from published schemes (such as The Literacy Tree) as an aid in their planning of engaging lessons.

### IMPLEMENTATION

- Gain a wide range and balance of relevant mathematical experiences
- All pupils to receive a daily English lesson
- Create a positive reading and writing culture in school where both are promoted, enjoyed and considered 'a pleasure' for all pupils
- Regular opportunities for children to write at length/longer pieces of writing
- Presentation must be neat in books. By the end of Key Stage 2, children should be writing in cursive with increasing legibility and fluency. Children receive pen licences when they meet these expectations. Handwriting is taught in-line with our handwriting policy.
- Use of anonymous writing and handwriting to show the children what makes good writing.
- Peer feedback – children providing feedback on each other's work
- Regular opportunities for children to go back and edit their own work – both in response to teacher feedback and also independently.
- Working walls – all classes have an English working wall to aid pupils and guide them through the process of reading and writing
- Vocabulary – display in class, all curriculum areas to have vocabulary displayed. Thesauruses and dictionaries to be easily accessible for pupils to use across Key Stage 2.
- Displays of writing to encourage pride in work, give purpose and audience and to show that work is valued
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- Writing across all areas of the curriculum will reflect the high standard of English taught at Friars
- Cross-curricular writing in English books must include subject specific vocabulary.
- Handwriting is taught in-line with our handwriting policy and pupils are provided with opportunities to practice legible cursive handwriting

### IMPACT

- Pupils enjoy writing and use the features of different genres and style. They can write for different purposes and audiences

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- Children see themselves represented in the texts that they study as part of their writing lessons.
- Pupils are proud of their writing.
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- Pupils know that others value their writing and they see it on display, or used as WMG
- Skills progress throughout the school is evident in children's books
- Pupils are being adventurous with vocabulary choices
- Writing across the curriculum is the same standard as in English books
- There is evidence of a clear teaching sequence in books
- Pupils respond to feedback which is effective in improving their learning and reflects improved understanding which would be evident in their use of green pen to edit and improve their work
- Pupils use classroom resources to support their learning
- Pupils presentation is of a high standard following the school's handwriting policy
- Teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made
- Pupils demonstrate clear legible handwriting across the whole curriculum

## MATHEMATICS

### INTENT

We aim to encourage children to

- Gain a wide range and balance of relevant mathematical experiences
- Be challenged intellectually by mathematical ideas
- Gain confidence through appropriate experiences, enabling them to use a variety of strategies, and through celebrating success
- See how maths is relevant and useful in everyday life.
- Work independently and collaboratively to solve problems.

We strive to set work that is challenging, motivating and encourages the pupils to think logically and communicate ideas through oral and written mathematical language.

### IMPLEMENTATION

- Follow White Rose Maths yearly and medium-term planners
- Continue to teach mental calculation strategies using Southwark mental calculation policy.
- Rec, Y1 and Y2 to follow Mastering Number
- Use Concrete-Pictorial-Abstract approach to introduce new concepts
- Use manipulatives as an integral part of teaching mathematics
- Reasoning and using and applying opportunities are modelled and embedded in all lessons
- Supporting children to thinking mathematically
- Key vocabulary for each unit must be explicitly taught and displayed on learning walls
- Provide opportunities to explore concepts in depth – making conjectures and proving/disproving them.
- Working walls to reflect current learning and have evidence of pupil interaction e.g. children posing and answering questions. They should also include have a What comes in... (Y2-4) display for times tables.
- Celebrate national and local maths events- e.g. World Maths Day and Mayor of London's Challenge
- Engage parents through workshops and maths cafes
- Continue to use Mathletics to support home-learning. Set activities to consolidate current learning.

## IMPLEMENTATION

- Evidence of CPA journey in books and on working walls.
- Evidence of good quality resources to develop the children's mathematical recall of key concepts and reasoning skills
- Children will develop their resilience when approaching challenging tasks and concepts
- Children are proud of their achievements in mathematics
- Children to discuss their mathematical knowledge confidently using the subject specific vocabulary
- Children will use their mathematical knowledge across different areas of the curriculum
- Children engaging with learning platforms and completing assigned tasks
- Pupil voice

## SCIENCE

### WHAT WE BELIEVE AND WHY

At Friars, we understand the need for children to have the opportunity to learn Science by offering an exciting, inclusive and inspiring curriculum. We aim to nurture children's natural curiosity through varied practical investigations that will inspire questions and inquiry leading to them being equipped for life to ask and answer scientific questions about the world around them.

### INTENT

At Friars, we recognise the importance of Science in everyday life. We will ensure that children:

- Have Science lessons that are both engaging and inspiring
- Are encouraged to explore the world around them, make real life connections which adds to their Science capital
- Have an opportunity to experience hands-on investigations and experiments
- Are all challenged and use their learning to inform their peers throughout the school and the wider community
- Have opportunities to reflect, ask questions and discuss which builds on prior knowledge and develops their deeper understanding of Science
- Use Science vocabulary to explain their thinking
- Are encouraged to make links between their own experiences and other subject areas

## IMPLEMENTATION

Science lessons are taught within each year group in accordance with the National Curriculum, linked to year group topics. Stand-alone Science lessons are taught where natural links to year group topics cannot be made. Our whole school approach to the teaching and learning of Science involves the following:

- Ensure that all Science disciplines are taught within our curriculum
- Teach at least one Science lesson per week
- Key Stage One to carry out child led one enquiry / investigation type each half term
- Key Stage Two to carry out child led two enquiries / investigations type each half term

- Children have a knowledge organiser at the start of each topic which details key Science facts, labelled diagrams and vocabulary which should be revisited throughout the topic
- Use STEM/ Explorify/ Ogden Trust and ASE websites to create Hooks for start of topic/ investigation
- Use working walls to reflect current learning with Investigation types clearly posted
- Use a range of assessment tools and differentiation to ensure that every child can access the Science curriculum
- Topics are blocked to allow children to focus on developing the knowledge and skills, studying each topic in depth
- Every year group will build upon the learning from previous year groups, developing depth of understanding and progression of skills
- ‘Working scientifically’ skills are embedded into lessons to ensure these skills are being developed throughout the children’s school journey
- Outdoor learning, workshops and field work opportunities are maximised in each topic to develop children’s understanding
- Themed events (STEM week) to promote both a love for Science and enhance children’s Science capital

## IMPACT

- The impact of this curriculum will lead to good progress over time, across Key Stages, relative to the child’s starting point and their progression of skills.
- Our engagement with the local environment, trips, workshops and interactions with experts ensures that children learn through varied and first-hand experiences of the world around them.
- This is evidenced in a range of ways, including pupil voice, through observations and recorded work.
- Children working at Greater Depth in Science are able to work independently, apply one area of learning to another, answer ‘what if?’ questions with insightful and thoughtful ideas where they make links between prior and current learning in a familiar relatable context and justify why they think this with accuracy.

## COMPUTING

### INTENT

The computing curriculum at Friars is structured into three sections. Computer Science, IT and Digital Literacy. We follow a sequence of lessons, helping teachers to ensure that they have covered the skills required to meet the aims of the national curriculum. The content allows for a broad, deep understanding of computing and offers a range of opportunities for consolidation, challenge, and variety. Children will learn how to apply the fundamental principles and concepts of computer science and develop analytical problem-solving skills to evaluate and apply information technology. It also enables them to become responsible, competent, confident and creative users of information technology. Through the sequence of lessons, we intend to inspire pupils to develop a love of the digital world, see its place in their future and give teachers confidence.

### IMPLEMENTATION

- Each lesson contains revision, analysis and problem-solving.
- Lesson plans and resources help children to build on prior knowledge at the same time as introducing new skills and challenges.

- Cross-curricular links are also important in supporting other areas of learning.
- In the Early Years we want children to try new activities and show independence, resilience and perseverance in the face of challenge.
- We want all children to think about sensible amounts of screen time and the impact screens can have on us, positive and negative.
- In KS1, the focus is on developing the use of algorithms, programming and how technology can be used safely and purposefully.
- In KS2, lessons still focus on algorithms, programming and coding but in a more complex way and for different purposes.
- Children will also develop their knowledge of computer networks, internet services and the safe and purposeful use of the internet and technology.
- Adult guides are offered with schemes of work, enabling staff to feel confident in the progression of skills and knowledge and that outcomes have been met.
- Progression of specific language/vocabulary involved in computing is promoted in the different lessons, and can be found on the unit sheets.
- Children's voices will be recorded in yearly pupil interviews that will reflect the children's opinions.
- Internet safety day / e-safety

## IMPACT

- Learning in computing will be enjoyed across the school.
- Teachers will have high expectations and quality evidence will be presented in a variety of forms.
- Work will be saved on the network or via Digital Learning Journeys.
- Children will use digital and technological vocabulary accurately, alongside a progression in their technical skills.
- They will be confident in using a range of hardware and software and see the digital world as part of their world, extending beyond school, and understand that they have choices to make.
- They will be confident and respectful digital citizens going on to lead happy and healthy digital lives.

## HISTORY

### WHAT WE BELIEVE AND WHY

"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." - National Curriculum 2014.

The aim of our History curriculum is to provide children with rich and purposeful learning experiences that allow them to gain a deeper knowledge and understanding of not only Britain's past and World History, but also of our rich local heritage here in Southwark. By continually building on their prior learning, we aim to spark a curiosity about the past that inspires them to ask probing questions, make connections, think critically and discuss their opinions about historical events. They will develop a sense of chronology, use appropriate historical vocabulary and continuously investigate how the past shapes the present.

## INTENT

Good quality History teaching aims to:

- develop an understanding of **chronology**
- gain **knowledge** and **understanding** of events, people and changes in the past

- understand how history is **interpreted**
- explore how ideas are **organised** and **interpreted**

Children develop the following skills:

- asking perceptive questions
- thinking critically
- weighing evidence
- sifting arguments
- comparing and contrasting
- analysing and interpreting sources of information
- developing perspective and judgment

## IMPLEMENTATION

- In **EYFS**, children are taught about the past through settings, characters and events encountered in books read in class and storytelling. From Year One, each year group studies **three history topics per year**.
- History is planned and taught as a **discrete topic** in order to put the subject's substantive and disciplinary knowledge at the centre of the lessons. However, **links** and crossovers are carefully planned with other subjects, particularly **English, Geography and Art**, in order to reinforce knowledge and add important extra context to the topics.
- Activities and lessons are **planned** by teachers based on the core content agreed in '*topic overview*' pages and by drawing on quality planning sequences from organisations such as the Historical Association. Time is spent explicitly teaching new **vocabulary**. Key themes of **Migration, Rulers and Power, Our Local Area** and **Settlements** are woven through the curriculum and revisited in different year groups.
- In children's workbooks, each new topic begins with a '*front page*' (knowledge organiser) which can be referred to during the unit and used as a learning tool.
- Classrooms include **displays** featuring timelines to help chronological understanding, key vocabulary and artefacts/images relating to the unit (where possible, avoiding use of cartoon-style images).
- Each class visits a minimum of one **museum or heritage site** per year, ensuring that by the time they leave Friars, children will have visited many of the major museums in London. Exploration of our **local heritage** is built into our curriculum.
- In order for knowledge to 'stick', **knowledge quizzes** are used regularly to help children retain knowledge from their current unit, as well as topics they have studied earlier in the year **and** from previous years. They are also used for informal assessment.
- Children are given the opportunity to gain skills and knowledge through a range of approaches, such as analysing sources, debates and independent research through homework projects.

## IMPACT

- Learning journeys are clear and evident from looking at children's **workbooks**.
- Sampling from **knowledge quizzes** show children retaining retention knowledge over the years.
- Children are able to speak confidently about various aspects of local, British and World History using accurate historical vocabulary, demonstrated in **lesson observations** and **Pupil Voice** sessions. Pupils make links to prior learning and identify recurring themes within History (e.g. invasion). Children

working at Greater Depth in History use reasoning within their arguments and to support their viewpoints using their knowledge.

- End-of-year pupils' **questionnaires** help to outline significant learning that has taken place and informs future teaching practice.

## GEOGRAPHY

### WHAT WE BELIEVE AND WHY

Geography teaching and learning provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. It stimulates curiosity and imagination and we aim to build upon every child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

### INTENT

The aim of our Geography curriculum is to:

- Develop children's deeper understanding of both the human and physical world around them.
- Spark within children a lifelong curiosity and fascination about their world through active learning and enquiry.
- Encourage questions that look at how and why places change, how they compare to one another and how they are connected. This includes looking at how key physical and human processes impact the world.
- Allow children to gain geographical knowledge and skills through exploring and discovering their locality, using a range of creative mapping skills that over time broaden and enrich their understanding of the United Kingdom and the wider world.

### IMPLEMENTATION

- Unit Plans clearly outlines the skills and knowledge that the children will learn within the unit
- Knowledge Organisers are shared with parents and children, displayed on learning walls and used as a learning tool within children's curriculum books
- Learning walls within classroom include: key vocabulary and key questions; images and maps relating to the unit; information that children want to find out;
- Learning Objectives reflect the specific geographical skills and knowledge being learnt and come directly from the geography progression of skills
- Skills and knowledge are built upon each year, following a clear progression across the different year groups
- Children are given the opportunity to gain skills and knowledge through a range of approaches. For example: exploring and learning geography through geographical enquiry, whole class discussion, active learning and creativity, role play and drama, good use of maps, fieldwork and a range of multimedia resources to support geographical learning and outdoor learning, independent research through homework projects; used and special trips and visitors to the school.
- Community links and partnerships are utilised to enhance the children's learning experiences through projects, talks and field trips

- Learning is made memorable and captured using photos, QR coded videos of activities, quotations, learning reflections, thinking keys, QR coded discussions, drawings, diagrams, explanations, drama, various writing tasks, etc.
- Geography is taught once a term from Year 1 and each unit is half a term in length. There will be elements of geography additionally taught through the history curriculum.

## IMPACT

- Once introduced in Autumn 2022, children will recall important facts related to the information outlined within Knowledge Organisers.
- Pupil voice surveys will show pupils developing their own opinions regarding various aspects of human, physical and environmental geography within the British Isles and parts of the world using accurate geographical vocabulary.
- Children's progress will be assessed on an annual basis using the agreed progression of skills.
- Children working at Greater Depth in geography use reasoning within their arguments and to support their viewpoints using their knowledge.
- Learning journeys are clear and evident from looking at children's workbooks.
- Pupils make links to prior learning and identify recurring themes both within geography and the wider curriculum.
- End-of-year pupils' **questionnaires** will help to outline significant learning that has taken place and informs future teaching practice.

## RELIGIOUS EDUCATION

### WHAT WE BELIEVE AND WHY

We believe that Religious Education has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils and in helping them to gain a greater understanding of themselves and a more sympathetic awareness of the needs of others. This enables pupils to be better equipped to cope with the responsibilities and experiences of adult life.

By creating a deep understanding of the importance of faith and spirituality to many people, an awareness that some people have no faith and an understanding of the similarities rather than the differences between different religions, we will promote tolerance and acceptance within our multi-faith society.

### INTENT

At Friars, children explore different aspects of religious beliefs and worldviews while comparing, contrasting and making connections between them. RE plays a vital role in promoting the spiritual, moral, social, cultural and intellectual development of our pupils. It helps them to gain a greater understanding of themselves, a more sympathetic awareness of the needs of others and a deeper understanding of the diverse beliefs that make up their community and the wider world.

- We encourage discussion and debate from all children regardless of their beliefs, and we promote respect and tolerance of beliefs of others. RE
- Encourage children to be inquisitive and tackle challenging questions about the meaning and purpose of life; issues of right and wrong; and what it means to be human.

## IMPLEMENTATION

Children are taught the knowledge, skills and attitudes as outlined in the Southwark Agreed Syllabus. It provides a single point of reference encompassing statutory requirements, good practice and recommendations.

- The curriculum for each year group is based on three themes in EYFS and overarching questions from Y1 – Y6. **They are as follows:**
  - *EYFS* – celebrating special times; stories and what they tell us; aspects of identity and relationships
  - *Y1* - What does it mean to belong?
  - *Y2* – Can stories change people?
  - *Y3* – How are symbols and sayings important in religion?
  - *Y4* – What is special to me and the people in my community?
  - *Y5* – How do beliefs influence actions?
  - *Y6* – How important are the similarities and differences between and within religions?
- British Values are embedded in the RE Curriculum and allow the children to explore the main different religions practiced in the UK and develop tolerance of those of different faiths and beliefs.
- A 'BIG' overarching question that underpins and guides the learning
- Learning walls within classroom include: key vocabulary and key questions; images and artefacts relating to the unit; information that children want to find out;
- Learning Objectives reflect the specific skills and knowledge being learnt and come directly from the SACRE progression of skills
- Skills and knowledge are built upon each year, following a clear progression across the different year groups
- Children are given the opportunity to gain skills and knowledge through a range of approaches. For example: exploration of issues that warrant philosophical or ethical enquiry, storytelling to develop understanding of morals and guided and independent reflection to help them understand what is right and wrong
- Community links and partnerships are utilised to enhance the children's learning experiences through projects, talks and special trips to places of worship.
- Learning is made memorable and captured using photos, QR coded videos of activities, quotations, learning reflections, QR coded discussions, drawings, diagrams, explanations, drama, various writing tasks, etc.

## IMPACT

Children recall important facts related to the different beliefs and religions taught;

- Children develop their opinions regarding the spiritual, moral, social and cultural aspects of the different religions and beliefs in the local, national and global communities
- Children's progress is assessed on a termly basis using the agreed progression of skills
- Children working at Greater Depth in RE use reasoning within their arguments and to support their viewpoints using their knowledge
- Learning journeys are clear and evident from looking at children's workbooks
- Pupils' questionnaire outlines significant learning that has taken place and informs future teaching practice
- Pupils make links to prior learning and identify recurring themes across different religions and beliefs

## FRENCH

### WHAT WE BELIEVE AND WHY

At Friars, we feel that many children enjoy learning to speak another language and by exposing them to a foreign language early in their development, the faster they will acquire the language. Additionally, children at primary school age feel less self-conscious when speaking aloud in another language allowing them to maximise every opportunity to practise their new linguistic skills. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

### INTENT

By teaching a modern foreign language we will:

- Celebrate the wide range of languages spoken within our school community
- Through the teaching and learning of French, we will develop the children's awareness of how different languages can be structured
- We aim to develop children's speaking and listening skills and lay the foundations for future study.

### IMPLEMENTATION

Daily French practice - Class will go through the register counting how many children are in, how are you feeling today? feelings chart in French, date, weather

- Continue to use French within displays in the classroom and outside in halls
- A term of blocked French lessons as per main Timetable
- Learning to be recorded digitally via audio or video files and documented in a digital learning journey
- Practical activities, songs and games are used to consolidate learning.
- Whenever possible during the school day, instructions are given in French to expose the children to the language
- QR codes/videos used to show children speaking, practising phrases, conversing

### IMPACT

- Pupils confidently recall vocabulary and phrases learnt
- Children's progress is assessed on a yearly basis using the agreed progression of skills
- Digital learning journeys are clear and progress is evident
- Pupils' questionnaire outlines significant learning that has taken place and informs future teaching practice

## PSHE & RELATIONSHIPS

### WHAT WE BELIEVE AND WHY

At Friars, in line with the National Curriculum, our PSHE approach aims to promote pupil's spiritual, moral, social and cultural development and prepare them for the opportunities and responsibilities of life.

This ensures that the curriculum helps pupils develop the knowledge and understanding of their own and different beliefs as well as an understanding of their rights and responsibilities, developing integrity and independence in building respect for their environments and communities.

We aim to promote self-esteem and emotional development to help pupils, form, grow and maintain satisfying relationships.

## INTENT

- It aims to help them understand how they are developing personally and socially
- tackles many of the moral, social and cultural issues that are part of growing up
- learn about rights and responsibilities and appreciate what it means to be a member of a diverse society
- Children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community
- Supports the children to know and build healthy relationships

## IMPLEMENTATION

- Follow the Discovery Education planning
- 3 lessons every half term
- Safe space - wellbeing area in school being developed outside area in ks2
- British Values are embedded in the PSHE Curriculum and allow the children to explore and discuss their views
- Learning Objectives reflect the specific skills and knowledge being learnt and come directly from Southwark progression of skills
- Skills and knowledge are built upon each year, following a clear progression across the different year groups
- Children are given the opportunity to gain skills and knowledge through a range of approaches. For example: exploration of issues that warrant philosophical or ethical enquiry (P4C), storytelling to develop understanding of morals and guided and independent reflection to help them understand what is right and wrong
- Community links and partnerships are utilised to enhance the children's learning experiences through projects, talks and special trips. E.g., Dove Self Esteem project, Stones Care Centre, The Nest – Southwark.
- Learning is made memorable includes learning reflections, discussions, drawings, diagrams, explanations, drama, various writing tasks, etc.
- Calm corners displayed and used by pupils to express and regulate their feelings
- Reflections are used as part of the behaviour policy giving the pupils the opportunity and time to reflect on their choices and their impact
- Whole school events such as Health week, Kindness flash mob, litter picking, assemblies on mental health, neurodiversity – sign language.
- Liaison with SENCO to provide tailored programs and counselling for vulnerable children such as ELSA and CAMHS.
- Children are aware of the mental health first aiders (PSHE coordinator and SENCO)

## IMPACT

- Pupils have a healthy and knowledgeable attitude to a range of relationships as a responsible and active member of the school and wider community
- Children to confidently describe what constitutes a healthy lifestyle
- Children's progress is assessed on a yearly basis using the agreed progression of skills
- Children use reasoning within their arguments and to support their viewpoints using their knowledge
- Learning journeys are clear and evident from looking at children's folders
- Pupils' questionnaire outlines significant learning that has taken place and informs future teaching practice (Pupil voice once a year).
- Pupils make links to prior learning and identify recurring themes

## PE

### WHAT WE BELIEVE AND WHY

At Friars, the aim of our inclusive curriculum is to provide all children with high quality with PE and sport provision to improve mental wellbeing and physical health of all pupils. Through fun and engaging lessons, we strive to develop children's physical skills while promoting children's resilience, ambition, creativity and team work. Friars works closely with our partner the LPESN to ensure each child is supported and challenged to fulfil their sporting potential and lead a physically healthy active lifestyle. We signpost children and families to opportunities beyond the school- clubs/programs throughout Southwark.

### INTENT

Our aims for each child to:

- enjoy being healthy and active.
- Engage in physical activity to keep healthy and fit (we aim for a minimum of two hours of PE each week)
- develop the fundamental movement skills (agility, balance and coordination)
- gain an understanding as to why exercise and good diet is important-linking to social/emotional development as well as their physical development.
- experience a range of different sports and skills
- celebrate their success and develop the drive to achieve their full potential
- address the stereotypes around 'girls' and 'boys' sports. Provide equal opportunities.
- lead and join in PE games with growing confidence, developing their speaking and listening skills. Understand basic rules
- learn useful PE vocabulary and knowledge to help them at KS3 and beyond

### IMPLEMENTATION

- Lessons taught following PESSN plans.
- Lessons include differentiation so children can join in at their own level of development

- High quality teaching - Teachers have had team teaming with PESSN coaches. Inset days. Dance coach.
- Two hours per week (one lesson using PESSN plans and one lesson taught by dance coach)
- A clear PE focus with learning objective and key vocabulary shared in each lesson
- To introduce and develop the skills, principles and understanding of physical activities as outlined in the National Curriculum.
- To enhance pupils' awareness of the safety issues concerned with these activities and help them develop a sense of responsibility towards participating in physical activity.
- Take part in local competitions to develop competitive aspirations, good sporting attitudes and team work
- To attend festivals and performances to encourage enjoyment, inclusion and performance skills
- Cross curricular and cultural capital opportunities
- Pupils to take part in The Daily Mile as part of their healthy lifestyle
- Pupils and parents to take part in Sports Day and one-off events, e.g. - Health Week events, kindness flash mob.
- Years 3 and 4 go swimming (25m goal by end of y4, reported in y6)

## IMPACT

- Children's progress is assessed on a termly basis using the agreed progression of skills
- PE Learning journeys will reflect the progress of the pupils across each term and school year which will be evidenced in digital learning journeys
- Year 4 to report 25m goal. Each year we consider having catch up sessions for Year 6 children who did not reach the 25m expectation.
- Pupil voice once a year - pupils can discuss their improved fitness levels, enjoyment of PE, importance of PE.
- The plans have clear progression of skills and knowledge. This ensures that all children access it at an age-appropriate level.
- EYFS In the Early Years Foundation Stage, children begin to improve their movement skills. They begin to develop their agility, balance and coordination.
- Key stage 1 Pupils develop their movement skills. They extend their agility, balance and coordination. They engage in competitive and cooperative physical activities. These include games, dance and gymnastics.
- Key stage 2 Pupils continue to apply and develop a broader range of skills such as running, jumping, throwing and catching. They use these skills in competitive games and performances. They also evaluate their own and others' work. Pupils communicate and collaborate with each other. They learn how to improve in physical activities.

## DESIGN AND TECHNOLOGY

## INTENT

The aim of the Design Technology curriculum is to provide children with memorable and inspiring learning experiences. The DT curriculum at Friars follows the National Curriculum and is progressive, building on children's prior learning from EYFS to Year 6. Using creativity and imagination, pupils at Friars design and make products that solve real and relevant problems. Evaluation is a key part of the design process and children are encouraged to test, adapt and improve their products. The curriculum encourages children to develop their skills at problem-solving independently, but also as part of a team, sharing their ideas and working together to achieve and succeed.

The children also experience using a range of tools and equipment to make their products. Technical knowledge and skills are taught progressively to ensure children are able to practise and develop their knowledge of the subject and key skills as they move through the school.

Children also research and learn about significant designers and inventions, both ancient and modern, and their impact on the world.

They learn about our food, where it comes from and the importance of nutrition to health. Children learn about how our food is processed and why. They develop basic cooking skills through practical cooking activities and create and follow recipes.

## IMPLEMENTATION

- DT is delivered termly, alternating with Art. Where possible links are made with Geography and History topics. The subject also links to Science, Maths and Computing. Each year group follows and uses the progression of skills, recapping on what children have been taught in previous years.
- Product design topics include an evaluation of an existing product. Children create their own design which links to a design brief. Children then build their product and test it and are encouraged to make improvements. They then evaluate their finished product against the design brief.
- Topics relating to food encourages children to explore existing food products, create their own or follow recipes and develop their cooking skills. Children make different recipes and taste and evaluate what they have made.
- Activities which enrich the children's experience of DT include taking part in annual whole-school, mixed class STEM Week projects. Children experience cooking from different cultures during International Week. Half termly homework projects also include a DT focus.

## IMPACT

- Each step of the design, make, evaluate process should be evidenced in books.
- The 'make' phase of a project or recipe should be photographed as well as the finished product.
- Key vocabulary relevant to each topic is taught.

## ART

### WHAT WE BELIEVE AND WHY

- It is our intent at Friars Primary School to provide pupils with a high-quality art curriculum, which develops creativity, sets challenges, engages and inspires children and equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

- Our curriculum provides children with an opportunity to experience all art forms: painting, 3D designs and print making, and pupils are encouraged to experiment with a range of different materials and techniques. Opportunities to practise art and design techniques when using colour, pattern, texture, line, shape, form and space are embedded across the Art curriculum. Drawing is used to underpin the art curriculum across the school.
- We want our children to know how Art & Design has contributed to our culture and understanding of our history and our diverse world. They explore a variety of artists and their styles to include traditional and more contemporary artists. The children have opportunities to take inspiration from these artists and create their own artworks in their particular styles. Children are given the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales.
- We expect children to be able to investigate a piece of art and to understand it, question it, make comparisons and make critical judgements. We equip them with the skills required to understand the language of art and design, enabling them to describe what they see and to provide evidence for their observations.

## IMPLEMENTATION

- Art is delivered termly (alternating with DT) and where possible links to other subjects being taught within the same term
- All year groups will cover drawing, painting, print, textiles, 3D work and multimedia.
- Drawing will be used as the focus point of and for assessment and underpins the teaching and learning of all art forms
- A broad range of artists and craft makers are investigated across the school in order to develop the children's understanding of art as a form of communication
- Links are made between art and DT (and where applicable other curricular areas) where disciplines naturally cross over and children are encouraged to make links between these and their own work.

## IMPACT

- Pupils confidently speak about their art and other artists, using subject specific language.
- Evidence of the art journey and stages of skill building and knowledge of art language in children's sketchbooks.
- Pupils are proud of their artistic achievements and are resilient when it doesn't "go right" the first time.

## MUSIC

### WHAT WE BELIEVE AND WHY

At Friars, we believe that our pupils are given the opportunity to hone their skills of creativity and imagination through music and to provide opportunities to challenge, inspire and create a sense of identity through self-expression. We believe that music, for example African drumming, is a powerful tool that helps children celebrate and explore the diverse heritage of our school community.

### INTENT

We aim to encourage children to

- Develop practical music skills and knowledge and to link them throughout the curriculum
- Know that progress in music skills leads to an outcome independently and collaboratively

- Develop resilience and teamwork
- Opportunities are given for musicians to shine and hone their skills.
- Be critical and discuss music, sounds, styles and instruments which appeal or do not appeal to them.
- Embrace the many musical experiences available in our local community.

## IMPLEMENTATION

- Each music lesson will have a clear focus
- Specialist teacher will teach each class for one term per year
- When specialist teachers are leading lessons, class teachers will be present
- African drumming sessions will be taught in Key Stage 2
- Evidence might be QR codes of performances, photographs, children's quotes or written work
- Integrate music into other areas of the curriculum, when/where appropriate

## IMPACT

- Children's progress is assessed using the agreed progression of skills
- Pupils confidently speak about music and musicians, using subject specific language.
- Evidence of the children's composition either individually or collaboratively will be recorded in the curriculum books or recorded digitally
- Pupils are proud of their musical achievements and are resilient when it doesn't "go right" the first time
- Children's progress is assessed using the agreed progression of skills
- Pupils confidently speak about music and musicians, using subject specific language.
- Evidence of the children's composition either individually or collaboratively will be recorded in the curriculum books or recorded digitally
- Pupils are proud of their musical achievements and are resilient when it doesn't "go right" the first time