

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  *London* | Light and Dark | Transport | Around the World  *London* | Animals  *The Environment* | Water  *Rivers* |
| **EYFS (cycle 2 -23/24)** | Myself and Nursery Rhymes | Celebrations and Food | Homes and Buildings  *Settlements* | Around the World  *London* | In the Garden  *The Environment* | Under the Sea |
| **Year 1** | Kings and Queens | My school & Local Area | Toys | The Weather | Local History | The Sea |
| **Year 2** | The Great Fire of London | The Four Nations of the UK | The Space Race | China | Intrepid Explorers | Exploring the Globe |
| **Year 3** | Stone Age- Iron Age | Greater London | Mapping our Country | Ancient Rome | 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 | Early Islamic Civilisation - Baghdad | Mapping the World |
| **Year 6** | London at War  (Local Study) | Trade and Economics | Migration to Britain | 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

• regularly assess children’s learning within lessons through knowledge quizzes and unit assessments

• 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

• be child-centred 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 makes 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. 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, Music
* Subjects that have 3 units per year – History, Geography, Art, DT,

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 planners. 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 map, on unit posters and in 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 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.

**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 Monitoring –**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 –**twice yearly, 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, learning to read is prioritised from the beginning of Reception and embedded throughout the curriculum. By the time children leave Friars they are competent, confident readers who enjoy reading for pleasure and are able to independently and confidently discuss any book they have chosen to read.

IMPLEMENTATION

**Phonics and early reading**

* Phonics is taught daily in EYFS and KS1 using **Read Write Inc** in small, fluid ability groupings.
* In Reception and KS1, children take home a **decodable book** linked to the phonic sounds taught in class and **a book of their choice**.
* A dedicated phonics specialist holds regular additional one-to-one and small group phonics sessions for those children in **KS1 and KS2** who are assessed to not be on track in phonics.
* Phonics parent workshops are held every year.
* Children in Reception and KS1 have access to the Oxford Owl and Reading Eggs website to support their reading.

**Reading lessons**

* Reading is taught as ‘**Whole Class Reading**’ from the summer term of Year 2 to Year 6, with four half hour sessions per week.
* **Whole texts** are used for the lessons with children having a book each or one copy between two.
* Lessons focus on learning new **vocabulary**, improving **fluency** and **discussions around plot, characters and themes**. A variety of reading strategies are used, including echo reading, choral reading and paired reading, as well as frequent opportunities for children to listen to their teacher read, allowing them to become immersed in the story and hear a model of what fluent, expert reading looks like.
* For a number of texts, schemes of learning from **The Literacy Tree** are used.

**Our Reading Curriculum**

* Books in both our reading and writing curriculum have been carefully selected. They may offer ‘**windows and mirrors**’ characters and storylines, opportunities to be guided through **challenging plot devices** (e.g. non-linear time sequences using Holes by Louis Sachar) and **archaic language** (e.g. The Highwayman by Alfred Noyes), as well as exposing children to a wide selection of **contemporary and classic children’s fiction** to engage and inspire them.
* **Non-fiction** is built into the reading curriculum and is often a way of broadening and deepening children’s understanding of their curriculum topics (e.g. Year Four’s geography unit on Earthquakes and Volcanoes is complemented by use of the book ‘Earth Shattering Events’ during Whole Class Reading sessions.)

**Reading for Pleasure**

* Children are encouraged to read every evening at home **and time is provided in school for children to read individually**. **Story times** are carefully planned in EYFS and KS1.
* Classrooms contain well-stocked **book corners** with access to popular contemporary children’s fiction and non-fiction. Children may also visit and take books from our **school library**.
* In KS2, **Accelerated Reader** (AR) is used to guide children into making book choices which offer an appropriate level of challenge (however, children are never restricted to only choose books from within their ‘colour bands’). Each child has an AR account which allows them to view and share all the books they have read each year (their ‘Book Shelf’).
* Each week, children take part in **Reading Buddies**, which allows children from different year groups to read together (Y6&Y3, Y5&2, Y4&1).
* Events such as the termly **Children’s Book Project book giveaway**, **World Book Day** and a weekly **Reading Book Raffle** are held to promote a love of reading.
* **Pupil Librarians** are elected each year and take responsibility for curating book displays and giving recommendations.
* ‘**Book Club**’ takes place for the final half hour of each week in every class. It is an opportunity for adults and children to share book recommendations and for classes to enjoy listening to their teacher read an inspirational book.

IMPACT

The impact of our Reading curriculum and teaching will be measured in the following ways:

* Children’s **progress in phonics groups** will be closely monitored by the Early Reading Leader to look for any children who are not on track. The Early Reading Leader will regularly drop-in to phonics lessons to monitor teaching and provide **coaching and support**.
* Data from the **statutory tests** (Y1 Phonics Test, Y2 and Y6 Reading SATS).
* ‘STAR Reading’ tests will be given to children in Y2-6 at four points during the year. These results will help to inform **termly teacher assessment judgements** which are discussed with the headteacher at regular Pupil Progress Meetings. Teachers moderate pupils’ work in school and in cluster meetings with other schools to ensure accurate assessments are made.
* Pupil Voice will be carried out **through Reading Perception Surveys to find out children’s attitudes towards reading**, given to children twice per year. We would expect to hear children discussing books with excitement and displaying a good knowledge of authors and genres.
* Book monitoring will be used to check that children’s work in their **reading journals** shows a good level of comprehension.

**WRITING**

INTENT

At Friars, we endeavour to instil a love of writing in all our pupils. Through the use of high-quality texts, ranging from picture books to Shakespeare, 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 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.

IMPLEMENTATION

* In **EYFS**, children experience a language-rich environment with carefully selected topics, books and vocabulary to develop their spoken language. Teaching of phonics in the early stages of writing is done using **Read Write Inc**.
* In Year 1 to 6, children receive a **daily English lesson**. Most of the units of work have been adapted from high-quality published schemes such as **The Literacy Tree**.
* Grammar and sentence structures are taught in line with our **writing progression maps**, which detail how genres are taught and built upon throughout the year groups.
* Children have regular opportunities to **write at length** and ‘publish’ their work.
* Teaching sequences include opportunities for improving spoken language and drama. All teachers take part in training with the **Unicorn Theatre** and incorporate their drama activities as part of the build-up to writing.
* **Handwriting** is taught in-line with our handwriting policy. 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.
* Children are explicitly taught to use **precise and ambitious** **vocabulary**.
* Model texts and anonymous writing samples are regularly used to show children what makes good writing.
* Children are taught how to **edit and improve their own writing**, both in response to feedback and independently. They are given regular opportunities to go back over their work with a purple editing pen as well as opportunities for structured peer feedback.
* All classrooms contain a regularly updated English Working Wall to aid pupils and guide them through the process of writing.

IMPACT

The impact and quality of our English curriculum and teaching will be measured in the following ways:

* In addition to ongoing formative assessment through marking and end-of-key-stage published assessment data, all teachers assess writing standards three times a year and discuss these in termly Pupil Progress Meetings with the Headteacher and Inclusion Manager.
* Children’s writing is shared and **moderated** regularly in staff meetings to ensure consistency in teachers’ assessment judgements, to identify any common weaknesses and to collaboratively identify ‘next steps’ for children. In addition, teachers in Year 2, 4 and 6 take samples of children’s writing books to writing moderation clusters with local Southwark schools.
* The Subject Leader and SLT carry out learning walks and book monitoring, evaluating a range of markers of the quality of children’s writing, including children’s ability to write using the **features of** **a range of genres**, the accuracy of children’s **punctuation**, **spelling** and **grammar**, the use of **ambitious, precise vocabulary**, the presentation of **handwriting** and the ability of children to **edit** and reflect upon their own writing.

**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 plans
* KS2 to teach a separate fluency lesson regularly
* Reception, Y1 and Y2 to follow Mastering Number
* Use Flashback 4 to recap prior learning (previous lesson, last week, topics from earlier in the year)
* 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
* 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
* Same-day catch up sessions
* Freckle programme to support home learning by providing personalised maths practice and activities tailored to children’s abilities (this will replace Mathletics by the end of autumn 23).
* Celebrate national and local maths events- e.g. World Maths Day
* Engage parents through workshops and maths drop-ins
* Use Times Tables Rock Stars to support home learning.

IMPACT

* 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 are able to discuss their mathematical knowledge confidently using the subject specific vocabulary
* Children will use their mathematical knowledge across different areas of the curriculum
* Children are engaging with learning platforms and completing assigned tasks
* Pupil voice – children are able to talk about their maths journey

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.

The children learn Science at Friars through the acronym, knowing it is:

***F****un*

***R****eal*

***I****nvestigations*

***A****ll (for everyone)*

***R****eflection*

***S****cientific vocabulary*

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
* Upper Key Stage Two to carry out two child-led 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 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 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 ensure they feel safe when using and creating digital content.

IMPLEMENTATION

* Lesson contain 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, coding 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 and added to computing learning logs that will reflect the children’s opinions and learning.

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.

Friars - 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.*

INTENT

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.

Children will:  
- develop a strong **mental chronological framework**  
- use appropriate historical **vocabulary** and understand **abstract concepts** such as ‘empire’  
- gain knowledge and understanding of events, people and changes in the past  
- understand **how historians work** and of historical concepts such as ‘cause and consequence’

IMPLEMENTATION

* In **EYFS**, children are taught about the past through settings, characters and events encountered in carefully selected 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 in order to reinforce knowledge and add important extra context to the topics.
* Children’s historical knowledge is reinforced by regular opportunities for **reading**. Classroom book corners are well-stocked with **historical non-fiction books**, and texts are built into our Reading Curriculum so as to give children a deeper and broader understanding of the time periods studied. *For example, Year 6’s history topic of London during WWII is complemented by using Goodnight Mister Tom and WWII information books in Whole Class Reading sessions.*
* Activities and lessons draw on quality planning sequences from organisations such as the Historical Association. Time is spent explicitly teaching new **vocabulary**. Key concepts, such as ‘**invasion’**, are woven through the curriculum and revisited in different year groups.
* In children’s workbooks, each new topic begins with a ‘unit page’ which shows key knowledge and vocabulary covered in the unit and can be referred to during the topic and used as a learning tool.
* Classrooms include **displays** featuring useful visuals such as timelines to help chronological understanding, key vocabulary and artefacts/images relating to the unit (where available, avoiding use of cartoon-style images).
* Where possible, classes visit a **museum or heritage site** for each topic, 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 and we have been awarded the Heritage Schools Award from Historic England.
* 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 end-of-unit assessment. In addition, each new year begins with children revising prior history topics in an effort to interrupt ‘the forgetting curve’.
* Children are given the opportunity to explore second-order concepts, including different interpretations about the past. *For example, when learning about Pompeii as part of their topic on Ancient Rome, Year Three look at historians’ differing opinions over the date of the eruption of Vesuvius.*

IMPACT

The impact and quality of our History curriculum will be measured in the following ways:

* **Pupil Voice** sessions will be used to delve into children’s depth of understanding of current topics, retention of knowledge from prior learning, awareness of chronology and ability to make links across topics, as well as their attitudes and enthusiasm for history.
* **End-of-unit quizzes** will be used by teachers to judge children’s knowledge of topics, including their understanding of subject-specific vocabulary.
* The Subject Leader and SLT will carry out **book monitoring** and **learning walks** to build a picture of children’s learning.

**geography**

**WHAT WE BELIEVE AND WHY**

The National Curriculum for Geography states that:

*‘…a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.’*

INTENT

The aim of our Geography curriculum is for children to:

* Build a solid a foundation of understanding based on the pillars of geographical knowledge: **locational knowledge**, **place knowledge** and **environmental, human and physical processes**.
* Be confident in **geographical skills**, such as using maps and diagrams, as well as collecting information first-hand through regular **fieldwork** opportunities.
* Develop a sense of **how geography experts think and work**, and be able to make connections between geographical issues.
* Have a lifelong **curiosity** and **fascination** about their world.

IMPLEMENTATION

* In **EYFS**, our curriculum has built-in ongoing opportunities for children to make sense of the physical world and their community, as well as repeated opportunities to practise their geographical language, such as prepositional language.
* In Year 1 to Year 6, children study **three Geography topics per year** (alternating with History), as outlined on the Geography Curriculum Overview. Topics and focus regions have been carefully chosen and sequenced with skills and knowledge built upon each year, following a clear progression across the different year groups.
* **Unit pages** contain the **core learning objectives**, **vocabulary** and **knowledge** that will be covered in each topic. Each unit combines different pillars geographical knowledge, meaning that children have regular opportunities to revisit and consolidate their locational knowledge. *For example, children in Year Six focus on physical geography when learning about the Amazon Rainforest, but also improve their locational knowledge of South America and map skills.*
* Teachers regularly make use of **quick quizzes** as a method of revising prior learning.
* Children’s geographical knowledge is reinforced by regular opportunities for **reading**. Classroom book corners are well-stocked with **geographical non-fiction books**, and texts are built into the Reading Curriculum so as to give children a deeper and broader understanding of the topics studied. *For example, Year Four’s geography unit on Earthquakes and Volcanoes is complemented by use of the book ‘Earth Shattering Events’ during Whole Class Reading session.*
* **Fieldwork** opportunities are built-in to the curriculum. *For example, Year One follow a map route around our local streets hunting for different examples of human features as part of their topic on Our Local Area, use rain gauges as part of their topic on The Weather and visit Littlehampton as part of their unit on the Seaside.*
* Opportunities for geographical **enquiry** and **debate** are planned for within the curriculum. *For example, in Year Three’s topic on Greater London, children visit Richmond Hill and on their return to school debate whether it is right that the view from the top is protected by an Act of Parliament.*
* The subject of Geography is celebrated with **whole school activities** including International Week, KS2 Quiz Events and Geography Club.

IMPACT

The impact and quality of our Geography curriculum will be measured in the following ways:

* **Pupil Voice** sessions will be used to delve into children’s depth of understanding of current topics, retention of knowledge from prior learning and ability to make links across topics, as well as their attitudes and enthusiasm for the subject.
* **End-of-unit quizzes** will be used by teachers to judge children’s knowledge of topics, including their understanding of subject-specific vocabulary.
* The Subject Leader and SLT will carry out **book monitoring** and **learning walks** to build a picture of children’s learning.

**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
* Pupil voice 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 such as the class going through the register counting how many children are in, how are you feeling today? Feelings in French, date, weather etc…

* Continue to use French within displays in the classroom and outside in halls
* A 30 minute French lesson timetabled throughout the year
* Learning to be recorded in folders and digitally via audio or video files
* 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
* International week focus is on a French speaking country.
* Singing in French as part of singing assembly and performances

IMPACT

* Pupils confidently recall vocabulary and phrases learnt
* Children’s progress is assessed on a yearly basis using the agreed progression of skills
* Digital records show progress within and between year groups
* Pupil voice 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

* aims to help children 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
* encourages children to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community
* supports children to know and build healthy relationships

IMPLEMENTATION

* We follow the Discovery Education planning which clearly outlines the skills and knowledge that the children will learn within each unit.
* 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 through Discovery Education.
* 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. Eg., Dove Self Esteem project, PESSN resilience workshops, The Nest – Southwark.
* Learning is made memorable and includes learning reflections, discussions, drawings, diagrams, play, 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 flashmob, 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.
* A safe space - wellbeing area in school has been created where the ELSA programme, CAMHs counsellor and Mental Health Workshops can take place.
* 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 and how to be 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 to support their viewpoints
* Learning journeys are clear and evident from looking at children’s folders
* Pupil voice outlines significant learning that has taken place and informs future teaching practice

**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 LPESSN 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 – to clubs and programmes throughout Southwark.

INTENT

Our aims for the children are 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 (locomotor, stability and manipulation skills)
* Gain an understanding as to why exercise and good diet is important-linking to social/emotional development as well as their physical development (healthy participation)
* Experience a range of different sports. Learn rules, strategies and tactics to enable them to be successful
* Celebrate their success and develop the drive to achieve their full potential
* Address the stereotypes around ‘girls’ and ‘boys’ sports and provide equal opportunities
* Lead and join in PE games wi growing confidence, developing their speaking and listening skills
* Learn useful PE vocabulary and knowledge to help them at KS3 and beyond
* Enjoy and develop knowledge and skills in dance from Nursery through to Year 6. Engage in performances, clubs and learn discipline and develop resilience through the positive wellbeing that is implicit in the dance lessons.

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
* Introduce and develop the skills, principles and understanding of physical activities as outlined in the National Curriculum
* 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, teamwork and opportunities to put tactics/ rules into practise
* To attend festivals and performances to encourage enjoyment, inclusion, confidence 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
* Year 4 to report 25m goal
* Pupil voice where 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 PE at an age-appropriate level
* In the Early Years Foundation Stage, children begin to improve their movement skills. They begin to develop their motor movement skills
* Key Stage 1 pupils develop and consolidate their motor movement skills. They start to engage in competitive and cooperative physical activities learning some basic rules and tactics. These include games, dance and gymnastics. They learn why it is important to live a healthy active life
* Key Stage 2 pupils continue to apply and develop a broader range of skills. 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. Children build on their knowledge and understanding of how and why to live a healthy active life

**Design and technology**

INTENT

The aim of the Design and Technology curriculum is to provide children with memorable and inspiring learning experiences. The D and T 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 is 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.
* Children are able to speak with confidence about the products they have made and explain their choices of materials and joining and finishing techniques using subject specific language.

**ART**

**INTENT**

* We follow Kapow Primary’s Art and Design scheme of work. The aim is to provide a high-quality curriculum which develops the children’s creativity, sets challenges, engages, inspires and equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
* The Kapow Primary Art and Design curriculum is designed to give pupils opportunities to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. They explore a variety of artists and their styles to include traditional, modern and 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.
* The curriculum provides children with opportunities to experience all art forms: drawing, painting and mixed media, sculpture and 3D and craft and design. 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 and Design curriculum.
* 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 and Design is delivered termly (alternating with DT) and where possible links to other subjects being taught within the same term. Each unit of work incorporates 5 key strands which include generating ideas, using sketch books, making skills, including formal elements (line, shape, tone, texture, pattern, colour), knowledge of artists and evaluating and analysing.
* Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas: Drawing; Painting and mixed-media; Sculpture and 3D; Craft and design.
* Creativity and independent outcomes are embedded into each unit of work, supporting children in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.
* Lessons are always practical in nature and encourage experimental and exploratory learning. Guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils’ learning are available. Knowledge organisers for each unit support pupils learning and understanding by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.
* Activities which enrich the children’s experience of Art and Design include class visits to local art galleries and museums, half termly homework projects which include an Art and Design focus and after school Art and Craft clubs.

IMPACT

Children produce creative work, exploring and recording their ideas and experiences. They are proficient in drawing, painting, sculpture and other art and craft and design techniques. Children can speak confidently about their art and other artists, using subject specific language. There is evidence of the art and design learning journey, stages of skill progression and knowledge of art language in children’s sketchbooks. Pupils meet the end of key stage expectation outlined in the National Curriculum. They are also equipped with a range of techniques, confidence and creativity to form a strong foundation for their Art and Design learning at Key Stage 3.

**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 a passion for music, in which pupils learn to appreciate and develop a life-long love of music.
* Develop practical music skills, knowledge and understanding to enable them to become confident performers, composers and listeners
* Develop their musical skills through singing, playing instruments, composing music and responding to music they listen to.
* Know that progress in music skills leads to an outcome independently and collaboratively
* Develop resilience and teamwork
* Introduce children to a variety of genres of music from around the world and across generations, recognising the multicultural nature of our school and how we use music as a medium to explore and appreciate British and other cultures.
* 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

* Music is taught following the Southwark Music Service scheme of work and Sing Up.
* Music is taught progressively so that it begins in the Early Years, where children’s musical awareness is developed to support their imagination and creativity. This early love of music is then developed throughout the school.
* A specialist teacher will teach each class for at least 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 video clips of lessons/performances, photographs, children’s quotes or written work
* Music is integrated 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 are engaged and excited by our music curriculum.  The skills that they are taught equip them with a range of skills to enable them to appreciate music throughout their lives
* Children have become confident performers, composers and listeners, who are able to express themselves musically at school and beyond
* Children show an appreciation and respect for a range of music from a variety of genres across a variety of generations
* Children demonstrate and express their enthusiasm for music
* Children progress throughout the music curriculum which enables them to meet the expectations outlined at the end of each key stage for the national curriculum