



William Morris Primary

Curriculum Policy



Overall Intent

Our curriculum will be creative, inspiring and imaginative, designed to promote collaboration, reasoning and resilience. Learning will be active and based around hands on experience. We will utilise high quality play and have a dynamic approach to teaching and learning, setting creative questions for pupils to explore, planning WOW sessions for each topic to engage children's curiosity and imagination and encourage children of William Morris to become fully involved and excited about learning. Alongside the national curriculum, we will plan for children's personal develop through our Life Skills Curriculum, trips and visits and outdoor learning. We will have an enthusiastic staff and excellent space for developing this curriculum in our new building and grounds.

Implementation

The curriculum is planned effectively, providing progression and continuity. It promotes an enjoyment of learning and a commitment to learning and achieving.

Aims

- That all pupils are provided with outstanding learning experiences that will ensure engagement, leading to comprehension, leading to mastery of key subjects
- That children develop personal life skills to be confident, all rounded citizens
- All children will be taught by professionals who are skilled, adept and enthusiastic about teaching and learning and are committed to transmitting that enthusiasm to another generation
- That a shared high expectation of behaviour and of adherence to our shared values are the corner stone of a successful learning environment
- That our teaching of the curriculum will impart skills through inspiring lessons that become lifelong memories.

We will:

- Have an emphasis on a creative curriculum which inspires children's learning
- Respond to children's diverse learning needs and make certain that work is provided to ensure they succeed
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Provide a Life Skills curriculum and personal development opportunities outside the National Curriculum to meet the needs of individuals, groups of children and the local community
- Encourage learning through play, WOW sessions, outdoor learning and trips and visits
- Utilise our school grounds to enhance our curriculum provision

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-

related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

KS1 & KS2 Curriculum

William Morris Primary School will use the National Curriculum 2014 as the framework, to shape our overall KS1 and KS2 curriculum to meet the specific educational needs of individuals and groups of children. However, this will be merely a starting point, and the school will ensure that every opportunity is taken to engage with wider curricular materials and subject matter to add further value to the content of the teaching and learning experience, enrich the children's lives and benefit individual children who may need further support to access the curriculum/school life.

	Key stage 1	Key stage 2
Age	5 – 7	7 – 11
Year groups	1 – 2	3 – 6
Core subjects		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
Foundation subjects		
Art and Design	✓	✓
Citizenship / PSHE	✓	✓
Computing	✓	✓
Design and Technology	✓	✓
Languages		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical Education	✓	✓

Subject or other activity (e.g. enrichment)	Hours per week	Mandatory	Comments
PSHE, Values	1.5	M	1 hour of PSHE through Jigsaw scheme and 1/2 hour assembly on Values. Other daily assemblies would address areas of PSHE too.
Maths	6	M	1 hour a day and 20 minutes of mental maths 4 days a week
English	6	M	1 hour 20 minutes daily
Reading	2.5	M	30 min every day for guided reading, shared reading, independent reading, 1:1 reading
Spelling & Grammar (KS2)	2	M	20 minute spelling session 5 times a week plus 2 x 1/2 hour of grammar teaching
Phonics (EYFS/KS1)	2.5	M	20-30 minutes daily
Science	2	M	Covered in a cross curricular way linking skills to topics.
PE	2	M	Covering gym, dance and games including dedicated fitness time. Y3 swim.

MFL (KS2)	0.5	M	Main language taught is French. This is due to French being the language taught at the local secondary school. Opportunities will be given to practise vocab through songs and games. Language weeks will also be organised.
Topic – Art, DT, History, Geog, RE	2	M	All subjects are taught together and linked through different and exciting topics. Each has engagement days and links for parents. This approach has been adopted by other schools graded 'Good' in the MAT and helps the children to make links and connections as well a practise their English and Maths skills across the curriculum leading to mastery.
ICT	1	M	Redesigned modern curriculum, using apps and ipads. Taught through all subjects and a vehicle to practise other curriculum skills and knowledge.

Organisation and planning

- The curriculum is creative topic based approach with cross-curricular links where relevant.
- Each year group has a Long Term Plan, highlighting the units of study in each subject area. This is reviewed on an annual basis.
- Literacy and mathematics planning is on a weekly basis.
- Medium term plans for the other subjects are written by the year group team and updated/reviewed on a regular basis.
- Children with Special Educational Needs, EAL or More Able are identified and, where appropriate differentiated activities are provided for.
- There will be a range of teaching methods used ranging from whole class, group, paired and individual.
- Teachers are aware of the different learning styles of children and endeavour to use a variety of methods in the day to day delivery of the curriculum.
- Curriculum delivery is monitored in accordance with the school's and Trust's Monitoring Schedule

Curriculum Topics

	Autumn Term	Spring Term	Summer Term
Reception	This is My life Snap, Crackle, Pop	KPOW Superheroes Digging Deep	Go Wild Dinosaurs/Space
Year 1	Bright Lights, Big City Explorers	Long, Long Ago Toys	Planes, Trains and Automobiles Kings and Queens/Castles
Year 2	Fire! Fire! Ready, aim, Fire!	The Secret Garden Florence Nightingale	Explorers Growing Plants and Animals
Year 3	The Rotten Romans Vicious Vikings	Yabba, Dabba Doo Where in the world?	The Ancient Egyptians As We Live and Breathe
Year 4	What Lies Beneath? Stone Age to Iron Age	Poles Apart Rainforests	Empire Strikes Back World War 2
Year 5	Intergalactic Invaders Anglo Saxons	These Sceptre Isles Sports Mad	Extreme Earth The Ancient Greeks

Year 6	Exploration and Discovery Call of the Wild	Myths and Magic It's a wonderful life!	Thrill Seekers Victorian Britain
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Life Skills

At William Morris our curriculum will be supplemented by developing children's personal life skills and the qualities children will need growing up in a world of change. This will include developing skills such as: personal confidence, conversation skills, perseverance and collaboration skills. Some of these will be taught within general day to day teaching and learning, some will be allocated to specified to particular year groups.

Whole school provision will consist of:

- Class assembly to share learning and develop presentation and public speaking skills
- To engender a love of reading, teachers will read a class book to the children
- KS2 children being offered the chance to learn a musical instrument
- Children representing the school at interschool Sports events
- Cooking provision across the school – with each class cooking at least twice a year and Year 6 cooking a 3 course meal for their parents!
- Every class will be exposed to world news and events
- Excellent ICT provision to prepare children for their future
- Year 6 roles will encourage the children to take on whole school responsibility
- Residential trips for KS2 which link to their curriculum learning and enhance personal development

Specific year groups will include:

- EYFS curriculum will be play-based with a wide variety of outdoor learning activities and visits from the fire brigade and police
- KS1 will include - animal care, learning the recorder and a visit to an art museum
- Lower Key Stage 2 will include – a trip to the theatre, touch typing, calling 999 and basic first aid, French Café and awareness of environmental changes
- Upper Key Stage 2 will include – an enterprise week, working with a local artist, a career day, link with local secondary school focussed on science and sessions on mindfulness.

Early Year Nursery Curriculum

The nursery will be aligned with the vision and values of the school so that from the outset there will be high expectations for children to achieve and fulfil their potential, by creating building blocks for their future learning. Our early years curriculum is committed to incorporating all seven areas of learning from the Early Years Foundation Stage framework, developing children's holistic learning through exploring and discovering in play. By planning challenging experiences based upon ongoing assessments of children's interests, this will ensure that children develop and foster a love of learning.

The nursery will have access to the excellent shared school facilities, making use of a stimulating free-flow indoor and outdoor provision. Through an effective nursery transition, including home visits and a settling-in process, good home-school links and positive parent relationships will be created which supports children's well-being and emotional development. Children's communication and literacy skills will be developed by introducing signing, encouraging those children for who English is an additional language or those with Speech and Language difficulties, a rapidly growing need. Exceptional levels of school readiness will be achieved by following an enriched, purposeful early years' curriculum, with a balance between child initiated and adult directed learning to prosper children's independence. Each child's progress will be rigorously tracked by skilful and highly qualified staff, to ensure that children's developmental and individual needs are met throughout their time at the nursery.

Early Years/Reception

We believe that in Early Years, play underpins children's learning and development. In Reception we will follow the Early Years Foundation Stage curriculum, building on the foundations laid throughout the nursery, and preparing children for the transition into Year 1 where they will progress on to the National Curriculum.

Our philosophy is that by nurturing children into inquisitive thinkers and independent resilient learners, it will enable them to grow and develop and fulfil their potential. Ensuring we provide an environment, both indoors and out, in which children feel safe and secure will help them as they begin to problem solve and make choices for themselves. Through exploration and discovery, children make sense of the world around them and develop emotionally, socially, physically and intellectually. Experienced and dedicated staff support the children by having a well-planned daily routine which includes opportunities for them to work independently or with others, in both child-initiated and adult directed play and learning situations. Staff continuously observe the children, noticing their interests, and extending their learning through challenging and skilful questioning. Children will have daily phonics, maths and reading lessons and extended 'play and learn' sessions where they access the continuous provision. Planning will include indoor and outdoor provision covering all areas of learning. Continuous provision enables children to make their own choice of learning, adults will support and develop learning alongside the child.

William Morris Primary School recognises that the creation of strong parent partnership links is vital to establish positive relationships for the benefit of children, parents and the school.

A baseline assessment will be completed by October half term, so that staff can personalise the child's learning experiences and measure progress accurately.

English

Our intent through the English curriculum will be to ensure that children develop the skills and knowledge that enables them to communicate effectively and creatively through spoken and written language and to equip them with skills to become lifelong learners. We will help children to enjoy and appreciate literature and develop a passion for reading. Everyday, we will teach reading and writing in varied and lively ways, as well as promoting reading and writing in all subjects. We want our children to acquire core literacy skills and have a love of language.

Spoken Language

The quality and variety of language that pupils hear and speak is vital for developing their vocabulary and grammar, and their understanding for reading and writing. It is our intent that the children at William Morris develop a rich and diverse knowledge of language. This will be implemented across the curriculum; we will provide our children with a wide range of opportunities to develop their speaking and listening skills such as discussion, debate, presentation, drama and movie making. During speaking activities, we will assist children in making their thinking clear to themselves as well as to others. Spoken language underpins the development of reading and writing, and children's knowledge across the curriculum, the impact of which can be seen in all subjects.

Children will participate in a range of drama activities and we will invite theatre groups and other performers, such as storytellers into the school. We will also hold an annual Book Fair and dress up for World Book Day.

Reading

Our intent is that pupils learn to read fluently and with a good understanding. Reading enables pupils to acquire knowledge, develop a wide vocabulary and stimulate the imagination. It helps pupils to develop culturally, emotionally, intellectually, socially and spiritually. Through reading high quality literature, pupils develop a good understanding of the world and a love of reading.

Ways we will teach children learn to read:

- Learning to read comprises of two core elements: word reading and comprehension. We will implement the teaching of these skills in a range of ways.
- We will balance individual reading with guided group reading and also develop comprehension in our daily literacy skills sessions.
- Rewards for reading regularly at home will be given out in assembly.
- Book linked to phonic stages will enable a clear progression in reading through the use of quality reading texts. We will use the Collins Big Cat reading scheme for fiction books and other schemes for non-fiction to ensure a variety of genres are accessed. The phonic readers will provide children with texts that are decodable and contain the sounds that the children have been taught as well the common exception words.
- Ongoing formative assessment will take place throughout the term and teachers will hear the children read weekly within EYFS and KS1.
- There will also be summative tests to assess word reading and comprehension and inform progress and help us to identify rigorous next steps for learning through question level analysis.
- Teachers will read a class book to the pupils so that they get to know a range of stories, poetry and information books, promoting reading for enjoyment, a love of books and the development of knowledge and language.

Comprehension and Inference

In Early Years and Key Stage One, pupils' understanding of a text is developed orally through opened ended question and through discussing the meaning of words. From year 2 upwards, in reading sessions pupils are taught how to find evidence in the text to back up their ideas. With the support of a teacher, they are taught the wider skills of reading and are given the opportunity to look at texts in more depth.

Questions to develop comprehension skills

Can your child find evidence directly and indirectly from the story?

- What did..... do?
- How many..... were/are there?
- Where did it happen?
- Who was there?
- Who are.....?
- How does he describe it?
- How do you make/do.....?
- What happened when..... did.....?
- What happened to.....?
- How is the character feeling? How do you know?

Can your child answer questions without referring to the story?

- Have you ever....?
- If you could....?
- If you were going to....?
- In your opinion...?
- Do you agree with...? Why...?
- Do you know anyone who...?
- How do you feel about....?
- What do you think will happen next...?

Phonics

Through quality phonic teaching, which will begin in Nursery, we will use 'Storytime Phonics and 'Letters and Sounds' approach to teach phonics and use 'Phonics Play', a computer based resource, to further help the pupils learn to read and write sounds. Pupils will be taught to read tricky high frequency words and are given 'coloured' books to read at home that match their phonic and word knowledge; this boosts the child's confidence in reading. Rewards for reading regularly at home will be given out in assembly. Book bands will enable a clear progression in

reading through the use of quality reading texts. We will use a range of books from Collins Big Cat and other schemes that incorporates different genres and text types.

Children will learn **phase 1** phonics throughout the first year of the foundation stage. This will comprise of lots of fun activities including sound walks and games. It is our intent that children can blend and segment everyday sounds before they move onto learning phonic sounds. These skills are essential as the foundations of all phonic learning. Children will begin to name letters and begin to learn letters and sounds relevant to their life eg the letters in their name. Once into Foundation **stage 2** (Reception) children will start a phonics programme. We have designed our curriculum to follow the sequence of the Letters and Sounds scheme. This will continue through year 1 and into year 2 if required.

The 5 main skills taught during each phase are as follows

1. Learning the letter sounds. Children will be taught the 42 main sounds. This include alphabet sounds as well as diagraphs such as 'sh', 'th', 'ai' and 'ue'.
2. Learning the letter formation. Using a multi-sensory approach the children will learn how to form and write letters. We will use the printed form and will follow the rising stars scheme for handwriting.
3. Blending. Children are taught how to blend the sounds together to read and write new words eg. c-a-t become cat.
4. Identifying the sounds in words (segmenting).children are taught the 42 main letter sounds. This includes the alphabet sounds and the diagraphs such as 'th', 'sh', 'ai' and 'ue'.
5. Tricky words (or troll words). These are the words with irregular spellings. Children will learn to read and spell these separately.

Children will take home flash cards to play games with to help them embed their learning from the school phonics sessions. They will also have a reading book that is carefully matched to their phonics level and ability to help them to practise and master their phonics. We will use the Collin Big Cat reading scheme as children begin learning to read as this matches the Letters and Sounds scheme. We will also encourage children to take non-fiction books home to read as well as a phonics based reader. Children will be continuously assessed on their phonic knowledge.

Writing

At William Morris, our intent is for our pupils to become fluent, articulate and enthusiastic writers. We will teach the writing objectives of the National Curriculum using an exciting cross-curricular approach, and feel it is important to give pupils rich experiences to inspire writing and to provide a strong purpose where possible. Exciting stimulus help children to be enthused about writing. We will look for ways to motivate and inspire pupils so they see themselves as 'writers'.

Ways we will teach children learn to write:

- Units of work will be planned that immerse children in a genre by reading and discussing good examples of writing before the children plan and write their own.
- We believe that pupils need to hear how sentences are spoken, speak these sentences aloud and then read and analyse them written in a text before attempting to write them for themselves.
- We use carefully chosen or created model texts as well as live modelling and shared writing so that pupils can see the process involved in creating a piece of writing.
- The pupils are given time to edit, and improve their writing and they are encouraged to evaluate both with the teacher and with peers.
- We ensure the pupils have the opportunity to write for a range of contexts, purposes and audiences.
- We recognise the vital importance of exposing our pupils to a rich and varied vocabulary and understand that their acquisition and common of vocabulary are key to their learning and progress across the whole curriculum.

- Where possible, our teaching of the grammar requirements of the National Curriculum are embedded into our writing lessons because we believe that grammar makes most sense when it is taught as an active process, related to the teaching of writing and reading.

Spelling

The ability to write ideas down fluently requires a good understanding of spelling.

In Key Stage 1, we will continue to follow the 'Story time phonics' and 'Letters and Sounds' approaches and teach pupils how to write phonemes as graphemes, using 'Phonics Play' and 'Rising Stars'.

In Key Stage 2, we will use the Rising Stars spelling scheme. These schemes ensure full coverage of, and progression within the National Curriculum requirements.

Strategies to support pupils with their spelling:

- Phonetic spelling strategies. Segmenting, to see how a word is composed of individual sounds, is crucial for spelling.
- Visual spelling strategy. Learning how a word looks and visualising the word can be an effective strategy.
- Rule-based strategies. Pupils are taught through investigations to understand rules behind spelling patterns.
- Word-meaning strategies. Helping pupils understand what words mean can support their spelling of those words. Explaining how words are derived, how prefixes and suffixes are added on to root words and how to form compound words, can all support confidence and accurate spelling.
- We also encourage the pupils to develop their use of dictionaries and other tools to check their spelling.

Handwriting

Handwriting will be taught explicitly in the early stages with handwriting practice within the day. EYFS children will learn the correct formation of letters and will print as well as taking part in gross motor and fine motor activities to help strengthen finger tips and arm muscles. We will spend time ensuring children have the correct pencil grip. They will begin to join diagraphs once they are developmentally ready and this will continue into Year 1. In Year 2 children will begin to join all letters once the teacher decides they are ready. Once a child is fluently joining their handwriting they will use a pen and be encouraged to develop their own style. We will use the script from the Rising Stars handwriting scheme. In Key Stage 2, pupils who demonstrate good handwriting are awarded a handwriting licence. This enables them to use handwriting pens and to further develop their fluency.

Maths

At William Morris, our intention is that we will encourage children to have a positive attitude to Mathematics and to gain a deeper understanding of Mathematical concepts through a process of enquiry, reasoning and problem solving. We will enforce confidence in Mathematics, where children can express ideas fluently and talk about the subject using mathematical language.

Ways we will teach children to learn mathematical skills:

- We will implement a mastery approach curriculum where we provide carefully crafted lessons and resources to foster deep conceptual and procedural knowledge, utilising the National Curriculum and The White Rose scheme.
- Maths will be taught daily from EYFS and through KS1 and KS2.
- We will embed the core skills of addition, subtraction, multiplication and division, and realise the importance and application of number in an everyday real life context.
- We will use practical apparatus and resources in our maths teaching.
- We will promote the importance of learning the multiplication tables and their related division facts through fun lessons and 'Time Tables Rock Stars', celebrating individual achievements along the way.

- We will develop an understanding of shape, data and measures through practical creative lessons which are often cross-curricular and encourage pupil led investigations.

Our teaching of Mathematics aims to equip children with the necessary numeracy skills to allow them to use different methods and strategies in everyday life, as they continue on their learning journeys.

Science

At William Morris, our intent is to bring science to life for children; encouraging them to develop a natural curiosity and deeper understanding about the world around them. Children are naturally inquisitive and through asking their own questions, they are encouraged to discover the answers themselves whilst in a safe and stimulating learning environment. Our aim is that through providing stimulating and challenging experiences both inside and outside of the classroom, the children will secure and extend their scientific knowledge and vocabulary.

Ways we will teach children to learn scientific skills:

- Within our science lessons, we will provide exciting, hands on and practical experiences.
- Children will cover topics to develop a greater understanding within Physics, Chemistry and Biology, building upon this as they progress through the school.
- Children will learn to work scientifically and developing practical enquiry and investigation skills.
- Weekly science lessons are planned to be exciting, practical and engaging
- In every science lesson, children will build upon their existing scientific knowledge and skills, whilst creating links to the world around them and exploring 'real life' situations.
- Children will be challenged to question and explain their understanding to others using scientific vocabulary.
- Once a year, the whole school will participate in a 'science week'. This enables children to immerse themselves in science and its vocabulary for the week. They will learn about scientists, make real life links and work through the steps of a scientific investigation. At the end of the week, all classes share their findings with the rest of the school and their parents.

It is the school's intent that the implementation of high quality science teaching will have a positive impact on attainment levels, and also result in children who are curious about the world in which we live. The impact of science teaching is regularly monitored and updated with resources to help reach the high levels which we strive to achieve. Through offering a practical, engaging and vocabulary rich science curriculum, the impact will be in children who are confident lifelong learners who continue to explore the world around them long after they leave William Morris.

Computing

Children need to become digitally literate – they need to be able to use, express themselves and develop their ideas through information and communication technology, at a level suitable to be active participants in a digital world.

William Morris will endeavour to provide up-to-date technologies in order to ensure standards of attainment across the school will exceed that expected nationally.

Each classroom will have an interactive whiteboard and iPads and laptops will be available for the children and staff to use across the curriculum. Internet safety will feature in the ICT and PSHE curriculum and will ensure children know how to keep themselves safe online.

We will follow the DfE statutory guidance for computing. Computing will be used across the curriculum, forming strong links with Mathematics, English, Science and topics. Children will be equipped to use information technology to create programs, systems, and a range of content.

We will follow the national curriculum aims for ICT:

- Children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Children are responsible, competent, confident and creative users of information and communication technology

Some aspects of Computing will be taught discreetly and other elements of the wider ICT curriculum will be taught alongside other curriculum areas, as a part of topic work. This will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.

There will be ICT support available from computing leads across the MAT for both the curriculum delivery and technical support.

PSHE

While not statutory, PHSE and Citizenship are important aspects of our curriculum, and are delivered through the Jigsaw Scheme of Work, alongside our Life Skills Curriculum.

This will provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Parent meetings will be held to inform parents of all SRE teaching and the option to opt out of these lessons will be given. Pupils will be encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community. In doing so they will learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They will learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. Children needing any additional support will access The Lighthouse Team of professionals for bespoke activities and family support.

Religious Education

RE is a statutory part of the curriculum. The school will follow the Swindon agreed syllabus (SACRE) and where possible topics from this syllabus will be matched to thematic topics across a year.

The children are taught to use specific skills such as philosophical enquiry and reflection when responding to religious and moral issues. It is important that we help our pupils develop tolerance, respect and appreciation for the feelings and views of others. Visitors are invited into the school to share with our pupils the beliefs and customs they hold and practice.

There will be a daily act of collective worship either as a whole school or in smaller groups. It is of a broadly Christian nature. Parents may, if they wish, request that their child be withdrawn from collective worship or religious education. Requests should be made in writing to the Headteacher.

Religious Education is extremely important for our children. We want all children to know about and understand a range of religions and worldviews, express ideas and insights about the nature, the impact of religions and worldviews.

We will ensure weekly lessons, taught by passionate teachers, where children will explore the big questions of life. They will consider what people believe and the difference this makes to their lives after which the children can start to make sense of religion and reflect on their own beliefs and ways of living.

We will give children an opportunity to develop a knowledge and understanding of the religious practices and beliefs of Christianity, Judaism, Islam, Hinduism and Buddhism. Through this curriculum we will provide a positive context within which the diversity of cultures, beliefs and

values can be explored. The children will be encouraged to reflect on their own developing beliefs and values and to be respectful of the beliefs and values of others through understanding their traditions and practices. Opportunities will be given for children to question and suggest answers relating to their own religious practices and those of others.

Through our teaching of RE we hope the impact will be, that children will be respectful of other people's beliefs as well as developing confidence in their own ideas, beliefs and values so that they can participate positively in our diverse society.

History

We want our pupils to understand that it is history that binds us together as a distinctive community from a widely globalised culture. The history curriculum will provide children with a coherent knowledge and understanding of Britain's past and that of the wider world.

Each term, the children will carry out an in-depth study of a significant time period in history. During these sequences of lessons, our aim is for the children to be curious and inquisitive about the past through asking perceptive questions and thinking critically. We shall develop their ability to scrutinise evidence and decide which version of events are credible. We hope they will be inspired by the amazing citizens, cultures and societies who have helped shape and advance our nation and the wider world; and to also learn from the mistakes and injustices that have occurred throughout time. By the end of the children's historical journey, we believe that they shall have an understanding of their own identity and a sense of belonging which only history can provide.

We aim to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Geography

We want geography to provide a way of looking at and understanding our world by focusing on **what** places and the environment are like, **why** they are important to us, **how** they are changing and how they might develop in the future. We will use outdoor learning to explore the local environment.

Each year group will build on previous knowledge through exciting topic based learning; resulting in a secure understanding of key facts about our planet and their local surroundings. As they progress they will begin to develop a deeper understanding of such areas as human impact; why differences exist both physically and socially and how they might continue to change. They will also develop their fieldwork and map skills.

As our learners begin to understand their place in the world, we hope they will develop curiosity, compassion and a sense of responsibility, which will enable them to become

independent thinkers who can ask questions about, and consider solutions to, human and environmental issues both locally and globally.

Key Stage 1

Pupils will develop knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2

Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They will learn skills under the headings of:

- **Locational knowledge**
- **Place knowledge**
- **Human and physical geography**
- **Geographical skills and fieldwork**

Art and Design Technology

Our school learning environment will be bright and colourful, showing off the creative talents of both staff and children. We will give the children opportunities and stimuli to explore the styles, techniques and designs of famous painters, sculptors and architects both modern and classical. We provide a curriculum where skills are taught so the children can explore and experiment using different techniques, materials, textures, form, pattern and colour. It also supports work in other foundation subjects. Lessons give children a calm space to explore and reflect on the designs of others and where they learn to express their own opinions. Self-evaluation is seen as a positive technique for supporting self-improvement.

Art

A high-quality art education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

DT

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Music

Music is a powerful language and as such is used as a form of communication across the globe, in a vast expanse of cultures - it evokes emotion, creates memories and ignites passion. At William Morris Primary, our intent is that children can appreciate the language of music by learning about and appraising a variety of pieces of culturally diverse music from great composers which include festive pieces with words that inspire, communicate and educate. By implementing the 'Music Express' scheme, children will experience learning to play an instrument and make progress by having the opportunity to play solo and as part of a group. In addition, they learn a subject specific vocabulary that enriches their knowledge of

terminology. Through cross-curricular links that are purposeful, children create and evaluate compositions and enjoy singing as a collective group. Through our creative curriculum, the impact is that children gain an extensive array of skills and knowledge which in turn encourages a life-long love of music.

PE

Physical Education will be high quality, offering a broad range of sporting opportunities to inspire children to become physically confident and fit, and embed values such as fairness, respect, determination and resilience. We want William Morris children to learn to understand the importance of health and fitness on their whole lives.

Children will have 2 hours of PE teaching a week, taught using the learning objectives from the National Curriculum.

Alongside our PE curriculum, Key Stage 2 children will participate in a 10 minute fun run each day. The children will be able to challenge themselves to improve and it will ensure William Morris children are fit and healthy.

As the school grows we will participate in a range of inter-school sporting competitions and events.

SEND

William Morris Primary School will offer a full curriculum that is inclusive to all children, whatever their needs. The teaching staff will work with the Blue Kite Academy Trust SEND team to ensure they support the children academically, physically and socially. The school will maintain a very close working relationship with children, staff, parents and outside agencies. Staff will be trained to deal with a wide range of individual needs and to ensure all children are treated equally. The school, in consultation with the Trust Inclusion Manager and Governing Body, will review the provision for children with SEND every year. Parents will always be closely involved in all aspects of special provision.

Our school aims to:

- Understand that children may have complex needs – medical, physical, emotional and behavioural.
- Identify and meet the needs of all pupils who have special educational needs as early as possible.
- Consult with outside agencies about formal assessments and Education, Health and Care Plans when necessary.
- Work in partnership with parents to meet, discuss and address their child's SEND requirements.
- Ensure that there is close co-operation between all agencies concerned and a multi-disciplinary approach is adopted.
- Adopt a staged approach through following the Code of Practice.
- Acknowledge the responsibility of all staff in the process of identifying a child's SEND.
- Give all pupils equal access to a broad, balanced and relevant curriculum, including the Statutory Frameworks, which is differentiated to meet individual needs.
- Adequately resource children to meet their educational needs.
- Inform and liaise with the Governing Body.
- Monitor and review our procedures on a regular basis.
- Track children's assessment progress

Inclusion - William Morris will achieve educational inclusion by continually reviewing what they do, both as a school and within the trust, through asking key questions which are already in place at the Blue Kite Trust: Do all our children achieve as much as they can? Are there differences in the achievement of different groups of children? What are we doing for those children who we know are not achieving their best? Are our actions effective? Are we successful in promoting racial harmony in preparing pupils to live in a diverse society? Do we provide every opportunity for all our pupils to have a participatory role in every aspect of their school life?

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

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

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Interventions

Interventions will be established for children identified through pupil progress meetings and through the Target Tracker system. Teachers and TAs will run these interventions 4-5 days of the week during the afternoons or assembly times. These will consist of (but are not limited to):

KS1	KS2
Hairy Phonics	Toe by Toe
1:1 reading with TAs/teacher	Nessy
Ruth Miskin phonics	1:1 editing of work with teacher/TA
Daily readers	Handwriting skills
Handwriting	Clicker on iPads/laptops
Toe by Toe (upper KS1)	1:1 reading with TAs
Numicon	Power of 2

Provision for More-Able Pupils

At William Morris, staff will strive to ensure that all children will be extended to their full potential, including those who are already working at or above their expected level. Through training on outstanding lessons and teaching and workshops on extending the more-able, staff will be provided with the tools to extend and challenge their most confident and talented learners. Challenges and activities will be chosen for these individuals with this in mind. Teachers will use effective questioning techniques to extend the more-able learners. More-able learners will have their progress closely monitored to ensure that they are making more than expected progress.

Local Links

We will encourage links with local businesses and Tadpole Garden Village development. Working with parents and local community members will help to enhance our curriculum. We will also look to make links with local schools, especially the secondary school Great Western Academy.

William Morris Primary School aims to become the focal point of the community in Tadpole Garden Village. We will open our school for community use and will invite community members to school events such as Christmas Fair or to watch school plays. The children will take part in community events and we will celebrate achievements in the local press.

Blue Kite Academy Trust also realises the potential of the Moulton Hill Country Park and Swindon and Cricklade Railway, right on the school's doorstep, as a teaching resource, not just for geography but also across the curriculum. Therefore, enhancing the opportunities and ways of learning, building friendships and communicating with each other, regardless of faith and or beliefs. *'Play in a diverse natural environment reduces or eliminates bullying'* Malone & Tranter 2003.

Extra-Curricular Activities

A wide range of activities will be offered as the school grows. Parents of children wanting to attend such activities are asked to sign a consent form. Most teaching staff participate in the provision of extra-curricular activities at some stage during the year.

British Values

The curriculums within the Blue Kite Trust schools actively promotes these fundamental British Values: democracy, the rule of law, individual liberty and mutual respect and tolerance. The Jigsaw Scheme contributes to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.

William Morris Primary is committed to ensuring that all of its pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the Trusts' core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Ways in which the Blue Kite Trust already actively promote **democracy** through British Values and therefore will be carried into William Morris Primary are: Formulate and agree a set of 'class rules' at the beginning of each school year, elect class representatives to the school council, have a school council who meet regularly and provide a 'pupil voice', allow the children's voice to be heard, ask children to support the interviewing process for new staff, discuss democracy within assemblies, carry out debates in assembly to encourage free speech and allow children to listen to and consider others points of view

Ways in which the Blue Kite Academy Trust already actively promote the **rule of law** through British Values and therefore will be carried into William Morris Primary are: have a clear, consistent behaviour policy (based upon positive rewards) which is consistently applied throughout the school, elect peer mediators to help children to reflect on and find solutions to problems, provide opportunities for children to reflect about positive and negative behaviour, have regular visits from our Police Community Support Officer, address issues of law during whole-school assemblies as and when appropriate, give considerable time to individual pupils who require additional opportunities to understand the importance of following rules, encourage visits from external agencies to talk to the children in school and elect playground pals to encourage fair play in KS1 and KS2 playgrounds.

Ways in which the Blue Kite Academy Trust already actively promote **individual liberty** through British Values and therefore will be carried into William Morris Primary are: pupils are actively encouraged to make choices at school, knowing that they are living within a safe and supportive environment, pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, pupils are given important roles in school, such as playground pals, peer mediators and young ambassadors and children are encouraged to understand responsibility in school in terms of behaviour and attitude to learning.

Ways in which the Blue Kite Academy Trust already actively promote **justice, fairness and mutual respect** through British Values and therefore will be carried into William Morris Primary are: pupils are taught how to be safe and how to act safely, the promotion of positive relationships, the modelling of positive relationships by all adults working in school, the RE and SMSC curriculum which teaches that behaviour has an effect upon those around them and upon their own rights, our Values' assemblies when all pupils show respect for the efforts of others, participation in events organised to raise money for various charities and learning to get along with their peers on educational residential visits. *'They are also taught extremely well about how to look after themselves out of school, particularly with regard to road and fire safety and when using the internet.'* Ofsted 2014.

Roles and responsibilities

The Local Governing Body

The Local Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

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

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

Other staff

- All staff will ensure that the school curriculum is implemented in accordance with this policy and the Teaching and Learning policy. The Co-ordinators will monitor the development and delivery of the curriculum across the whole school.

Monitoring arrangements

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

- School visits
- Pupil Voice - meetings with the school council or specific groups of children
- Accompanied learning walks
- Meeting with subject leaders

Senior Leaders (subject co-ordinators) monitor the way their subject is taught throughout the school by:

- Planning scrutinise
- Learning walks
- Book scrutinise
- Subject leader presentations
- Outcomes for pupils / Pupil Progress Meetings
- Lesson Observations
- Pupil Voice / questionnaires

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning policy

- EYFS policy
- Assessment policy
- SEND policy
- Equality information and objectives

As William Morris Primary School grows, this policy will be reviewed every year by the Headteacher and Governors.

Date agreed: **June 2019**

Date to be reviewed **June 2020**