



Planning our Curriculum

Why do we teach what we teach when we teach it?

In our welcoming and inclusive school, we strive to be the best in everything we do. Our learners need to develop the knowledge and emotional literacy that will enable them to become fully equipped to cope with the challenges of adult life. Our curriculum reflects this by promoting mental well-being, having high ambition for all and encouraging thinking. Our curriculum has been sequenced logically to give pupils the best possible access to new learning. We share key knowledge with families at the start of each new term through year group newsletters, knowledge mats and vocabulary lists (including etymology), in order that conversations at home can deepen school-based learning. We place value on oracy, wanting our pupils to become articulate citizens.

Learning is taken from the National Curriculum and a locally agreed syllabus for religious education. The Curriculum aims to enable all pupils to learn and achieve; to prepare all pupils for the opportunities, responsibilities and experiences of life. Through their learning experiences, our pupils are also encouraged to further their spiritual, moral, social and cultural development.

But where do we start when planning our curriculum?

Although the National Curriculum is our starting point when planning curriculum coverage, we have made considered decisions, particularly when assigning different foundation subject content to each year group.

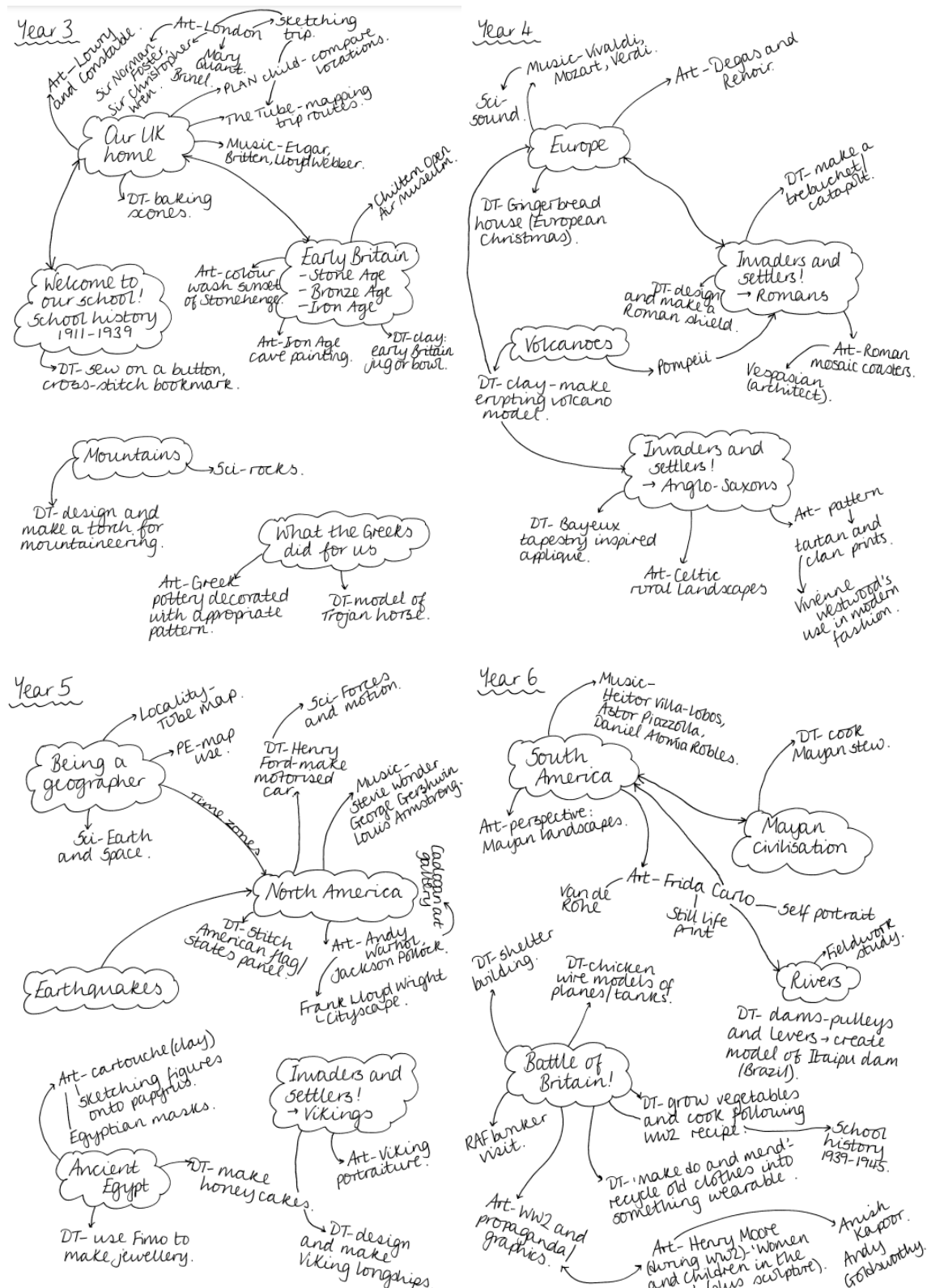
So, what does this look like and how did we get there?

The National Curriculum content for the core subjects is obviously very specific for each year group – we ensure full coverage of this. However, we have carefully considered our deliberate sequencing and coverage of the foundation subjects. This is most clearly summarised by the thought showers which follow. From the outset, we wanted to make genuine, tangible links between the subjects, while celebrating the integrity of the subjects in their own right. We also recognised that some links are tenuous and should not be made simply for the sake of it. Historical and geographical studies drove the planning of our curriculum from its inception. We wanted pupils to develop a good understanding of chronology (we call this 'A Sense of Time'), so took a chronological approach to the sequencing of this study as periods are explored from Year 3 through to Year 6. There are some exceptions (e.g. The Mayan Civilisation studied in Year 6), but there are deliberate well-considered reasons for such. Likewise, for geography, we really wanted pupils to get a sense of place; starting locally, extending to the United Kingdom and then moving to Europe and onto the Americas. Mindful of the diversity of our school population, English texts and themed weeks ensure coverage of Africa and Asia as well. With these subjects in place, we then looked to link art, DT and music directly to these studies. Again, the thought showers are possibly the best illustration of this considered and deliberate thinking.

Is there any annual variance?

We want to keep our curriculum fresh (rich, relevant and imaginative). To ensure this is possible, we include additional termly focus weeks. During our return from the pandemic, mental well-being took centre stage and we used film ('Inside Out', 'Zootopia', 'The Lion King', 'Finding Nemo' and

'Frozen') to deliver this learning. The late Queen's Platinum Jubilee became a focus of study in Summer Term 2022, followed by a whole school visit to Windsor Castle in Autumn Term 2022. We celebrate the diversity of our school population with themed units of study, most recently with the inclusion of a focus on Asia and Africa. Also, in 2022, we explored Black History through the Windrush Generation, using Baroness Floella Benjamin's 'Coming to England' as a whole school study. We have also worked with artist, Emily Gopaul, to create bespoke art units which focus on our own sense of identity and which spotlights artists from diverse backgrounds. Additionally, on a monthly basis, each class has a 'Festival of the Month' to explore, with learning outlined by our RE Coordinator. In other words, our curriculum remains fresh and engaging whilst ensuring full coverage of the National Curriculum.



The finer detail?

Once the 'big' sequencing of planning was considered, it was then crucially important to ensure that the finer details of curriculum design were accurately placed. For example, with mathematics, we designed our own medium-term plans to ensure cyclical coverage of units on a termly basis, mindful of the need for pupils to revisit units and build on these skills at carefully spaced intervals. We felt this approach was best for our pupils' memory, rather than encountering an aspect of mathematics only once per academic year. Termly assessments have also been scrutinised to ensure we are assessing pupils on content they have encountered.

Some of the geographical content (e.g. latitude and longitude) requires pre-existing knowledge onto which to place new learning. Therefore, this content is deliberately planned for Upper Key Stage Two. Likewise, some new technical knowledge is best when re-enforced across multiple subjects, which is why Year 4 explore volcanoes and study Pompeii within their history lessons on The Romans. They also focus on Europe within their geographical study and explore European artists in art. Of their study of art, this link was chosen to provide cultural capital, as much as deepening their knowledge of Europe.

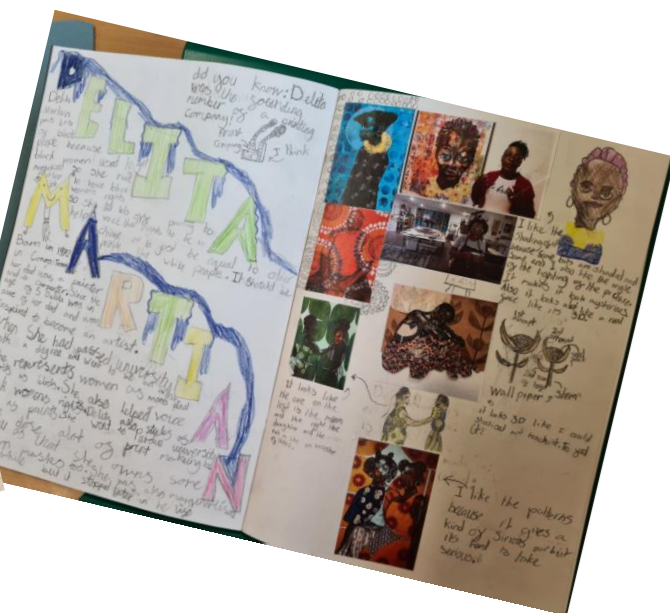
A complete breakdown of curriculum objectives per year group can be found on our website.

Samples of recent curriculum guidance/additional support documents



'Our Sense of Time' – Sample pages made by our history coordinator of background knowledge organisers available for each historical period of study.

Whole school study of the Windrush Generation and Emily Gopaul's joint project on 'Identity and our School Values'.



SCIENCE – Curriculum on A4 2021-22

'We need an A4 curriculum. For the foundation subjects, we should spell out on one side of A4 only the knowledge and skills that almost every child will grasp before leaving primary school. We should then share this with teachers so they know which bits of the curriculum need to be referred to again and again from different angles with different connections.' Christopher Such

Year group	Key knowledge and skills
3	Physics - Light and Forces Know that we need light to see things and how it happens. Know the meaning of opaque, transparent and translucent. Know how magnets repel and attract different materials. Know that there are different types of contact forces Biology - Plants Know and label parts of a plant. Know that living things move, grow, consume nutrients and reproduce. Know why humans and some animals have skeletons. Chemistry - Rocks Know that there are three kinds of rock: igneous, sedimentary and metamorphic Know how a fossil is formed.
4	Physics - Sound and Electricity Know that sound is generated when an object vibrates. Know what pitch and volume are. Know that current electricity is the form of electricity that we use in our lives. Know the difference between electric conductors and insulators. Biology - Living things and their habitats Know what a predator and prey are. Know how to use a classification key to identify living things. Chemistry - States of matter Know that things are one of three states of matter: solid, liquid or gas. Know that when solids turn into liquids, this is called melting and that the reverse process is called freezing. Know that the melting point of water is 0°C and that the boiling point of water is 100°C.
5	Physics - Earth Science and Forces Know that all the planets in the solar system orbit the Sun at different speeds. Know that the Earth spins on its axis and how day and night happen. Know that the Moon orbits the Earth roughly every 28 days and the different phases. Know how gravity and air resistance work. Biology - Habitats and Materials Know that the life cycle of a living thing is a series of stages of development and starts with a seed. Know how the life cycles of a mammal and compare it to other animals. Chemistry - Materials Know that in some solid materials the bonds between particles break when surrounded by heat. Know the meaning of separation, dissolving and filtration.
6	Physics - Light and Electricity Know that light is reflected when it travels from a light source. Know that as objects move towards a light source, the size of the shadow increases. Know how to draw simple circuit diagrams. Know the recognised symbols for a battery, bulb, motor, buzzer and wire. Biology - Animals and Evolution Know that living things change over time through evolution. Know that offspring vary and are not identical to their parents. Know that the heart and lungs are organs protected by the ribcage and understand this as a part of the skeleton. Know the names of key bones in the body. Know how the heart works and how it pumps blood around the body.

'Curriculum on A4' – Efficient summaries of curriculum content by subject.

'Curriculum Summary' – At a glance curriculum coverage overview.




CURRICULUM OVERVIEW 2014 (Updated 2021)

CURRICULUM SUMMARY- Years 3-6 Themes Overview

Year 3	Year 4	Year 5	Year 6
English Reading: 'The Boy Who Swam to England' Writing: 'The Boy Who Swam to England' Grammar: Nouns and the human body Punctuation: Apostrophes in dates Spelling: Words with 'ph' and 'th'	English Reading: 'The Boy Who Swam to England' Writing: 'The Boy Who Swam to England' Grammar: Nouns and the human body Punctuation: Apostrophes in dates Spelling: Words with 'ph' and 'th'	English Reading: 'The Boy Who Swam to England' Writing: 'The Boy Who Swam to England' Grammar: Nouns and the human body Punctuation: Apostrophes in dates Spelling: Words with 'ph' and 'th'	English Reading: 'The Boy Who Swam to England' Writing: 'The Boy Who Swam to England' Grammar: Nouns and the human body Punctuation: Apostrophes in dates Spelling: Words with 'ph' and 'th'

'Curriculum Thinking' – Subject Coordinator reflection on the integrity and uniqueness of their subject and its importance for the pupils' education.

'Our Approaching to Teaching...' – Outline of planning expectations as lessons are deliberately sequenced for each of the curriculum subjects.


Our Approach to Teaching Physical Education (PE)


At Whitehall Junior School, we are committed to providing our pupils with a well-rounded education. Our curriculum is planned in a logical and well-considered way, to enable pupils to build upon their skills and have a secure knowledge base from which connections in learning are made. We use 'beautiful' resources from credible sources to enrich our lessons.

Our approach to teaching PE

Lesson 1

- 1) Begin every PE unit with a 'Knowledge Harvest' - Ask pupils to talk to their partner about the unit of study in regards to the knowledge they already have about the unit. e.g. any rules they know, specific equipment that will be used, subject specific vocabulary, previous skills they have that they can apply to the unit etc. Reassure pupils that any errors/misconceptions will be addressed when we begin our study of the unit. The Knowledge Harvest task will provide teachers with a brief overview of the pupils' current knowledge and understanding of this unit of study.
- 2) After completing the knowledge harvest, you need to complete a 'warm up' with the class that is approximately 10 minutes long and has the following included within it:
 - Pulse Raiser
 - Mobilising joints
 - Stretches
 - Ask pupils health/fitness questions throughout the warm up task and explicitly teaching subject specific vocabulary e.g. hamstring, heart rate, etc.
- 3) After completing the warm up, you will need to teach a new 'skill', specific to this unit of work, for approximately 10/15 minutes. It is essential that the following is planned for:
 - The skill is clearly modelled with vocabulary explicitly being taught.
 - Any health and safety points are explicitly explained.
 - Adaptation is explained to provide support/challenge so that the skill is fully inclusive of all learners' needs.
 - Time is given for the children to practise the skill and provide peer feedback.
 - Teacher circles pupils to provide instant feedback for development of all learners.
- 4) After completing the skill teaching, you will need to plan a task that applies that skill in a 'context-related' mini game/task in the 'development' section of the lesson that will last for approximately 15/20 minutes. It is essential that the following is planned for in this section:
 - The 'context-related' mini game/task is clearly modelled with clear explanation of rules, vocabulary and your expectation that they apply their taught skill in this task.
 - Any health and safety points are explicitly explained.
 - Adaptation is explained to provide support/challenge so that the task is fully inclusive of all learners' needs.
 - Time is given for the children to be active for sustained periods of time.
 - Teacher circles pupils to provide instant feedback for development of all learners.
- 5) After the development task, you need to complete a 'cool down' with the class that is approximately 5 minutes long and has the following included within it:
 - A task that is designed to lower the heart rate.

Vocabulary lists created by teachers for every unit of study per year group – to include etymology and synonyms (also shared with families).


Curriculum Thinking

Subject: Music

What is the big picture/big idea for your subject?

The big picture idea for music is to give children an understanding of music as a universal language that embodies one of the highest forms of creativity. A high-quality music education engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress through the spiral-curriculum they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

An understanding of the spiral curriculum nature of the music curriculum is very useful in understanding that key skills are revisited each year within music in a way that deepens their practise and application.

It is also very worthwhile to keep in mind the interrelated dimensions of music whilst teaching and appraising music to help children understand that the interrelated dimensions of music must come together simultaneously in order to create a successful piece of music. The inter-related dimensions of music are pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

What is magical about it?

The magic of music lies in its universality and creativity. As a universal language it is almost unique in its ability to give people a profound and moving shared-experience. Music has a particular ability to be able to lift people out of the situation they are in and transport them to another world for a period of time. I believe this is the truly magical ability of music and should not be overlooked.

Why is it important? What would children miss if the subject was not taught in school?

Music is very important as part of a creative and wide-ranging curriculum that caters to various aspects of the child's development. Indeed, research has shown that music is both important and helpful in helping the child's brain develop. The range of skills involved in music making and appraisal mean that it is a truly creative process that engages various parts of the brain simultaneously. It is therefore of vital importance that music is taught regularly in schools and not overlooked, even though it is not considered part of the core-curriculum.

Find a quote to open up the narrative about your subject

'Music is a world within itself, with a language we all understand.'

Steve Wonder

Geography – Y4 Unit Volcanoes Vocabulary List 2019

Word	Origin/Etymology	Meaning	Synonyms	Similar words
volcano	Latin Vulcanus "Vulcan," Roman god of fire, also "fire, flames, volcano"	a fissure in the earth's crust (or in the surface of some other planet) through which molten lava and gases erupt	bluff cliff elevation	volcanoes volcanism volcanic
vent	c. 1400, "anus," from Old French vent from verb <i>eventer</i>	a hole for the escape of gas or air	blowhole vent-hole venthole	
magma	Latin magma "dregs of an ointment."	molten rock in the earth's crust	basalt slag ashes	
crater	Greek krater "large bowl from which red wine mixed with water was served to guests."	a bowl-shaped geological formation at the top of a volcano	hole mouth pit abyss	craters
mantle	Latin word is the same word as mantelium , mantellum "a cloth, hand-towel, napkin."	the layer of the earth between the crust and the core	layer	
crust	1540s in transitive sense of "cover with a crust or hard exterior portion."	the outer layer of the Earth	plate horst	crusted crusting
eruption	Latin eruptio (nominative eruptio) "a breaking out."	the sudden occurrence of a violent discharge of steam and volcanic material	outbreak discharge blast	eruptions
tectonic	Greek tektonikos "pertaining to building."	pertaining to the structure or movement of the earth's crust	constructural formalistic formational	tectonics
geothermal	1875, from geo- + thermal.	of or relating to the heat in the interior of the earth.	geothermic	geothermic
forged	14c. (late 13c. in Anglo-French), countrefet .	reproduced fraudulently	counterfeit bad imitative	

- Considering the most appropriate materials
- Testing joining techniques and choosing the most appropriate for the purpose
- Ensuring measurements are accurate and precise

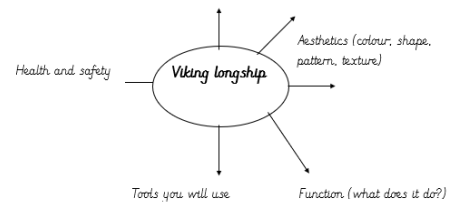
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can: statements	Pupil	Teacher
Research		
I can complete research into Viking longships.		
I can use research to inform my designs.		
Design		
I can communicate design ideas in different ways.		
I can consider materials and joining techniques carefully to ensure my ship is strong.		
Make		
I can make my measurements accurate and precise.		
I can ensure my ship is fit for purpose (i.e. it can float/don't allow water in/can take weight).		
Evaluate		
I can reflect on the progress of my work throughout the process, identifying ways to improve my product.		
I can evaluate the process of making my product when I have finished, identifying what went well and what could have gone better.		
I can evaluate the work of others, considering ways to make improvements.		



When you begin to design a project, you are given a design brief - what is the outcome of the project? Following the brief, you must create a specification to provide the characteristics of the product. By doing this task you will understand that all designs have to be made to a 'specific' list of requirements called specifications.

Materials you will use



Task-focused DT booklets to ensure skills progression and exposure to a range of material types.

The aim of these documents is to support you, as teaching staff, to feel more confident when modeling skills and techniques to our pupils. You may wish to share these documents as a teaching tool, demonstrating how to use them, with your classes. All skills guidance documents will prove beneficial no matter which year group you are teaching, however, below is an 'at a glance' grid, directing you to year group specific guidance.

Year 3	
Paintbrushes Types of Paintbrushes Respecting Your Paintbrush Caring for Your Paintbrushes Cleaning Art with a Paintbrush	Painting Sanding Joint Painting in a Colourway Clay Pot
Rollers Getting Trained Using Chalk Paints Using Oil Paints	
Year 4	
Paintbrush Paintbrush – Right Paintbrush – Penicils and Mortars	
Rolling Roller Grades Types of Roller Brushes Shading and Creating Texture Creating Tone	
Year 5	
Painting Sanding Joint	Rolling Roller Grades Types of Roller Brushes Shading and Creating Texture Creating Tone
Paintbrushes Types of Paintbrushes Respecting Your Paintbrush Caring for Your Paintbrushes Cleaning Art with a Paintbrush	
Year 6	
Painting Priming Using Polyfom and Ink Shading Choosing Your Chacoas Choosing Your Paper Priming with Chacoas Top Tips	Rolling Roller Grades Types of Roller Brushes Shading and Creating Texture Creating Tone Rollers Getting Trained Using Chalk Paints

[illegible]

Drawing with charcoal is a popular medium that can create amazing works of art that are dimensional and versatile. Whether you are new to the world of art or exploring other mediums, drawing with charcoal can take some time to get the hang of, but can end up helping you master other art forms. It is as easy as selecting your materials, learning how to hold the charcoal, and creating your drawing.

Step one: Hold the charcoal like a pencil.

Hold your charcoal like a pencil and begin mapping out your composition, making small lines. Picturing it in this way will assist in creating accurate, well-defined lines. As you charcoal, apply more and less pressure to see how your line begins constructing the initial layers of your composition.



Step two: Hold the charcoal at a side angle.

If you choose to use the edge of the charcoal pencil with the pencil at a side - resting the paper's surface - your hand will naturally rest on the paper. By holding the charcoal with your fingertips on top of the rib and set your thumb further back and below. The remainder of your fingers should remain firm and rest on the paper.



Step three: Use your elbow and shoulder to hold the charcoal.

Keep your wrist extended or flexed in place and begin leading your charcoal strokes, following the movement of your elbow and shoulder. Once you have found a comfortable rhythm, you will learn that writing in this way is a great way to prevent smudging and create beautiful marks and textures on the surface of the stone.



Summer Term 2022

Subject-specific teaching guidance for art techniques across all year groups.