



Curriculum and Planning Policy

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Introduction

This policy is an agreed school statement of the aims and principles of the curriculum at Newham Bridge Primary School. The curriculum outlines all the learning opportunities planned for pupils throughout the school.

It should be read jointly with the individual policies for:

- English
- Mathematics
- Computing
- Assessment
- SEND

Rationale:

At Newham Bridge Primary, we believe that every child has an innate capacity for learning which should be nurtured, cared for, stimulated, harnessed, promoted and developed through the provision of an exciting, creative, relevant, and challenging curriculum. At Newham Bridge our curriculum is planned to ensure that every child has the opportunity to develop:

- Socially, emotionally, intellectually, physically, spiritually, morally and culturally.
 - Positive attitudes, healthy relationships and essential life and work skills.
 - The ability to make informed choices, gaining experiences and developing responsibilities for their future.
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Aims:

At Newham Bridge Primary School, we want the curriculum to enable all pupils to become:

- Successful learners.
- Confident individuals.
- Responsible citizens.

We provide a curriculum for all pupils which:

1. Meets current statutory legislation (Updated National Curriculum 2015 and Early Years Foundation Stage Curriculum);
 2. Reflects the school's core values;
 - Enjoy;
 - Inspire;
 - Achieve.
 3. Focuses upon developing pupils;
 - Attitudes and attributes;
 - Key skills;
 - Knowledge and understanding.
 4. Planned and coordinated, providing continuity and progression.
 5. Strengthened first-hand experiential learning, to offer breadth and depth to the curriculum.
 6. Inclusive and provides equality of opportunity, promotes personalised learning reflecting pupils needs, interests, learning styles and access to a range of varied experiences, resources, organisation and specialist provision.
 7. Sets high standards, with teaching staff providing appropriate challenge and support to enable pupils to maximise their potential.
 8. Promotes high achievement, quality first learning, raising aspirations and the commitment to lifelong learning.
 9. Provides additional intervention strategies and personalised learning to ensure appropriate standards are achieved by all pupils.
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Monitoring and Evaluation:

The curriculum and subsequent planning is monitored, reviewed and evaluated regularly to ensure that:

- Highest standards and quality of learning are achieved.
 - Staff workloads are considered and monitored.
 - It reflects and responds to the children's needs and context in the community in which the school belongs.
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Planning for the Curriculum:

At Newham Bridge Primary School, the long-term planning overview is developed in response to statutory guidelines and adapted to reflect the needs of the community and pupils. The long-term planning cycle is reviewed and evaluated regularly by the curriculum leads to ensure continuity and progression and a curriculum to meet pupils' current needs.

The medium-term planning is developed at Phase level and then planned in detail by the year group team to meet the needs of each individual pupil within the group. The curriculum is taught in units of work joined together by a series of skills, knowledge and understanding. School has created its own bespoke curriculum to meet all National Curriculum objectives in a meaningful and engaging way which reflects the needs of our school context.

Maths is taught discretely to all pupils in school following guidance and structure from White Rose Maths and is enhanced through the implementation of NCETM Math Mastery in EYFS, Year One, Year Four and Year Five. Over the next two years, this mastery approach will be implemented into all years in school. All planning is streamlined following the workload review of September 2024.

Topic Overview:

An example of the engaging whole school topic overview.



Newham Bridge Primary School: Whole School Overview 2026 - 2027

Designed 2021 Reviewed September 2026	Unit 1 (8)	Unit 2 (7)	Spr 1 (5)	Spr 2 (5)	Sum 1 (7)	Sum 2 (6)
N	What do we enjoy? Learning about me and my family (Me)	What do we enjoy? Learning about growing up (Family celebrations)	Who inspires us? Learning about people who help us (Emergency services)	What inspires us? Learning about awe and wonder (Science based)	What can we achieve? Learning about the world around us (Animals)	What can we achieve? Learning about going places (Travel and transition)
R	What do we enjoy? Learning about Me, family and friendships	What do we enjoy? Learning about Celebrations and Autumn (Seasons and celebrations)	What or who inspires us? Learning about people who help us around the local community (Local heroes)	What or who inspires us? Learning about Spring life and being Healthy (Healthy life)	What can we achieve? Learning about the World around us (Farm life)	What can we achieve? Learning about the world around us (Beach life)
Year 1	The World and Our School Where in the world do I live?	Famous Explorers Where did James Cook travel and why is he remembered?	Pen Pals What are the similarities and differences between my local area and Tulum, Mexico?	Technology Over Time How has technology changed our lives over the last 60 years?	Healthcare and Hospitals How did Florence Nightingale and Edith Cavell help to improve hospitals?	Beach Explorers What eco-systems can you find on the beach?
Year 2	The United Kingdom What kind of place is it?	Toys Through Time How have children's toys changed since our older relatives were little?	Our Wonderful World What are the similarities and differences between my local area and Luxor, Egypt?	Great Fire of London How did the Great Fire change London?	Weather How can we measure and record weather in our local area?	Kings, Queens and Castles Where did Kings and Queens live through time?
Year 3	Stone Age – Bronze Age How did daily life change in Britain from the Stone Age to the Iron Age?	Great Britain What are the key geographical features of the United Kingdom and my local area?	Ancient Egyptians What were the greatest achievements of Ancient Egypt and what impact did they have?	Middlesbrough Why is the railway important to Middlesbrough?	Amazing Amazon Where in the world are our rainforests and how are they structured?	Monarchy – Henry VIII Why was the reign of Henry VIII significant?
Year 4	Romans How did the Roman Empire impact Britain?	Rocks, Relics and Rumbles Why do people live near active volcanoes?	Ancient Greeks What were the greatest achievements of the Ancient Greeks?	Weather and Climate How can we measure, record, analyse and present weather phenomena?	Rights and Respect How have children's rights changed over time?	Rivers Journey What are the features of my local river?
Year 5	Middlesbrough - ~~Ipsopolis~~ How did Middlesbrough become known as ~~Ipsopolis~~ ?	Sustainability Are people in different places treated fairly with resources like water?	Anglo – Saxons How did England change during the settlement of the Anglo-Saxons and Vikings?	Vikings How did England change during the settlement of the Anglo-Saxons and Vikings?	Connected World What are the similarities and differences between my local area ~~and the Western United States?~~	Mayans What similarities and differences are there between the Maya ~~civilisation~~ and England from the 8th to the 10th century?
Year 6	Fallen Fields WW1 and WW2 What role did Britain play in World War II, and how did this impact the outcome of the war?	Polar Explorers Why are polar blooms important to our planet?	Glorious Galapagos How has mapping changed and how do we use them?	Change in Monarchy Why does parliament rule the country rather than the King?	Crime and Punishment How has crime and punishment changed over time in Britain?	

Bespoke Curriculum:

We have created our own school curriculum which fulfils all requirements of the National Curriculum, links to local context and encourages wider links and connections.

We have selected our topics based on Historical and Geographical objectives.

Our school definition of History – *History is the study of the past. It helps pupils understand people, events and changes over time, using evidence to ask questions, make connections and develop a deeper understanding of the world around them.*

Our school definition of Geography – *Geography is the study of places and environments. It helps pupils understand people, places and processes, using geographical knowledge to ask questions, make connections and develop a deeper understanding of the world around them.*

Each unit within the Newham Bridge curriculum follows a consistent structure. Each unit is centred around an overarching question, which pupils will revisit throughout their learning and respond to through an assessment at the end of the unit.

To support the overarching question, each lesson is guided by a focused sub-question. These sub-questions identify the specific knowledge and skills that pupils are expected to develop during the lesson. They are carefully planned by the subject lead to ensure consistency, progression and fidelity to the overarching question and the intended learning of the unit.

New vocabulary is explicitly identified and emphasised throughout each unit. This reflects the school's commitment to immersing pupils in a rich language environment and developing their subject-specific vocabulary, enabling them to articulate their knowledge and understanding with increasing precision.

Key Concepts: History

Nine **key concepts** of history repeat throughout the curriculum. (In brackets, you will see other important related concepts.) These provide lenses through which to consider the different aspects of history:

- **community & culture** - (architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade)
 - **conflict & disaster** - (conquest, liberation, occupation, military, peace, plague, surrender, treaty, war)
 - **exploration & invention** - (discovery, migration, navigation, progress, tools)
 - **hierarchy & power** - (country, democracy, empire, equality, government, law, monarchy, oppression, parliament, peasantry, politics, prejudice, slavery, poverty, protection, tyranny)
 - cause & consequence
 - change & continuity
 - similarity & difference
 - evidence & interpretation (eye-witness, source)
 - significance
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Key Concepts: Geography

- Nine **key concepts** of geography repeat throughout the curriculum. (In brackets, you will see other important related concepts.) These provide lenses through which to consider the different aspects of geography:
 - **boundaries** (continents, localities, nations)
 - **cartography** (atlases, directions, distance, Equator, latitude, longitude, North/South Pole, maps, scale, symbols)
 - **change** (adaptation, sustainability)
 - **climate** (climate change, climate zones, pollution, weather)
 - **interdependence** (economy, trade)
 - **movement** (migration, navigation, transport)
 - **physical geography** (biomes, bodies of water, tectonics, topography)
 - **resources** (energy, food supply, infrastructure)
 - **settlements** (population, rural areas, urban areas)
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We provide additional statements for Sex and Relationships Education, Collective Worship and RE, Assessment Recording and Reporting arrangements. We ensure that pupils with SEN have access to appropriate opportunities, learning and resources as indicated on their Individual Education Plan or Education Health Care Plan.

Extended Schools Curriculum:

Newham Bridge provides an extensive extended curriculum for all pupils. The opportunities offered encompass all areas of the curriculum and foster and nurture a range of different skills, through expert staff. An example of some of the extended curriculum opportunities include:

Archery, Dance, Maths, Book Clubs, Sports, Gardening, Computing, Art and Craft, Homework Club and others.

Monitoring and Evaluation:

The purpose of monitoring the curriculum is to evaluate the effectiveness and appropriateness of the School's Curriculum Policy provision in order to maximise achievement, relevance for the pupils and accessibility and inclusion. A further purpose is to support, identify and inform professional development of staff and identify targets and areas for development that will further develop the quality of provision of the learning taking place.

Roles and Responsibilities:

The Headteacher has responsibility for the curriculum and delegates responsibility to the Leadership Team and other staff members to ensure that the curriculum has progression and appropriate breadth to meet the needs of all pupils. The Headteacher and Curriculum Leads will ensure monitoring practices are in place, outcomes and evaluation recorded with appropriate review actions taking place.

Subject and Phase Leaders will:

- Monitor and evaluate the effectiveness of the curriculum in meeting the needs of all pupils
 - Evaluate practice
 - Provide feedback to staff
 - Identify priorities for development
 - Assess outcomes in terms of pupil achievement
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