



POLICY FOR CURRICULUM & PLANNING

Reviewed: Autumn 2021.

Review date: Autumn: 2023

Signed: _____ Headteacher

Signed: _____ Chair of G.B.R.A. committee

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.

Aims:

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

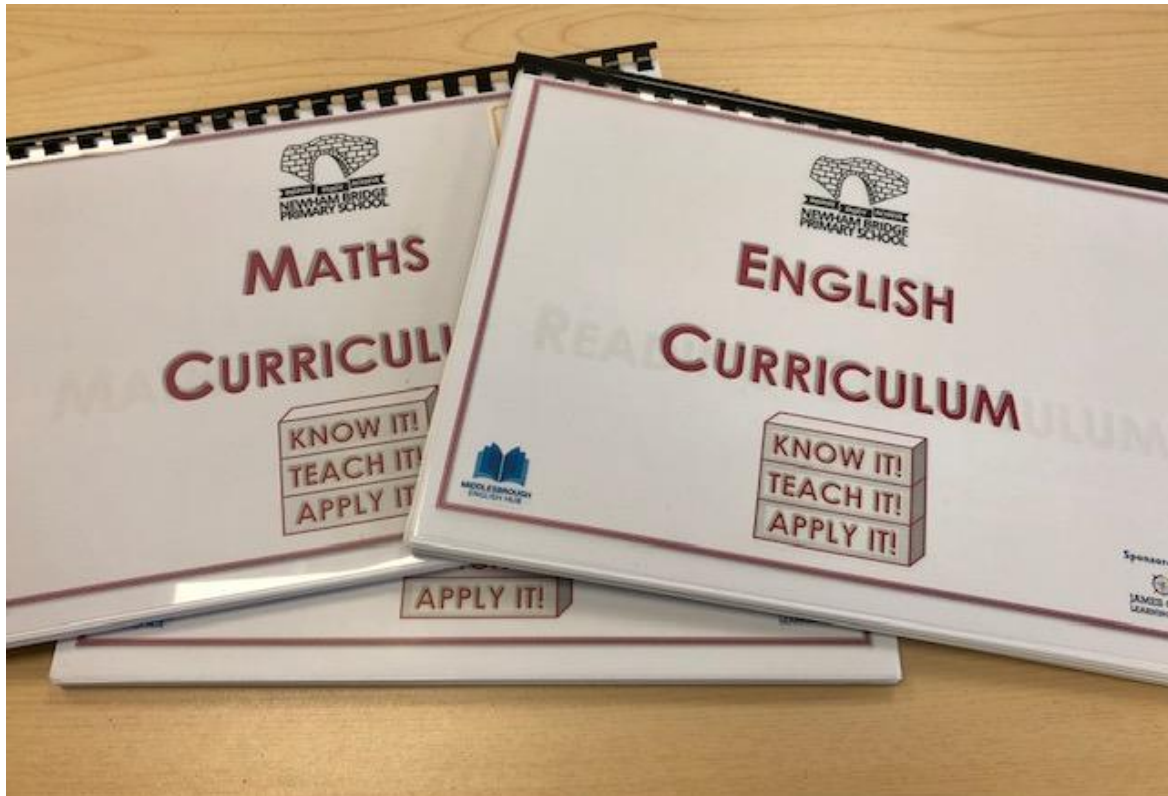
- Successful learners.
- Confident individuals.
- Responsible citizens.

We provide a curriculum for all pupils which:

1. Meets current statutory legislation (National Curriculum 2014 and Early Years Foundation Stage Curriculum);
2. Reflects the school's core values - Enjoy, Inspire, Achieve;
3. Focuses upon developing pupils;
 - a. Attitudes and attributes;
 - b. Key skills;
 - c. Knowledge and understanding.
4. Is planned and coordinated, provides continuity and progression.
5. Is based upon first-hand experiential learning to offer breadth and depth to the curriculum.
6. Is 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 Wave 2 and 3 intervention strategies and personalised learning to ensure appropriate standards are achieved by all pupils.

In Summer 2020 Newham Bridge worked with the Middlesbrough English Hub and James Cook Learning Trust to create bespoke curriculums for English and Maths which are tailored to the needs of the school and its context.

*Please refer to the English and Maths policies for additional detail.



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.

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 annually by the leadership team to ensure continuity and progression and a curriculum to meet pupils' current needs. SLT arranged a working party to consider the effectiveness of planning 2018-2019 and made changes to the planning process following a whole school workload review.

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 blocks of work joined together by a series of skills, knowledge and understanding that may be cross-curricular with English being taught across the curriculum and communication and reading at the core. School has created its own bespoke curriculum to meet all NC 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 with the additional of FOCUS materials. Short term planning is streamlined following the workload review.

Topic Overview:

An example of the engaging whole school topic overview.



Newham Bridge Primary School: Whole School Overview 2021-2022

Designed 2021	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
KS1 Cycle A	Where in the World? 7 continents and 5 oceans. UK and its place in the world.	Hall of Fame Significant people from different periods of time.	Pen Pals Compare UK to a non-European country.	Fossil Finders Exploring Dinosaurs.	Beach Explorers Physical and human features of the coast.	Land Ahoy! Study of James Cook and the local area.
KS1 Cycle B	There's no place like home Study of the UK and its features	We can be Heroes Living memory – Covid and keyworkers	The Transporters Study of the local area /landmarks including fieldwork.	Fire! Fire! The Great fire of London	Our Wonderful World Weather, continents and oceans.	Amazing animals Animals and their habitats across the globe. Link to extinction.
Year 3	Britain is Great Cities, towns and capitals. Features/landmarks of the UK.	Tribal Tales Stone, Iron and Bronze age.	Wonders of the World Landmarks across the globe and their capitals.	Battle Cry Roman Empire and Roman Britain (Boudica)	Amazing Amazon Biomes, deforestation, climate zones.	Marvellous Middlesbrough Middlesbrough, then, now and significant people.
Year 4	Wild Weather & Crazy Climates Climate changes and weather patterns across the world. Tropics/longitude and latitude.	Gods and Mortals Ancient Greeks.	Rocks, relics and rumbles Volcanoes, earthquakes and mountains.	Raiders Anglo-Saxons, Vikings and Norman Conquest.	The Deep Blue Oceans, rivers, water cycle.	Rights and Respect Minority groups and overcoming adversity through time.
Year 5	Global Goals Climate change, pollution and food miles	Tomb Raiders Ancient Egypt	Spectacular Sahara Biomes, climate, desert features.	Tudor Times Tudors – including the plague.	A Changing Town Trade and changes in Middlesbrough over time.	A connecting world Mayans UK, France and Mexico.
Year 6	Fallen Fields WW1 and WW2	Arctic Explorers North and South Pole Features Climate change and future threats.	Elizabethan England Shakespeare Queen Elizabeth 1	Glorious Galapagos Charles Darwin Physical features of the islands. Theory of Evolution	The Victorians Crime and punishment Crown and Parliament The Titanic	Human Rights Heroes Choice of people who fought/fight for people's rights and freedom.

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 through a topic-based approach.

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

Our school definition of History – *History is the study of the past, in particular the changes over time that have occurred within human society.*

Our school definition of Geography – *Geography is the study of places and the relationships between people and their environments.*

The NBPS curriculum includes:

- ✓ unit overviews which highlight the objectives that must be taught throughout the topic; suggested activities which may be adapted by the Phase Team;
- ✓ a link to a launch activity to inspire the start of the topic;
- ✓ a memorable activity to summarise and celebrate learning at the end of the topic;
- ✓ suggested texts to ensure reading is interwoven into the wider curriculum.

The Units are not set out as a scheme of work to allow some professional autonomy over the delivery of the curriculum based upon cohort needs.

New vocabulary is highlighted to emphasise subject specific vocabulary and match the school's drive to immerse pupils and a rich environment of language.

Each historical based unit will begin with timeline work.

Each Geographical unit will begin with map work. Fieldwork will be interwoven throughout.

Key Concepts: History

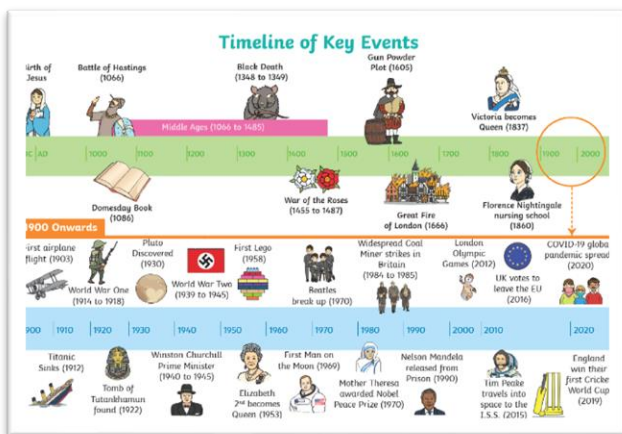
Nine **key concepts** of history repeat throughout the curriculum. (In brackets, you will see other important related concepts.) These provide lenses through which to consider the different aspects of history:

- ✓ **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**

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)

Example units of work:



KS1 We can be heroes		
Subject	NC Objective	Suggested activity
History	<ul style="list-style-type: none"> ✓ To explore a change within living memory – impact of COVID ✓ Ask questions to deepen understanding. ✓ Develop an awareness of the past using common words and phrases relating to the passing of time. 	<ul style="list-style-type: none"> o Begin with a discussion on their understanding of what Covid19 is. o How did it impact on their lives? o What changed for them locally? o What about changes in England/Worldwide. o Where there any positive outcomes? o Do the remember the national doorstep clapping? Who was it for? What is the NHS? o What is a hero? Can we have real life heroes? Who? o Discuss community heroes and how they help us. o Use newspaper articles, pictures, personal recounts to support their understanding.
Art & Design	<ul style="list-style-type: none"> ✓ To use a range of materials creatively to design and make products. ✓ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ✓ To learn about the work of a range of artists, craft makers and designers, describing and making links to their own work. 	<ul style="list-style-type: none"> o Rainbow art – look at how art brought people together during lockdowns. Big wave/rainbows. Can they think of something we could do as a school to inspire our local community? o Portraits of heroes – Who is your hero and why? Draw a portrait of them in the style of a famous artist. o Compare their work with their classmates. How are the different/similar? o Create a celebration for local heroes/community. Invitations/decorations/cakes. o Explore the work of Charlie Mackesy and how his art and positive messages gave hope. o Create posters in the style of Mackesy. o Explore images of the festival of lights and create Diwali tealight holders using clay. o Create a range of Christmas crafts and designs
PSHCE/P4C	<ul style="list-style-type: none"> ✓ To share opinions and explain their views. ✓ To recognise what they think is unfair and wrong. ✓ To consider how we learn from experiences. ✓ To take part in simple debate. ✓ To understand we have responsibilities to our communities. ✓ To discuss the local environment and how it can be kept safe. ✓ To recognise how our behaviour can affect others. 	<ul style="list-style-type: none"> o Local heroes – people who helped us during COVID. How and why? o Who were the key workers and why were their jobs so important? o Who helps us? Discuss people who keep us safe. Those who educate us. People who look after us. o What makes a hero? o How can you be a hero? o What things do heroes do? o Create community gifts to share around the local community – link to random acts of kindness. o Gift their Charlie Mackesy style poster to their own special hero.
Music	<ul style="list-style-type: none"> ✓ Use voices expressively to sing songs and rehearse rhymes. ✓ Listen with concentration to recorded music. ✓ Experiment with sounds. 	<ul style="list-style-type: none"> o To learn, practice and perform a song which spreads the message of hope and positivity (e.g. We can be Heroes). o Explore percussion instruments and the different sounds they make. o Engage with TVMS where appropriate to develop skills during musical workshops. o Learn and sing the song – Diwali is here o Learn, rehearse and perform for the Christmas production.
Computing	<ul style="list-style-type: none"> ✓ To use technology safely and respectfully. ✓ To use technology purposefully and creatively. ✓ To create, organise, store and retrieve digital content. 	<ul style="list-style-type: none"> o Create an invitation to a celebration event. o Record adobe spark video to explain what COVID was and the impact it has had.

Topic inspiration launch

Invite children to come to school dressed at their favourite 'hero'. Explore what quality a hero has and participate in **Hero Day**.

Memorable experience

Create a community champion event where the children celebrate and recognise our every day heroes.

Suggested Texts

Heroes of **COVID-19** – Nick Barstby
The world made a rainbow – Michelle Robinson
The boy, the mole, the fox and the horse – Charlie Mackesy

Key Events and Facts

When and where did covid begin?	Covid-19 (or coronavirus) is thought to have originated in Wuhan, China. The first case in the UK, was reported on 31 st January 2020.
How are people affected by it?	Covid-19 is a flu like virus. It can affect people differently. Elderly or those who have other medical conditions are thought to be more vulnerable.
How are people treated?	Covid vaccinations were developed and trailed. The first vaccination was given on 8 th December 2020 to 90-year-old Margaret Kennan.
How did the government deal with it?	On 23 rd March 2020, England was 'locked down' which meant schools were closed to most children, shops, restaurants, gyms and lots of other things were closed. People were advised to stay at home and only exercise once a day.

Key Vocabulary

Covid 19	A flu-like virus.
Lockdown	An emergency situation, in which people are not allowed to freely move around.
Vaccine	A substance used to stimulate the body to produce antibodies to protect you from a virus/disease.
Outbreak	A sudden occurrence of something unwelcome.

Key Vocabulary

Keyworkers	Those who provide essential services.
WHO	World Health Organisation. An agency in the United Nations responsible for international public health.
NHS	The National Health Service is where we can go to get help when sick, poorly and need care.

Newham Bridge

Topic - Read and Respond



KS1 – We can be heroes

When we think of heroes we might think of Batman or Superman, but in January 2020 a new virus took hold of the world and other heroes emerged.

COVID-19 (or Coronavirus) is a flu-like virus that affected the world's population. Many people contracted it and some became very poorly. At its peak, the virus was declared a pandemic (which means it has spread across the whole world) by the World Health Organization, or WHO.

Coronavirus is thought to have originated in Wuhan in China. The first recorded case in England was on 31st January 2020. Since then, there have been enormous changes to people's daily lives, huge challenges for the NHS and schools have been closed for long spells. In March 2020, the UK was forced into lockdown, meaning people couldn't travel, were told to work from home and only exercise once a day. This was introduced to stop the spread of the virus and to keep people safe.

The virus brought devastation to millions around the world, but it also brought people closer and made us realise who the true heroes of this world are: doctors, teachers, carers, paramedics and so many others. These frontline workers put themselves at risk each day to care for others and keep our country safe. People celebrated with clap for carers on Thursday nights and many decorated their homes with rainbows.



There are also others who will be remembered for their service and contributions during this period:

- ❖ Marcus Rashford and his campaign to ensure vulnerable children have access to enough food during school holidays.
- ❖ Captain Sir Tom for his fundraising, giving millions to the NHS.
- ❖ Professor Sarah Gilbert, who created the Oxford AstraZeneca vaccine, helping millions develop protection from the virus.

Not all superheroes wear capes....



We provide additional statements for Sex and Relationships Education, Collective Worship and RE, Assessment Recording and Reporting arrangements.

We ensure that pupils with SEN/ G&T have access to appropriate opportunities, learning and resources as indicated on their Individual Education Plan or the G&T register.

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. An example of those covered include:

Cookery, Archery, Textiles, Dance, Football, Basketball, Gardening, Computing, Languages, Art, Tag Rugby and Homework clubs (Covid 19 Guidance permitting).

Monitoring and Evaluation:

The purpose of monitoring the curriculum is to evaluate the effectiveness and appropriateness of the School's Curriculum Policy provision in maximising 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 Deputy Head 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

- Feedback and report to colleagues, HT and Governors outcomes of monitoring and future actions and developments

The Governing Body monitors the quality and effectiveness of Curriculum Provision through the Headteacher reports at Governing Body meetings as well as a rolling programme of reports from the Leaders in school reporting on a specific area of school. Parents are kept informed about the curriculum through:

- Meetings e.g. assemblies/consultations/family learning/curriculum events (guidance permitting).
- Annual Parental Report.
- Twice yearly consultation sessions.
- Newsletters.
- The school web-site and newly established remote learning site.
- The school prospectus and most importantly, regular informal contact between the school team and our parents.

Pupils are in constant dialogue with the staff team as to their levels of achievement, their next step for learning, appropriate homework. Blocks of work will, in the main, start with ascertaining what the child knows and what they would like to learn before the planning is completed.

The Curriculum & Planning policy will be reviewed in September 2023