

Townsend Primary School

Curriculum Policy

Foundation Subjects

At Townsend Primary School we believe that all pupils in the school should have access to all areas of the curriculum

This policy covers the following foundation subjects

- Science
- Geography
- History
- Art/DT
- Music

We believe in ensuring that our pupils receive teaching and experiences, appropriate to their age and ability. We consider it important to give children the opportunity to learn how to handle and use a wide range of tools and materials skilfully and to provide them with quality experiences that will expose them to the diversity of wider society.

Our aims are in line with our Teaching and Learning Policy

1. Provide high quality teaching and learning experiences
2. Ensure that we build on previous learning and all pupils achieve their full potential
3. Provide a broad and balanced curriculum which will develop the skills, concepts and knowledge necessary for future learning, including the necessary ICT skills needed for technology in the 21st Century
4. Foster creativity through Music, Computing and the Arts
5. Provide children with meaningful, purposeful tasks related to the National Curriculum programmes of study and desirable learning outcomes
6. Maintain pupils' interest by providing enjoyable, stimulating and challenging tasks which take into account the needs of visual, auditory and kinaesthetic learners
7. Maintain purposeful and informative planning, record keeping and assessment documents, in line with the school's record keeping and assessment policy
8. Develop confident, disciplined and enquiring learners, able to make informed choices and cooperate well through using Talk Partners
9. Provide a calm, quiet and effective working environment which is fair, safe and disciplined.
10. To enable staff to identify aspects of practice which they wish to develop in which they would welcome support or share expertise in

Subject Time Allocation

Subject	KS1	KS2
Science	2 x 45 minutes a week	2x one hour a week
Geography	One hour a week for the 1st half term	One hour a week for the 1st half term
History	One hour a week for the 2 nd half term	One hour a week for the 2 nd half term
Art/DT	Built into History/ Geography cross curricular sessions	Built into History/ Geography cross curricular sessions
Music	45 minutes a week	1 hour session a week (see timetable below)

Planning

The medium term planning is developed by the Subject Leader and based on the National Curriculum objectives.

Progression through each Key Stage ensures that children are challenged as they move through the school.

MONITORING AND SELF-EVALUATION

All Foundation Subjects within school are monitored through:

- Planning scrutinies
- Book looks
- Learning walks
- Lesson observations

Assessment

Teachers assess children's work in History, Geography, Science, Art/DT and Music informally by observation during lessons. At the end of a unit of work, the teacher makes a summary judgment about the work in relation to the National Curriculum expected for each year group. The Subject Leader keeps samples of work from across both Key Stages to demonstrate expected levels of achievement.

Differentiation

Work is differentiated according to the needs, skills and abilities of individual pupils. Talented children will be encouraged to extend their skills and concepts.

Resources

The Subject Leaders will ensure each term that the resources required are available to the class teacher.

CPD

Subject Leaders will access training and support and use this to support the implementation of the subject across the school.

Thematic Yearly Overview (History, Geography, Art and DT)

	Autumn Events beyond living memory	Spring Significant People	Summer Significant Historical Events/people or places
6	<p>History - World War One/Two Physical Geography – Climate Zones and Global Warming Art - Drawing/Colour DT - construction</p>	<p>History -Native Tribes of Britain Human geography – Compass Skills Art -Texture/Form DT - sewing</p>	<p>History -Benin (West Africa) c AD900-1300 Geography – in depth study of Russia Art - Printing /Pattern DT -cooking</p>
5	<p>History -The Viking struggle for the Kingdom of England Human geography – Biomes and Vegetation Belts Art- Drawing/Colour DT - Construction</p>	<p>History -First King of England Physical Geography - Compass Skills Texture/Form Sewing</p>	<p>History -Egyptians Geography – in depth study of a south American country Printing /Pattern Cooking</p>
4	<p>History -Britain's settlements by Anglo Saxons and Scots Geography – Rivers and Mountains Art - Drawing/Colour DT- construction</p>	<p>History -The Roman Empire and its impact on Britain Geography – Compass skills Art - Texture/Form DT - sewing</p>	<p>History -Ancient Greece Geography – in depth study of a south American country Printing /Pattern cooking</p>
3	<p>History -Julius Caesar Volcanoes and Earthquakes - Locate the world's countries Art - Drawing/Colour DT - Construction</p>	<p>History –Boudicca Compass Skills Texture/Form sewing</p>	<p>History -Aztecs Geography – in depth study of a north American country Art - Printing /Pattern DT - Cooking</p>
2	<p>History -Great Fire of London Geography – Countries in the UK Art - Drawing/Colour DT - construction</p>	<p>History -Florence Nightingale and Mary Seacole Geography - name and locate the world's seven continents and five oceans. Compare UK and another country Art - Texture/Form DT - sewing</p>	<p>History -UK (include England/Ireland/Scotland/Wales) Geography – In depth study of Scotland Art - Printing /Pattern DT - cooking</p>
1	<p>History -Samuel Cody – first UK Pilot Geography - Identify seasonal and daily weather patterns in the UK Art - Drawing/Colour DT - construction</p>	<p>History -Elizabeth1 and Queen Victoria Geography - Name and locate four countries and capital cities of UK and seas Art - Texture/Form DT - sewing</p>	<p>History -London (Southwark) Geography – In depth study of London Art - Printing /Pattern DT - cooking</p>

Science Yearly Overview

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1	Animals incl humans (focus on humans) Ourselves 1A Seasonal Changes (Autumn) Working Scientifically	Everyday materials Sorting and using materials 1C Seasonal changes (winter) Working Scientifically	Animals incl humans (Focus on animals) Plants and animals in the local environment 2B Working Scientifically	Plants Growing plants 1B Seasonal changes (Spring) Working Scientifically	Seasonal changes (Summer) Working Scientifically	Pre experience Light and dark (no assessment) Working Scientifically
Year 2	Animals incl humans Health and Growth 2 A Working Scientifically	Use of Everyday materials Grouping and changing Materials 2D Working Scientifically	All living things and their habitats Plants and animals in the local environment 2B Working Scientifically	Plants Plants and animals in the local environment 2B Working Scientifically	SATs GAP On basis of being chosen or so OFSTED can see we are still covering aspects of the old Curr. Working Scientifically	Pre Experience Fair test Working Scientifically
Year 3	Animals inc humans Moving and Growing 4 A Working Scientifically	Forces and magnets Magnets and Springs 3E Working Scientifically	Rocks Rocks and soils 3 D Working Scientifically	Plants Helping plants grow well 3B Working Scientifically	Light Light and Shadows 3 F Working Scientifically	Consolidation and Application Working Scientifically
Year 4	Sound Changing Sounds 5F Working Scientifically	States of Matter Solids, liquids and how they can be separated 4D Working Scientifically	(Animals incl) humans Teeth and eating 3A Working Scientifically	All living things (+food chains) Habitats 4B Working Scientifically	Electricity Circuits and Conductors 4F Working Scientifically	Consolidation and Application Working Scientifically
Year 5	Properties and Change of Materials (reversible changes) Characteristics of Materials 3C Reversible and Irreversible changes 6D Working Scientifically	Forces Forces in Action 6E Working Scientifically	Properties and changes of Materials (irreversible changes) Characteristics of materials 3C Reversible and Irreversible changes 6D Working Scientifically	All living things (+animals incl Humans) Lifecycles 5B Working Scientifically	Earth and Space Earth, Sun and Moon 5E Working Scientifically	Consolidation and Application Working Scientifically
Year 6	Animals inc humans Keeping Healthy 5A Interdependence and adaptation 6A Working Scientifically	Electricity Changing circuits 6G Working Scientifically	Light How we see things 6F Working Scientifically	All living things (incl.) Micro-organisms 6B Working Scientifically	SATs GAP On basis of being chosen or so OFSTED can see we are still covering aspects of the old Curr. Working Scientifically	Evolution and inheritance Working Scientifically

Possible long term plan for coverage of the Primary Science Programme of Study, 2014
Working Scientifically 50% KS1 and 40% KS2

NB There will be elements of some Programmes of Study that will need to be studied not just in one term, but in several terms throughout the year. For example, learning about seasonal changes will need to take place in different terms.



Music Timetable

- **Nursery and Reception will follow music curriculum that is integrated with the EYFS curriculum**
- **Year 1 and 2 will follow the music express scheme of work (30 – 45 minutes a week)**

Whole School singing assemblies once a week (10.15 – 10.30am every Tuesday)

Class	No of children	Time	Length of time	Instrument	Adults needed
Year 3	30	9.10 – 10.10am	14 weeks (Autumn)	Descant recorder	2
Year 4	30	11.00 – 12.00pm	14 weeks (Autumn)	Treble recorder	2
Year 5	30	1.30 – 2.25pm	28 weeks Autumn Spring	Ukulele	2
Year 6	30	2.25 – 3.25pm	28 weeks Autumn Spring	Ukulele	2