

Curriculum Intent, Implementation and Impact

2020-2021



Trust Wide Curriculum Principles

Intent	Implementation	Impact
<ul style="list-style-type: none"> ★ The curriculum in our schools is <u>everything</u> that our pupils experience including the school and classroom environment, their interactions with staff and pupils and the quality of the daily pedagogy used in the delivery of a course of study. ★ The content of our curriculum should build 21st century skills such as collaboration, critical thinking and communication, and will continue to evolve responding to our ever-changing world. This will be personalised for each school. ★ We have a moral duty to our most vulnerable pupils for whom we know education is the best route for a successful future. ★ All children are capable of excellence through becoming reflective and independent learners within an environment that exposes them to great outcomes. ★ We seek to promote children’s intrinsic motivation by giving them ownership over the direction of their learning. ★ Children should love coming to school each day where their time will be filled with fun, purposeful and challenging learning. ★ Children deserve learning experiences that will stick with them for a lifetime. ★ An inclusive curriculum either as a whole school, across year groups or within classes will offer ‘learning without ceilings’; rigour and challenge; and enjoyment, engagement and enrichment whilst acquiring the associated knowledge, skills and behaviours. 	<ul style="list-style-type: none"> ★ Each school will have a thoughtfully designed curriculum map, which will show what knowledge will be taught, which subjects will be linked and the theme which will provide the context for the learning. ★ Children work on thematic based projects that bring the curriculum together with an intentional outcome. Projects need to be planned carefully and collaboratively, to ensure engagement, motivation, deep learning and progression. A theme will begin with a ‘scintillating’ starter, progress through ‘motivating middles’ and end with a ‘fabulous finish’. ★ Knowledge organisers will be used to extend teachers and pupils’ subject knowledge and communicate what will be learnt within a unit with children and parents. ★ Planning builds on children’s prior learning and provides challenge through the use of progression documents to ensure children are learning and knowing more. ★ All learning within our curriculum will aim for excellence through the emphasis on the crafting of ‘beautiful’ work – asking children to develop work and expertise through multiple drafts or revisions until it is ‘beautiful’ and has meaning beyond the classroom, representing the very best that the child is capable of producing. ★ Teachers will make use of all the ‘Make it stick’ strategies to support children to remember what they have learnt and to retrieve this knowledge when needed. ★ We will equip learners with a menu of learning strategies which they can deploy according to the context of the learning, explicitly ensuring learners see the analysis of and reflection on their mistakes is a sign of strength and not weakness. 	<ul style="list-style-type: none"> ★ High levels of pupil engagement with the curriculum. ★ Children make good progress in all subjects reaching or going beyond age related expectations by the time they finish primary school. ★ Children can demonstrate their learning and the knowledge they have gained and apply this in a range of contexts. ★ Displays and books will show high quality outcomes from all subjects.

Providing a first class education for our children is our core purpose. Within the primary phase we seek to lay the foundations of knowledge, skills and attitudes that prepare children extremely well for their next stage of education so that transition from one stage to another is natural, seamless and timely. We seek to develop in children a life-long love of learning and the underlying skills to enable them to succeed. Our curriculum aims to go beyond the merely academic, but also into the behaviours and attitudes we wish our children to demonstrate as citizens of the world.

Our Curriculum at Notley Green Primary School

Breadth of knowledge & skills

Local, National and International Dimensions

Promotes Equality and Equity

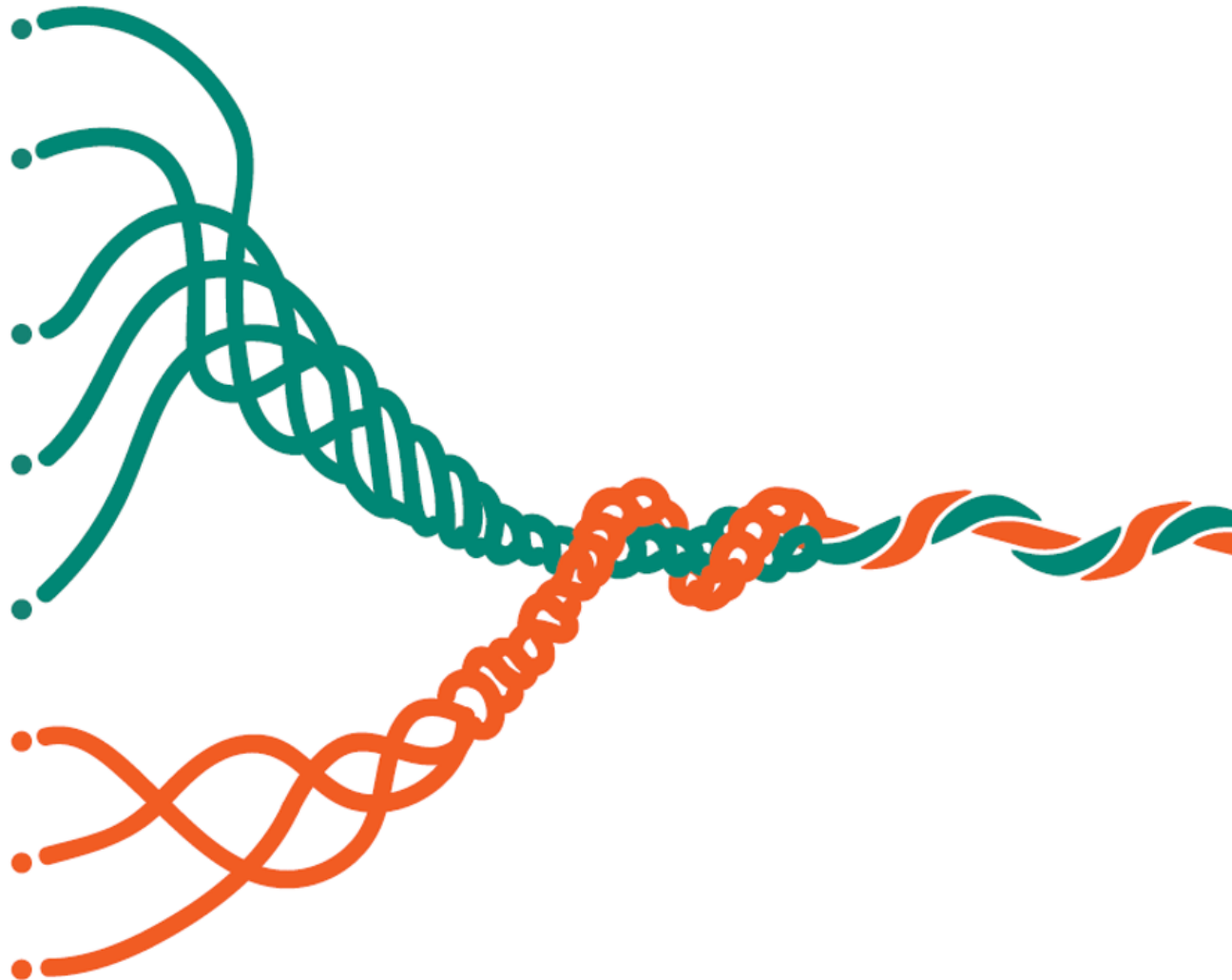
Rich Cultural Capital

Application to jobs and real life

Embedded PSHE & Core Values

Meta-Cognition and Self-Regulation

'Make it Stick' Principles



We want our children to become confident, independent and responsible citizens who are reflective and thoughtful thinkers, have found their own passions, and are able to thrive in the world.

Our curriculum will enable children to discover the joy in learning and be the driving force behind finding passions for the future. Children will experience a breadth of knowledge and skills through a progressive curriculum which builds on local, national and global dimensions, including learning about the impact of significant people. From this, children will be able to develop the traits and characteristics that will equip them for a variety of future professions and enable them to thrive in a community as responsible citizens. Our curriculum will recognise those that are at a disadvantage and strive to promote equality and equity. Children will gain the confidence and independence through embedded PSHE to challenge or champion the status quo as reflective and thoughtful thinkers. Underpinning the curriculum will be a rich cultural capital accessible for all.

Curriculum Entitlement


- ★ Weekly RE using the Essex agreed curriculum.
- ★ Weekly PSHE following the PSHE Association guidance.
- ★ Forest Schools activities linked with themes and specific focuses.
- ★ Outdoor PE taught by specialist PE coach.

Autumn term - History and Art

What would our lives be like without the...?

Final outcome: Create a whole school final piece of art

Year group	History focus	Science	English text	Foundation subjects	Other links
EYFS	<p>TV or telephones – own history</p> <p>Alexander Graham Bell</p> <p>Asking parents/grandparents how they made phone calls – how did you tell everyone about my birth?</p> <p>How has communication changed over time?</p> <p>Time line of birth announcements (grandparent, parent, me)</p>	<p>String telephone – how sound travels. (sonic boom, phone ringing, tuning fork in water)</p>	<p>Penguin – Polly Dunbar</p> <p>Dr Dog by Babette Cole</p>	<p>Art – compare artwork from the Victorian times to that of the modern day.</p> <p>Adverts for the telephone then and now?</p> <p>https://www.onhold.on.ca/telephone-advertisements-throughout-the-ages/</p> <p>Children create a piece of artwork which can be used to advertise a telephone.</p>	<p>School superheroes e.g. speaker boy and listener girl.</p> <p>PSHE – settling into school. Communicating how we feel.</p>
1	<p>Home through time(chronology)</p> <p>Link to Francis Crittall for local history</p> <p>How has technology and electricity impacted advances in home appliances?</p> <p>How has life changed over the course of generations (look at lives of parents and grandparents)?</p>	<p>Everyday materials - changes in materials used for appliances.</p> <p>Why are they suitable?</p> <p>Seasonal changes - focus on Autumn and Winter</p> <p>Compare and observe changes</p> <p>Children need to practise asking scientific questions and justifying their thoughts.</p>	<p>Window – Jeannie Baker</p> <p>Peace at Last - Jill Murphy</p>	<p>ICT- Starter units- crazy creatures- recap of directional language (CS).</p> <p>Walking with Dinosaurs (link with journeys) (CS)- using apps and unplugged activities- linking with real life.</p> <p>Young Investigators (links with history) (IT/DL).</p>	

	Coverage of changes in toys to be included on the lead up to Christmas Forest school - toasting on the fire, grilling it and using a toaster			Art – William Morris, wallpaper.	
2	<p>History of flight Aeroplanes – The Wright brothers Amelia Earhart How would we travel the world without flight?</p> <p>Continue to look at women in history: Rosa Parks, Elizabeth II, Emmeline Pankhurst</p>	<p>Everyday materials: Suitability for flight (link to Icarus story) Changing shape - squashing, stretching, bending, twisting (storing energy for flight propellers, springs etc)</p>	<p>The Wright brothers first flight - Alice Harman 2nd half – non-fiction focus on famous women in history</p> 	<p>Art – drawings by Leonardo DaVinci ICT - Code-tastic (CS). Vehicles (Making, Designing and Building) (link to history- flight) (DL and IT).</p> <p>In year 2 we will include sculpture in order to let them work with different media.</p>	Writing outcome: choose own female in history to research
3	<p>Stone age to iron age Late Neolithic hunter-gatherers Bronze age religion, technology and travel (Stonehenge) Iron age hill forts: tribal kingdoms, farming, art and culture</p> <p>Build on the children's ability to discuss historical evidence and encourage children to record their thoughts.</p>	<p>Light and shadows Animals including humans</p>	<p>UG Iron Man (additional text – Stone age Boy by Satoshi Kitamura)</p>	<p>ICT - Big Robots (CS). Going for Gold (My Body, My Fitness) (DL/IT) (science links).</p> <p>Art – Forest Schools Art (different natural mediums, cave paintings - explore printing techniques. Recover sketching as a precursor and use proportion of shape. Use this as a starting point to create prints.</p>	<p>Maths - measurement/pattern English – Ug narrative</p>

<p>4</p>	<p>Romans Impact on our lives in the UK? What did the Romans do for us? Baths/Roads Newspaper/heating /Toilets Could link to the power of the army, Boudicca, Hadrian's wall, Jullius Caesar's invasion attempts Link to Anglo-saxons/Vikings who followed What do the two societies have in common? Local area study linked in – Colchester castle (Cover chronology – link to prior learning/knowledge)</p>	<p>Sound Living things and their habitats</p>	<p>Tiger Tiger by Leanne Reid Banks The secrets of Vesuvius by Caroline Lawrence (Cover volcano knowledge missed in year 3 due to Covid)</p>	<p>Art – creating mosaics ICT - Making Games (CS)- link game about their theme. We've Got the Power (IT/DL).</p>	<p>Digestive system links to the importance of hygiene and toilets English – writing to inform (recounts as a Roman child based on the eruption of Vesuvius) Colchester Castle Dress up as a Roman child day</p>
<p>5</p>	<p>Ancient Civilisations How do the Egyptians and Mayans compare to each other? (link to previous work in Year 4 on the Greeks) What was happening at one date across the world?</p>	<p>Properties of materials (As part of the topic, we will look at the conductivity of materials. We will cover electricity objectives from Year 4 summer term). (Cover the different states of matter at the beginning of the topic, so</p>	<p>The Rain Player Cats and Curses The Firework-Maker's Daughter</p>	<p>Art – link to whole school art project ICT - Code Breakers (CS)- you can also use activities from the QuickStart Computing booklet. Let's change the World – Inventors (link with history) (DL&IT).</p>	<p>Geography - Knowledge of the world Using calendars and converting units of time. North American geography. English – Non chronological report about ancient civilisations.</p>

	<p>Compare and contrast inventions, leaders, the after-life etc</p> <p>Learn the concept that different civilisations were growing around the world at the same time.</p> <p>(Use prior learning to look at chronology of civilisations).</p>	<p>that they understand how particles act within a material).</p>			
6	<p>The Empire (Caribbean)- first half term with a focus on sugar plantation and the power of steam</p> <p>Age appropriate study of slavery and the journey they were forced to take, link to equality for all</p> <p>The Railways (Victorians)- second half term with a focus on Prince Albert and the Industrial Revolution</p>	<p>Evolution (Darwin) Humans Life cycles Animals Forces limited coverage due to Covid-19,</p>	<p>The Arrival by Shaun Tan</p> <p>Street Child by Berlie Doherty</p> <p>Additional texts to explore: Little Match Girl by Hans Christian Anderson Jacqueline Wilson either: Hetty Feather or Sapphire Battersea</p>	<p>Art – portraits of refugees linked with the class text- The Arrival</p> <p>Focusing on tones, shades, light and shadow and perspective</p> <p>ICT - Let's Learn a Language (CS). Young Authors - interactive (IT, DL) Create an online book either about Victorian Britain or linking with our class text.</p> <p>Geography focus – locational skills and comparing with own locality.</p>	<p>Possible poetry workshop from a local poet Museum of Power in Maldon</p> <p>Maths- comparing the populations in both places and how the population in Victorian Britain changed due to the underground being built, particularly in London.</p> <p>Focus on analysing statistics and understanding how they can be interpreted in different ways</p>

Spring term – History, Geography, Art

Excellent Explorers

Think how the Earth has changed, what would they want to explore now or how would it have been affected by us? How does the environment they encountered compare with our local environment? What attributes/characteristics did the explorers have that are desirable today?

Final outcome: Documentary (ICT)

Year group	Explorer	Geography	Science	Eng text *Whole school text – The Dam Spr 2 (Narrative)	Other links	
EYFS	Mary Anning (Dorset) First female palaeontologist	UK Human features – buildings used to display historical artefacts and fossils e.g. museums. Physical features – beaches, cliffs, excavation sites.	Skeleton – compare human and animal body parts	Dinosaur linked Dilly the Dinosaur Harry and his bucket full of dinosaurs Funny Bones Tyrannosaurus Drip (Julia Donaldson)	Museums – built to display dinosaur fossils, create museums Physical – beaches, cliffs, excavation sites Children to research periods of time – timelines, weather and landscape, dinosaurs and evolution, plants ICT- Junior Explorers (Bee-bot journeys link with theme) (CS). A is for Algorithm (link in with class text- The Journey) (CS).	Visit Walton on the Naze visitor centre and beach.

1	<p>Captain Cook – Australia How do we travel around the world? How has it changed? Why? Is it easier or harder nowadays? What would Captain Cook’s journey involve now?</p> <p>Children will need more experience learning about the life of a historical figure.</p>	<p>Human and physical features UK & non-European country 7 continents, 5 oceans</p> <p>Children need more experience comparing the UK to another country.</p>	<p>Animals including humans - classify animals (Australian animals, compare physical features with those in the UK) Seasonal changes - Spring</p>	<p>The Journey Home Frann Preston - Gannon The Dam – David Almond</p>	<p>Children will need experience using new artistic skills and media e.g. oil pastels and painting.</p> <p>Art – Aboriginal artwork, Minnie Pwerle ICT- We are all Connected (CS). Documentary- final outcome (DL/IT)</p>	
2	<p>Christopher Columbus – America How to plan for a journey, link to maps and modern day differences. Where could he explore now?</p>	<p>Hot and cold regions in relation to the equator and poles Seasonal/daily weather patterns of UK Mapping skills linking to local area.</p>	<p>Animals/Humans Lifecycles Animals found in America Vs UK</p>	<p>The Dam – David Almond Christopher Colombus By David A Adler</p>	<p>ICT- Whatever the Weather (compare data- weather in both countries) (IT). Documentary – final outcome (DL/IT).</p>	
3	<p>Edmund Hillary – Mount Everest How did he achieve this in 1953? Who was with him and why is this significant? Place in historical context (Queen Elizabeth II Coronation). How do modern climbers achieve this now? Is the impact on the environment?</p>	<p>Earthquakes, (tectonic plates, how mountains are formed) Mountains and Volcanoes</p> <p>Geography – locate mountains and volcanoes on a map. Map work - compass points</p> <p>History – Edmund Hillary and Tenzing Norgay <i>Before him, they climbed in tweed and died (better equipment when</i></p>	<p>Rocks</p>	<p>The Dam – David Almond Spring 1 – non-fiction texts on Mount Everest (Original newspaper of Edmund Hillary’s climb)</p>	<p>D/T – Design and make a container that will keep what is inside from freezing. Children need more work on Properties of materials from Year 2 and expand to insulators. Also focus on evaluation of the product.</p> <p>Recycling – amount of litter on Mount Everest-</p>	

		<i>he climbed) climbed in 1953. Compare to climbing it today. Moral compass. Compare the climbs before them to see what made him successful.</i>			https://www.telegraph.co.uk/culture/art/art-t- news/9695352/Everest-rubbish-turned-into-art.html ICT - We Love Games (CS) (link games with explorer). Documentary- final outcome.	
4	<p>Captain Robert Scott – Antarctic</p> <p>Mathew Henson- Arctic</p> <p>How do the journeys compare?</p> <p>Is this different or the same today? What would you need to survive the extreme temperatures? Children to design a survival kit.</p> <p>Link to core values - resilience and perseverance.</p> <p>Include Year 2 geography objectives.</p>	<p>Rivers</p> <p>Water cycle - describe and understand the key aspects of rivers and the water cycle. Understand key topographical features and land use patterns; how some of these aspects have changed over time.</p> <p>Positive and negative impact of their journey on the environment</p> <p>Link to text 'The Dam'</p>	<p>States of matter</p> <p>Living things and their environment</p>	<p>Shackleton's Journey by William Grill</p> <p>The Dam – David Almond</p>	<p>D&T – making warm/insulated clothing</p> <p>Observational drawing (line, tone, texture, shade, hatch and cross hatch). Consider user view.</p> <p>ICT - Interface Designer (CS/IT).</p> <p>Hurray for Hollywood (link with documentary making for theme) DL.</p> <p>R.E. Buddhism</p>	<p>Global Warming</p> <p>Rising sea levels</p> <p>Melting polar icecaps</p> <p>Impact of global warming on habitats.</p> <p>English – non-chronological report about an arctic.</p> <p>Survival guide for explorers in cold conditions.</p>

5	<p>Neil Armstrong – Space exploration</p> <p>Hidden figures - Black female mathematicians behind the expedition</p> <p>Focus on the journey into space. How has it changed over the year? What are the modern obstacles and goals to space exploration?</p>	<p>Depletion of natural resources</p> <p>Positive and negative impact of their journey on the environment</p> <p>Land use – economic and trade use.</p> <p>Locations of densely habituated populations.</p> <p>Why people are attracted to live by rivers? Explain the course of a river.</p> <p>(Recap learning from Year 4 including the water cycle and key aspects of rivers)</p>	Space Forces	<p>Spring 1 – Cosmic by Frank Cottrell Boyce</p> <p>Journey to the River Sea – Eva Ibbotson</p> <p>The Dam – David Almond</p>	<p>Art – Robert T McCall (Official NASA artist)???</p> <p>Space/Galaxies Joe Tucciarone</p> <p>(Cover 3D modelling through study of planets.</p> <p>ICT - Earth and Space (Let’s Explore Our Galaxy) (CS, IT & DL)</p> <p>Documentary- final outcome. Newsroom (DL & IT).</p>	<p>Documentary - could humans survive on another planet once the Earth’s resources are depleted?</p> <p>Maths – distances and speeds.</p> <p>R.E Sacred texts</p> <p>History of space exploration</p> <p>English - biography</p>
6	<p>Percy Fawcett- Amazon</p> <p>Focus on his expeditions. Looking at our impact on the Amazon rainforest. How would his journey be different today? What messages would he give us today?</p>	<p>Biomes and Vegetation belt</p> <p>The layers of a rainforest.</p> <p>Positive and negative impact of their journey on the environment</p> <p>Modern western diets and the effects on land and people.</p> <p>Deforestation due to demand of certain crops. BNC links – climate change.</p> <p>Mapping</p>	All living things	<p>The Explorer – Katherine Rundell</p> <p>Journey to the river sea – Eva Ibbotson</p> <p>The Dam – David Almond</p>	<p>Art – John Dyer and researching the vivid style and recreating Amazon paintings using pastels or ready mixed paint.</p> <p>ICT - Heroes and Villains – Graphics- link with explorer and create a game (CS and IT).</p> <p>Documentary- final outcome (to replace Appy Times 2) (IT and DL).</p>	<p>Research about the Eden Project</p> <p>Spread of Christianity and the beliefs it replaced in the Amazon</p> <p>Visit from accountant</p>

Summer term – Geography & DT

How is a culture created?

(How do the lives of the rich and poor differ? How does lifestyle and opportunity affect people's futures? How does their culture differ from our own?)

Final outcome: Cultural Carnival

Year group	Country	Geography	Science	Eng text *Whole school text	Other links	
EYFS	UK/Brazil (South America) -Weather -Continents -Religion -Western society	Artist study – Beatriz Milhazes. Vibrantly, colourful kaleidoscopic collages, prints, paintings and installations. Colour, form, shape and line.	-Colour mixing -Floating/sinking -Waterproof materials Make an item of clothing/shelter which could be used during wet season	Slowly slowly sloth Alliteration – animals in Brazil (lazy, lazy, lizard)	DT – Food technology Being imaginative – carnival dance Understanding the world - Roman Catholics ICT- Art Attack (link with theme- art) (DL). Fantastic Tales (link with English/theme) (DL). Exploring media – steel drums and other carnival music.	Steel drums workshop?
1	UK/Kenya (Europe/Africa) Compare cultures - link to comparisons in arts, different styles of dance, music and art. Children need more experience comparing the UK to another country.	Name, locate and identify characteristics of the 4 countries in the UK Weather/Climate Locate on a map and where they are in relation to us.	Plants - tomatoes and peppers for DT food focus. Which plants have begun to flower? Do they keep their seeds? Seasonal changes – Summer	Here we are - Oliver Jeffers Katie Morag – The Magic Bojabi Tree	DT - Food technology: Pitta bread pizzas, use peppers and tomatoes- link to science and seeds/plants. Where does it come from? DT – making 'African' drums. ICT - App Attack (using algorithms to create a	

					game- link with art and design) (CS). Pictures Tell a Thousand Words (DL) link with art and design.	
2 ART: Printing will not be covered next year due to it being in the year 3 curriculum and therefore being covered in two years time. In year 2 we will include sculpture in order to let them work with different media.	UK/China (Asia) Look at elements of UK culture and compare to culture in China. Link to stories and religion. Dance Music Sport	Compare UK with China -Physical features, culture and habitats Mountains, rivers etc.	Living things and their habitats -alive, dead, never alive -habitats -food chains and sources Animals including humans- This topic is covered in year 2 however we will also include classify them using some criteria in particular, their diets and which lay eggs or have live babies. Plants- Plants is in the year 2 curriculum, we will ensure we start this topic from the basics to include the year 1 curriculum as well.	The Willow Pattern by Allan Drummond The Magic Paintbrush by Julia Donaldson	DT - Food technology: chinese food – stir fry preparation Art – Willow pattern design (sketching, water colours, pastels and pencils) Create prints and complete designs in clay ICT - Let's Fix IT (CS). Super Sci-fi (IT/DL).	

<p>3</p>	<p>Mexico (North America) Mexican traditions and origins.</p> <p>Day of the dead festival.</p> <p>How living in Mexico differs to here – Siestas</p> <p>Look at the ancient history of Mexico – Aztecs</p> <p>Include Year 2 geography objectives.</p>	<p>Compare UK with Mexico</p> <p>-Physical features, culture and habits</p> <p>Locating on a map, continents, oceans, equator, northern and southern hemisphere.</p> <p>Chichunitza - 7 wonders of the world. Kobra (newest temple discovered).</p>	<p>Plants Forces</p>	<p>Charlotte's Web Charlie and the chocolate factory</p>	<p>DT - Food technology: Burritos, fajitas, spices, flavour, rice dish (invite parents in for a day of the dead themed Mexican feast) with pinata for entertainment.</p> <p>Art - Frida khalo - Self portraits in the style of. Artist study - include year 2 objectives.</p> <p>ICT - Class Democracy (IT/DL). My First Program (CS).</p>	<p>The Book of Life & Coco films</p> <p>Cultural carnival - Day of the dead masks</p>
<p>4</p>	<p>Greece (Europe) Look at ancient Greece</p> <p>Compare and contrast to the UK, similarities and differences with physical and human geography</p>	<p>Impact of climate change and how different parts of the world have different climates depending on their location.</p> <p>Types of settlements and land use.</p> <p>Name and locate countries and cities of the UK and Greece, geographical regions and identify human and physical features.</p>	<p>Electricity</p>	<p>Where the whale came - Michael Morpurgo Tuesday - David Weisner</p>	<p>DT - Greek pastries using puff pastry, feta cheese, olives, tomatoes and fresh basil and Greek salad Art - make a Greek pot and decorate it in the style of Ancient Greek pottery ICT - research modern Greece and create a tourism website using HTML.</p>	

5	<p>New Zealand (Australasia) Maori culture – how has it integrated into the culture of the western invaders? How is this different to Australia?</p>	<p>Similarities and differences between human and physical geography of NZ and UK Comparing Maori settlements with European style ones. (Look at rivers in New Zealand. Make comparisons with Europe).</p>	<p>Living things Animals and humans (Look at the habitats of different living organisms and how they are adapted to survive in their environments)</p>	<p>Holes by Louis Sachar There's a boy in the girls' bathroom by Louis Sachar</p>	<p>DT – Food technology (Anzac biscuits) (Cover using different tools through creating packaging) Art –Raewyn Harris) Traditional Maori artwork ICT - Cars (CS & IT). Interactive Art Exhibition (links with art) (IT&DL).</p>	
6	<p>UK: London (Europe) Link back to West Indian diaspora in mid Victorian times then move on to regeneration of the Docklands area and cultural influences in Brixton. UK links to the world stage, time zones etc(see progression documents)</p>	<p>Human geography focus Settlement and land use, how economic activity changes with a changing population. Comparison between contrasting locations (Amazon rainforest and London)</p>	<p>Light Electricity Serial and parallel circuits Application of skills with lighting effects on our float.</p>	<p>Cogheart by Peter Bunzel The Tempest by William Shakespeare</p>	<p>DT - Food technology (how different cultures use items in their diet, e.g. Potatoes) Art – linked with the carnival linking back to history and Victorian Britain with Cogheart ICT - Appy Times Pt 2 (CS). Building Battle Bots (CS, IT and DL).</p>	<p>Dance to include a carnival float Year 6 Production Visit from BNC Visit to the friendship club Visit from a Humanist speaker</p>