



Coleman Primary School Curriculum Document



Intent

At Coleman Primary School we ensure that all children achieve their very best and foster high aspirations for themselves and their families. We recognise that each and every child in our school is unique and has their own interests, strengths and areas for development. Our inclusive ethos is firmly rooted in our belief in providing the best opportunities for all of our pupils and to ensure they all feel a sense of belonging to our school and our wider community. We aim to combat discrimination by celebrating the diversity of our community and teaching the children to understand and respect other cultures and traditions.

We believe that a good education positively enhances a child's life. We ensure all children are nurtured and challenged so that they are well prepared for each stage of their learning and for later life. We want all of our children to make good progress, including towards individual targets where appropriate. We know parents are key learning partners and we work in partnership with families to ensure the best outcomes for all. Barriers to their learning are swiftly identified and action taken to overcome these.

Each curriculum subject is treated with integrity and we recognise that each has a specific set of skills, body of knowledge, vocabulary and concepts that shape the ways in which the children learn about the world. Our curriculum is designed to develop the whole child, with our curriculum aims threaded throughout each year. It has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum and we enhance this by ensuring that learning relates to our locality and the heritage of our pupils. We enrich learning and build cultural capital through providing visits, visitors and experiences that expand the horizons of our pupils. We want pupils at Coleman to have memorable, lifelong learning experiences. Our school is very special: we have a learning environment to be proud of; amazing teachers and support staff; and as a result pupils are engaged, enthusiastic and proud of their school.

Subject leaders have mapped out the content of the statutory programmes of study for each subject within the primary national curriculum to include the skills, knowledge, concepts and vocabulary that our children need to know and remember at each stage of their learning. These steps of learning build on each other and progressively develop children's understanding across year groups and phases, allowing children to build on and transfer their learning, laying the foundations for the next stage of their education. Our 'need to know' statements are an essential planning and assessment tool: they are the starting point for teachers when planning units of work, allowing them to see what children should already know and what they need to know, and against which teachers make formative judgements to inform next-steps in teaching and summative judgements on children's overall progress and readiness to access the next stage in their learning. As children move through the school, they are able to build on and consolidate their learning as prior knowledge and skills are revisited and used as the foundation for new learning.

Our curriculum is focused on wellbeing in order to encourage independent and emotionally resilient learners. We are a 'Routes to Resilience' School and have condensed our learning characteristics into five overarching key attributes we want our children to develop; to be creative, resilient, articulate, respectful and thriving. We teach our children that mistakes are learning opportunities and that with practice and perseverance, they will improve in whatever it is they are learning. Our families belong to house teams, which fosters a spirit of achievement for both personal and team success. The artwork in the foyer provides a daily reminder of these positive messages for everyone in our school community.

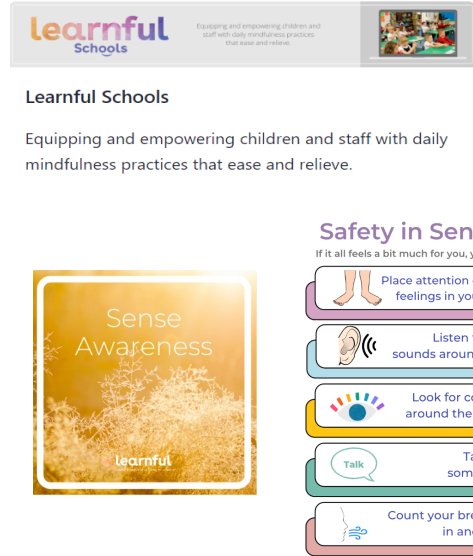
Curriculum Intent: what we want to achieve

Intent

We are also a 'Learnful' school, with children taking part in mindfulness activities after lunch and throughout the day to regulate their emotions and to support wellbeing.

This programme teaches the children a range of strategies they can use to regulate a wide variety of feelings such as anxiety, anger, and excitement.

Staff and families also benefit from access to this resource, with mindfulness built into our staff meetings and regular online parent workshops taking place to support families working with their children at home .



Drivers

As a staff, we have developed key drivers that underpin our curriculum so that our children grow to be successful, effective members of our school, community and the wider world and are equipped to be resilient, skilful adults who embrace opportunities and succeed in life.

Life-long learning:

To build cultural capital so our children to develop the skills, concepts and knowledge needed for life. To be aspirational. To be able to make meaningful connections and understand themselves and the world they live in. To be curious, to want to know more and to be open to new ideas. To develop core behaviours of resilience, respect, articulation, independence, wellbeing and creativity. To be able to rise to the challenges of life and be fully prepared for the future.

Technologically able:

For our children to be technically competent and resourceful and able to use technology to learn, communicate and adapt to the demands of the modern world. To understand how to use technology safely and responsibly to meet the future with confidence.

Well balanced education:

For our children to experience a rich and broad curriculum that brings learning to life through real-life experiences, visits and visitors. All children are entitled to access the whole curriculum entitlement and will be supported to do this. Whole school celebrations of different faiths and cultures and theme days bring learning to life and allow us to share our diversity in a climate of celebration and respect.

Social and Community:

For our children to form positive relationships enhanced through a strong SRE curriculum. To be able to manage their own behaviour and feelings and to self-regulate. To know and understand about their family and different families and their place in the local and wider community. To be charitable, democratic and law abiding citizens.

Health and Wellbeing:

For our children to know how to keep themselves safe and to learn how to manage risk. To be able to make choices which promote a healthy body and healthy mind. Our children will have respect and tolerance for themselves and others.

Enterprise:

For our children to know how to work towards a project of value or importance. All children will take part in a fundraising venture for school or a chosen charity. For our children to be environmentally aware and take action to build a sustainable future.

Intrinsic Values

We believe that every child should:

- have a truly inclusive curriculum that values and celebrates the contributions of all cultures and faiths to our rich heritage and encourages all children to believe that they too can make a difference in the future
- have access to high quality teachers, resources and first-hand experiences that provide stimulating and exciting lessons
- receive a curriculum that is grounded in current educational research into what works best for our pupils based on our school context
- be involved in the learning journey and have the opportunity to co-construct learning with their teachers
- have purposeful outcomes for learning
- have regular opportunity to develop their oracy skills and be confident speakers
- receive regular feedback to help children know and understand what they do well and what will help them to improve further
- visit places to set our learning in 'real life contexts' and spark interest or help to consolidate their understanding of a concept
- have opportunities to learn beyond the classroom
- develop their understanding of local, national and global issues and how they can help to improve those issues both now and as adults
- know that learning never stops and have a desire to continue their learning independently of school and in their future
- have regular opportunity throughout the curriculum to develop their learning characteristics so that pupils are resilient, creative, articulate, respectful, independent and can look after their own well-being as well as others'.

What is the body of knowledge and skills which will form the extent of the curriculum?

English and Maths Knowledge and Skills		Subject Specific Knowledge and Wider Curriculum skills		Personal Skills	Values
Content: National Curriculum		Content: National Curriculum		Content: Routes to Resilience	Content: School Values
Reading	Number	Science	DT	Creative	Teamwork
Writing	Calculation	History	Music	Resilient	Community
GPS	Measurement	Geography	PE	Articulate	Leadership
Handwriting	Fractions	Art& Design	MFL	Respectful	Self reliance
Speaking	Decimals	PSHE	RE	Thriving	Honesty
Listening	Geometry				British values
Vocabulary	Algebra				
	Problem - solving				

Curriculum Implementation

Foundation subject curriculum areas have clearly defined progression maps, building upon previously taught content. This ensures a full and deep coverage of the curriculum and allows for children to cumulatively gain sufficient knowledge and skills for future learning which makes sure they are prepared for the next step in their educational journey.

Snapshots:

Skills and Knowledge maps

Our curriculum is building on the skills learned in our Early Years

Understanding the World
ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological knowledge/understanding	Develop an awareness of the past in the world around them, including those from living memory. Sequence events or objects in chronological order. Identify and describe similarities / differences between periods.	Develop a wider awareness of people and events in the past from the wider world Use of <u>time lines</u> to understand where the period of study fits in with previous learning sequence events from a key historical event beyond living memory. Describe key events from a historical event from beyond living memory.	Place the time studied on a <u>time line</u> Sequence events <u>or artefacts</u> . Use dates related to the passing of time.	Place events from period studied on a timeline. Use terms related to the period and begin to date events. Begin to understand more complex terms <u>e.g.</u> BCE/AD.	Place current study on a <u>time line</u> in relation to other studies. Use relevant terms and periods labels. Relate current studies to previous studies. Make comparisons between different times in history.	Place current study on a timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline. Make comparisons between different times in history, noting connections/contrasts and trends over time.
Range and depth of historical knowledge	Use a range of sources to find out characteristic features of the past. Begin to use a vocabulary of everyday historical terms.	Find out about important people and events in other times. Describe key events from a historical event from beyond living memory.	Find out about <u>everyday</u> lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have had to do something. Study <u>change</u> through the lives of significant individuals (Boudicca).	Use evidence to reconstruct life in time studied. Identify key features and events. Look for links and effects in time studied. Offer a reasonable explanation for some events. Begin to develop an understanding of an <u>ancient civilization</u> (Mayan civilization).	Study different aspects of life of different people – differences between men and women. Examine causes and results of great events and their impact on people. Compare life in early and later times studied. Compare an aspect of life with the same aspect in another period. Study an ancient civilization in detail (Ancient Egypt).	Find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views. Compare beliefs and <u>behaviours</u> with another period studied. Write an explanation of a past event in terms of cause and effect, using evidence to support their explanation. To know key dates, characters and events of the time studied. Compare and contrast ancient <u>civilizations</u> .
Interpretations of history	Begin to identify different ways to represent the past (<u>e.g.</u> photos, stories, adults talking about the past).	Compare pictures or photographs compare of people <u>or events</u> in the past To begin to be able to identify different ways to represent the past.	Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museum, cartoons etc.	Look at the evidence available. Begin to evaluate the usefulness of different sources.	Compare accounts of events from different sources. Fact or fiction. Offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact/fiction or opinion? Understand that different versions of the past may exist and reasons for this.

Unit	Summer Term Who lives on the planet with us?		Fire of London	Stone Age to Iron Age	The Norman Invasion		How life has changed in Britain since the 1930s
Knowledge	*To know what animals live on Earth with us now and what animals lived on Earth in the past		*To know how London has changed since the Great Fire *To know people lived differently in 1666 to now To know how The Fire of London started and spread *To know how various sources give us information about the 20th Great Fire of London *To know how London was rebuilt after The Great Fire of London	*To know the names of the periods studied and where they fit on a timeline – Stone Age, Bronze Age Iron Age, *To know that people in the Stone Age lived in caves and used stone tools. *To know of sites in Britain that provide evidence of the past <u>e.g.</u> Skara Brae, Stonehenge *To know the people in the bronze age used copper and tin to make bronze for tools. *To know who the Amesbury Archer was by studying the artefacts buried him. *To know that in the Iron Age people used iron tools and lived in hill fort communities. *To know that the people in Britain during the Iron Age were the Celts. *To know what artefacts are and how we can use them to explore the past.	*To understand who the contenders were for the throne in 1066. *To know about the battles of Stamford Bridge and Hastings. *To understand William's problems after the Battle of Hastings. *To learn about Norman castles, why they were built and what life was like. *To learn about knights. *To know about life under the feudal system. *To understand the importance of the Domesday Book.		*To know that there was high employment in the 1920s, resulting in general prosperity. *To know that the economic boom from the 20s was ended by the Great Depression and the collapse of world banks due to overspending. *To know that the means test was designed to check who could receive full dole money in the Depression. *To know that the Jarrow march was a protest against mass unemployment in the town which had led to poor living conditions. *To know that primary sources are sources originating from the period of study (and are therefore valuable) and that secondary sources are based on later evidence. *To know that Edward the VIII abdicated because of his relationship with a previously married woman, which was socially unacceptable at the time. *To know that some people understood Edward VIII's decision to abdicate but others did not agree and felt let down.

Curriculum Intent: Curriculum Plans

Coleman's curriculum is embedded securely and consistently across the school. Teachers revisit and build upon previously taught content and series of lessons are carefully sequenced, based on the progression of knowledge and skills documents, ensuring our curriculum intent is well delivered. Children know and remember more as each lesson builds on prior learning.

Knowledge organisers are used to give parents and pupils information about what is being taught in a user friendly format. These are stuck into books at the beginning of each topic and published on the school website.

Knowledge Organisers



Fire of London - History Knowledge Organiser - Coleman Primary School (Year 2 Autumn 1)

In Year One you were...

- Sequencing events or objects in chronological order.
- Using a range of sources to find out characteristic features of the past
- Beginning to identify different ways to represent the past

You will learn

- How we live now is different and similar to how people lived in 1666?
- Why did the Fire of London start and spread?
- How do we know about the Fire of London?
- How did London change after the Great Fire of London?

Vocabulary

Bakery	A place that makes bread, cakes etc.
St Paul's Cathedral	A very large church in London. A new St Paul's Cathedral was built after the fire.
Diary	A book that people write about their lives in.
Firebreak	A gap that stops a fire spreading to nearby buildings.

London Now and in 1666

Look at the difference between now and in 1666. What do you notice?



How do we know about the Fire of London?



Newspaper Reports



Samuel Pepys Diary



Eyewitness accounts



Paintings

The start and spread of the fire

- The fire started in Thomas Farriner's bakery on Pudding Lane.
- The fire used in the bakery was not properly put out.
- The buildings were made of wood and straw and were very close together.
- It had been very hot and everywhere was very dry and there was a strong wind.

Key People



Samuel Pepys



King Charles II



Thomas Farriner

In Year Two you will ...

- Describe key events from a historical events from beyond living memory
- Compare pictures or photographs of people or events in the past
- Use a source to ask questions why, what, who, how



Coleman Primary School Year 4 Spring 1 Knowledge Organiser Science—Sound

Describing sounds

We can describe sounds by talking about their **pitch** and **volume**. Pitch describes how high or low a sound is and volume explains whether it is loud or quiet.



Which pitch and volume would each sound be?

Vibrations

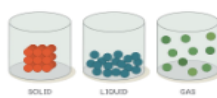


When objects vibrate, a sound is made. The vibrations make the air particles around the object vibrate and the air vibrations enter your ear. These are called sound waves.

If an object is making a sound, a part is vibrating, even if you cannot see the vibrations.

Sounds can travel through solids, liquids or gases because the sound waves vibrate the particles in each state of matter.

Did you know sound travels best through solids as the particles are closest together?



You will learn...

- to name and describe sounds
- that sounds are produced by vibrations
- what is vibrating when a sound is made

Key Vocabulary: Sound

blow: to push air into something	decibel: the unit of measure we use to measure how loud a sound is
frequency: a measure of how many times per second a sound wave cycles	musical instruments: items that can be used to make musical sounds
sound proof: to use materials to stop sound	pluck: to quickly pull and release a string
sound waves: invisible waves that travel through the air, water and solid objects as vibrations	sound source: something that makes a sound
pitch: how high or low a note is	strike: to hit, for example a drum or xylophone
vibrate: to move back and forth quickly	volume: how loud or quiet a sound is

Musical Instruments



Guitar

What vibrates?
The strings.

How to play it?
Pluck or strike the strings.



Violin

What vibrates?
The strings.

How to play it?
Pluck the strings or use the bow.



Drum

What vibrates?
The skin.

How to play it?
Strike it.



Recorder

What vibrates?
The air inside the recorder

How to play it?
Blow into it.

Scientific Skills Progression

In Year Three you were...

- beginning to set up simple practical enquiries, comparative and fair tests
- using results to draw simple conclusions, suggest improvements and raise further questions
- learning to use straightforward scientific evidence to answer questions or to support your findings

In Year Four you will be...

- setting up simple practical enquiries, comparative and fair tests
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- using straightforward scientific evidence to answer questions or to support your findings

Curriculum Impact

We have developed a whole school approach to the assessment of foundation subjects which focuses on the key learning that children need to know and remember. Applying evidence based research, this approach ensures that age appropriate activities for retrieval are built into the planning sequence so that children have regular opportunities to embed key learning.

Foundation Subject Assessments

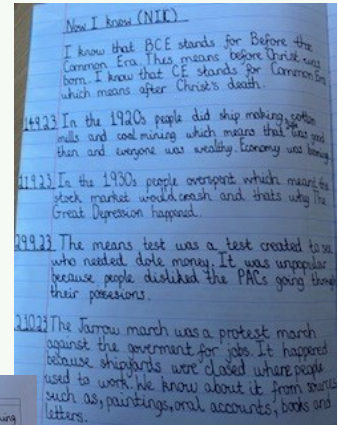
Knowledge Harvest

NIK (Now I Know)

Half Time

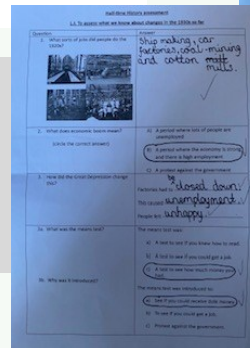
Knowledge Summary

Summative Assessment




Knowledge Harvest

- In the **half term before**, find out what the children already know and what they want to know - put questions on post-its or flip chart/PowerPoint and make sure they are answered over the course of the unit. If the question does not really fit in with the planned learning, it can be set as homework, challenge, wet play task etc.



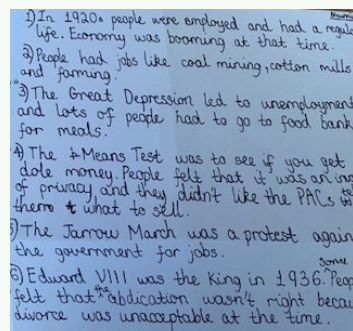
Assessment

2. Number these events in chronological order	World War Two Wall Street Crash Jarrow Crusade World War one - 1 The Great Depression
3. Why did the Jarrow March occur?	
4. What was the Means Test?	
5. Read the paragraph and circle the word that means the same as 'demonstration.'	The Jarrow March of 5-31 October 1936, also known as the Jarrow Crusade, was an organised protest against the unemployment and poverty suffered in the English town of Jarrow during the 1930s.
6. 	
Is this primary or secondary evidence? Explain how you know.	
7. Why is primary evidence more reliable than secondary evidence?	
8. Place these events in chronological order using the timeline provided.	<ul style="list-style-type: none"> - The Great Fire of London - 1666 - Ancient Greek Civilisation - 300BC - WW1 - 1914 - WW2 - 1939 - Moon Landing - 1969

Summative Assessment

In the half term after the new learning:

- History/Geography, RE, Science (use Switched on Science assessments) children compete a quiz the half term after the completion of the topic. Up to 10 questions based on key knowledge and skills from the knowledge organiser. These quizzes will be stuck in books. Teachers will allocate up to an hour for this- 30 mins for the children to complete the quiz and 30 minutes to mark and discuss with the children.



Knowledge Summary

Answer three questions about the unit at the end of the unit.

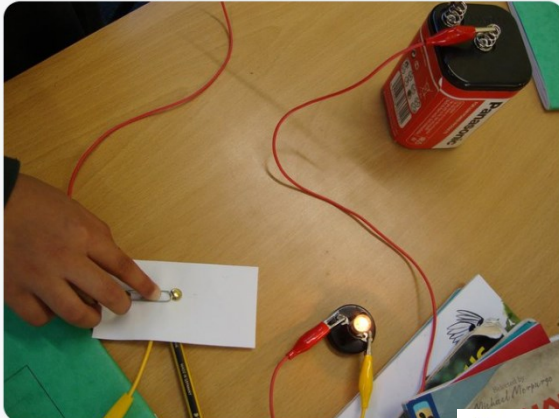
- EYF5/KS1 whole class shared write.
- KS2 children scribe - can be shared write activity for differentiation where appropriate.



Curriculum Highlights



Coleman Primary School @Coleman_Primary · Oct 4
Year Four finished their Electricity topic by making their own switches!



Coleman Primary School @Coleman_Primary · Jun 8
Sculpture Garden and Water Garden in the sunshine



Coleman Primary School @Coleman_Primary · Jun 23
Year 3 Conkers ride on the train and adventure play park



Coleman Primary School @Coleman_Primary · Jun 22
Author Steve Skidmore visited Year 5 and 6 children to talk about his graphic novel, Romeo and Juliet. After that, he delivered a fantastic writing masterclass to some lucky Year 6 writers. Thank you @LeicesterWIT and @JustoneSteve 📖✍️

