

Tividale Hall Primary School

Curriculum Policy



Purpose:

At Tividale Hall we aim to work towards creating a society in which strong and positive relationships exist and continue to be developed in the wider community.

This is achieved through shared values which include: the valuing of democracy, rule of law, individual liberty, tolerance and mutual respect of people's backgrounds and circumstances; promoting equal opportunities and challenging discrimination, all of which is based on equality and is non-negotiable.

ALL children at Tividale Hall Primary School will experience a broad and balanced curriculum enabling them to grow and learn in an environment without prejudice or inequality. It will prepare them for adult life by:

- enabling them to play an active role in their school and community
- experiencing a culturally rich and diverse education
- developing and benefitting from a range of positive relationships

At school all children will have opportunities to explore, embed and master their talents and abilities through:

- developing an appreciation of the arts
- taking part in a wide range of physical activities, sports and games
- experiencing music and its intrinsic value for enjoyment and self-expression through performing, singing and the playing of instruments
- experiencing social, moral, spiritual and cultural education that broadens children's awareness and understanding of the world and their place within it
- learning about the beliefs and cultures of others
- being exposed to a modern foreign language (French)
- the provision of geographical, scientific and technological skills and knowledge including computing
- being taught the fundamentals of British history and also the history of other parts of the wider world
- cross curricular links in all subjects, encouraging the use of basic reading, writing and mathematical skills
- developing a sense of self in a non-judgemental, mutually supportive environment

The curriculum will:

- promote children's engagement in learning through enquiry-led approaches that develop skills, dispositions and attitudes to learning, critical thinking and independent learning
- equip children for their futures in a rapidly changing world recognising the importance of technology, science, languages and communication for dialogue and understanding between different groups
- value, celebrate and build on children's religious and cultural heritage and develop a sense of identity, honouring the UN Convention on the Rights of the Child
- promote the fundamental shared values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- help children develop an understanding of all faiths and none, and participate in the celebration of different religious events in understanding and accepting differences
- develop children holistically: their intellectual, practical, aesthetic, spiritual, social and emotional capacities, enabling them to become life-long learners armed with the skills to achieve in the next steps of their academic career
- ensure an understanding of protected characteristics of the Equality Act and how through diversity they can be celebrated
- encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- give all children the opportunity to learn the benefits of physically and emotionally healthy lifestyles, by participating in high quality personal, social and health education including sex and relationships education.

In this way we work together to:

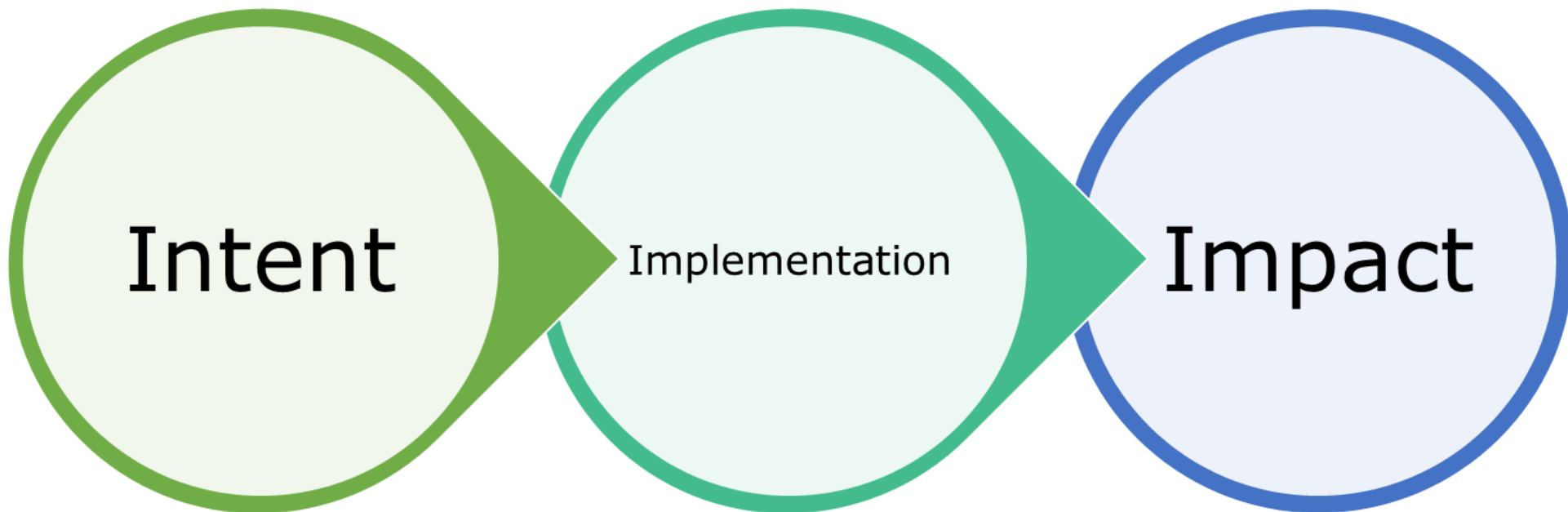
Equip children and young people to be happy, confident and ambitious citizens of their community and of the wider world.



Curriculum Statement of Intent



Our vision at Tividale Hall is to nurture learners to be motivated, creative, curious and respectful citizens who take pride in all they do.



- To deliver an inspiring, creative and engaging curriculum, that exposes the children to a wealth of knowledge and experiences.
- Learning is progressive throughout school-life and enables children to build-on knowledge and skills and link them to other curriculum areas.
- The curriculum will promote confidence within all children and the children will be supported in becoming independent and reflective learners.
- All children will be motivated to learn. They will strive to acquire knowledge and skills and to apply these in all areas of their learning.
- Children will be equipped with knowledge and skills that can be applied throughout school and later life.
- Our Values: Achievement, Engagement, Optimism, Perseverance, Kindness, Independence.

- Subject leaders provide support to staff and show expert knowledge.
- Teaching meets the needs of all pupils and promotes inclusion for all.
- All staff have an excellent subject knowledge and use this to support progression in knowledge and skills.
- Children are supported in developing knowledge and skills, throughout their school-life. Learning is seen as a journey and not something that is simply 'taught'.
- Each theme begins with a learning launch, which is a dynamic, child-led learning experience that allow teachers to assess each pupil's prior understanding. Mastery and deeper learning is assessed through active observations, and formative and summative assessments.
- Children frequently apply retrieval skills, calling on new and prior knowledge. This allows teachers to adapt and direct learning, as appropriate.
- Continuous provision is provided within, and outside of, the classroom to support independent learning.
- Pupils are given opportunities to learn outside of the classroom, through educational visits.

- Children that attend Tividale Hall will leave as citizens who are well-rounded, respectful and who embrace diversity.
- Children enjoy their education and always strive towards discovery.
- Children have a breadth and depth of knowledge, in all subject areas, and can explain their learning using subject specific terminology.
- Children develop their knowledge and skills throughout their school-life and can apply these independently.
- Independence is instilled in all children: they display the confidence to choose the most effective methods for their learning and know what is required to achieve.

		Autumn		Spring		Summer	
Y1	Humanities	There's no place like home! – Local Area / Homes / Toys History / Geography		Keep Out! - Castles How have castles changed over time? History/Geography		Panic on Pudding Lane – The Great Fire of London History/Geography	
	Science	Animals including humans (Humans) Seasonal changes		Properties of Materials		Animals including humans (Animals) Plants	
	Art/DT (name of artist/media)	Art Week – Geogia O'Keeffe – printing DT: 3D structure and joins Art: Henry Rousseau – sketching	Art: Henry Rousseau – sketching	Billie Zangewa - Tapestries DT: 3D structure and joins	David Adjaye- Clay Sculptures DT: Food	Stephen Brown- Colour Mixing	
	PE	Activity Games Gymnastics		Gymnastics Activity Games		Dance Athletics	
	Music	Music Express – Ourselves - Exploring Sounds Peace at Last – body and vocal percussion – composing (selecting pictures from the story) – performing and listening to others	Christmas Performance - singing songs to an audience	Music Express – Machines_ Exploring Beats.	Music Express – Story Time (Exploring Sounds) Peter and the Wolf - Sergei Prokofiev	Music Express – Animals_ Exploring pitch. Carnival of the animals – Saint Saens	Music Express – Water (Pitch)
	Computing	Computer Science <i>Outcome: To know how to use technology to perform simple actions.</i>	Computer Science: <i>Outcome: To know how to use technology to create, store and organise.</i> <i>Beebots</i>	Digital Literacy: E Safety <i>Outcome: To know how to use technology safely and purposefully.</i> Chrome Books – Purple Mash	Information Technology: <i>Outcome: To know how to use technology to create, store and organise.</i> Chrome Books – Purple Mash	Information Technology: <i>Outcome: To know how to use technology to perform an action</i> <i>Unit Teach Computing: Digital Writing:</i> Chrome Books – Purple Mash Computer Science:	Computer Science: <i>Outcome: To know how to create a debug a simple program</i>

						Outcome: To know how to create a debug a simple program	
	RE	Christianity What do Christians believe God is like?	Christianity What does Christmas matter to Christians? How and why do we celebrate special times?	Sikhism Stories of the Sikh Gurus	What makes some places significant? What makes some places sacred to believers?	Islam What can we learn from the stories of the Prophets?	How should we care for each other? Why does it matter?
	PSHE	HMHM- Friendships	RSE- Families, Safe Relationships, Respecting Ourselves	HMHM- Belongings	RSE- Media Literacy, Money and Work, Keeping Safe	HMHM- Wider World	RSE- Physical Health and Mental Wellbeing
Y2	Humanities	Super Heroes Famous people in the past- History (and Geography- locations of the world)		By the seaside visit- How do UK islands and coasts compare to contrasting non-European island and coasts? Geography		Victorians (Transport and seaside) History	
	Science	Materials		Habitats and all living things		Lifecycles Plants	
	Art/DT (name of artist/media)	Vincent Van Gogh	Dt- trains	Pablo Picasso	DT: Sewing	Pointillism	DT
	PE	Activity Games Gymnastics		Dance		Tennis Athletics	
	Music	Music Express					
	Computing	Accessing computers Creating and publishing: learning how to open, publish and save documents. Digital media: music making and image creating.		Using the internet safely to access information. Programming and control: create a sequence of precise instructions and debug programs.		Modelling and simulations: Observe basic simulations to represent real life, then change variables and see the effects.	Using data: create graphs of data. Create a branching database.
	RE	How and why are some books holy? Sacred words for Sikhs Muslims and Christians	Who celebrates what? How and where?	Sikhism The Gurdwara, a place to belong?	Christianity Why does Easter matter to Christians?	Islam What can we learn from Muslims in Sandwell?	Christianity What is the “good news” Christians believe Jesus brings?
	PSHE	HMHM- All About Me	RSE- Relationships	HMHM- Resilience	RSE- Community, Media Literacy, Money and Work	HMHM- Being the Best I Can Be	RSE- Physical Health and Mental Wellbeing, Growing and Changing

Y3	Humanities	Yabadabadoo! From Stone to Steel Stone Age to Iron Age- History and Geography		Eurovision - How does a region of the UK compare with a region in Europe? Geography – start with UK (ensure some comparison to worldwide e.g., rivers, mountains)		It's all Greek to me! Ancient Greece- History/ Geography	
	Science	Rocks Light (How did they use light? No electricity?)		Animals inc., humans Plants		Forces & magnets	
	Art/DT (name of artist/media)	Prehistoric Art (Cave Paintings)	Sewing	Printing	DT: Food Hygiene and Preparation	DT: Sculpture	Clay Modelling
	PE	Football Dance		Gymnastics Orienteering/Team Games		Rounders Athletics	
	Music	Composing Music- Twinkle Twinkle for Diwali- Using Xylophones	Music Express	Pulse and Rhythm- Music Express	Beat and Pulse -Pop Music	Music Express	
	Computing	Information Technology- Accessing Computers Computer Science- Coding Programming and control: create, edit and refine more complex sequences. Modelling and simulation: represent real life situation and make and test predictions.		E-Safety Using the internet: accessing webpages effectively and safely. Collaboration tools. Information Technology/Computer Science- Green Screen .		Creating and publishing: learning how to open, publish and save documents. Work collaboratively. Recap how to open, publish and save documents. Work collaboratively Using the internet: accessing webpages effectively. Collaboration tools Using data: understand basic structure of a database and add data to create graphs.	
	RE	What are the deeper meanings of the festivals? (Sikh, Muslim, Christian)	Christianity What do Christians learn from the Creation story?	Islam Keeping the 5 pillars of Islam	Christianity Why do Christians call the day Jesus died Good Friday?	Islam Why does the Prophet matter to Muslims?	Sikhism What is it like to be a Sikh in Sandwell? (visit)
	PSHE	HMHM- Friendships	RSE- Relationships	HMHM- Belonging	RSE- Rules and Laws, Digital Resilience, Money & Work	HMHM- My Wider World	RSE- Physical Health & Mental Wellbeing, Growth & Change, Keeping Safe
	MFL	Learning	Vegetables	Fruits	Ice cream	Presenting myself	Family
Y4	Humanities	Building an Empire The Roman Empire and its impact on Britain- History and Geography		How does a region of the UK compare with a region in South America? Geography		Inventions of the Revolution How did the industrial revolution impact the lives of children? - A local history study	
	Science	Animals incl humans – digestive system		States of Matter and the Water Cycle		Electricity	

		Animals- Classifying				Sound	
	Art/DT (name of artist/media)	Being inspired by the works of Banksy. Design – designing and building a Roman catapult		Landscape and watercolour- Inspirational artists: 20th Century - William Heaton Cooper. 19th century – J.M.W Turner		Painting- Canal art	
	PE	Hockey Gymnastics		Dance Orienteering Swimming		Cricket Athletics	
	Music	Trombone					
	Computing	Using data: Create a basic database to answer questions by constructing queries Data logging		Internet Safety Creating and publishing: Design and create a webpage, giving thought to the audience.		Coding and Logo Accessing computers Modelling and simulations: create situations to investigate changing variables. Use software to model 3D objects. Search effectively and evaluate the different search engines and the content	
	RE	Christianity What kind of world did Jesus want?	Christianity What is the “trinity” and why is it important for Christians?	Judaism What is it like to be Jewish? Family synagogue and Torah	Christianity For Christians, when Jesus left, what was the impact of Pentecost?	Values: What matters most? Christians and humanists	Hinduism What is it like to be a Hindu? Community, worship and celebration. (visit)
	PSHE	HMHM- All About Me	RSE- Families & Friendships, Safe Relationships, Respecting Ourselves & Others	HMHM- Resilience	RSE- Community, Digital Resilience, Money & Work	HMHM- Being the Best I Can Be	RSE- Physical Health & Mental Wellbeing, Growing & Changing, Keeping Safe
	MFL	Weather	The date	In the classroom	Restaurant	Pets	Romans
Y5	Humanities	Let’s Settle This! Settlement by Anglo Saxons and Scots, Vikings- History/ Geography		American Road Trip- How does a region of the UK compare with a region in North America? American Geography (and history)		A Dynamic Dynasty The Shang Dynasty: History/ Geography	
	Science	Properties and changes of materials Forces – gravity, mechanisms		Earth and space Animals incl humans – growing older		Living things and habitats – life cycles of mammals	
	Art/DT (name of artist/media)	Art: Sketching longboat heads DT: Creating a Viking Shield	Creating Jewellery Anglo Saxon Brooch in clay	DT: Bridges	Art: American artist focus e.g. Space: Peter Thorpe Or Frank Stella (minimalism) How do artists communicate through art?	Chinese artwork: Sculpture & Painting Willow pattern	Terracotta army

	PE	Basketball Dance Swimming		Gymnastics Orienteering		Tennis Athletics	
	Music	Recorder		Recorder		Music Express	
	Computing	Using the internet: Check validity and different viewpoints. Save and use images and text – understanding copyright law. Digital media: record sounds and sound samples. Record and edit video. Create images using layers.		Creating and publishing: Non-traditional presentations, create website for a purpose. Communicating and collaborating online: Share and exchange ideas using email. Programming and control: Use assisted programming software to create basic software which interacts with elements on screen.		Using data: create databases to answer questions. Create spreadsheets and present data in a variety of ways. Communicating and collaborating online: Share and exchange ideas using email. Programming and control: Use assisted programming software to create basic software which interacts with elements on screen. Modelling and simulation: Know that simulations are often guided by hidden rules. To use software to model 3D objects.	
	RE	Christianity What does it mean if Christians believe God is holy and loving?	Hindu, Jewish and Islamic prayer: What? When? How? Where?	Christianity For Christians, what kind of King was Jesus?	Christianity What do Christians believe Jesus did to save human beings?	Hinduism. Why do Hindus want to be good?	An enquiry into visiting a place of worship (synagogue visit)
	PSHE	HMHM- Friendships	RSE- Safe Relationships, Respecting Ourselves & Others	HMHM- Belonging	RSE- Community, Digital Resilience, Money & Work	HMHM- My Wider World	RSE- Physical Health & Mental Wellbeing, Growing & Changing, Keeping Safe
	MFL	Pets	Home	Olympics	Habitats	Clothes	Planets

Y6	Humanities	We'll meet again WW2- History/Geography		Magnificent Maya History and Geography of the Maya		Earthquakes and Volcanoes Geography/ History	
	Science	Light Living things and habitats – classifying plants and animals		Animals inc. humans – circulatory system, diet, exercise		Evolution and inheritance	
	Art/DT (name of artist/media)	Art Week - Basquiat	Fairgrounds (DT)- Designing a fairground	Sculpture: Maya clay masks		Printing: Hokusai- The Great Wave	DT: Food Tech
	PE	Netball Gymnastics		Tennis		Cricket/Rounders Athletics	
	Music	Recorder		Recorder		Music Express	
	Computing	Using the internet: Check plausibility if information and understand plagiarism. Communicating and collaborating online – use collaboration tools to create work. Digital Resilience		Creating and publishing: Use software to present work using a range of media (Google Slides) Using data: Create spreadsheets and graphs, amending variables.		Programming and control: use text-based programming to write a simple script for a program. Modelling and simulation: Create a virtual environment.	
	RE	Life After Death – Islam, Christianity, Hinduism and non religious	What can we learn from religion?	Christians and how to live: What would Jesus do?	Christian Aid and Islamic relief: Can they change the world?	What impact do peoples beliefs have in their lives?	What will make Sandwell a more respectful community?
	PSHE	HMHM- All About Me	RSE- Families & Friendships, Safe Relationships, Respecting Ourselves & Others	HMHM- Resilience RSE- Belonging to a community, Digital Resilience, Money & Work		HMHM- Being the Best I Can Be	RSE- Physical Health & Mental Wellbeing, Growing & Changing, Keeping Safe
	MFL	School	Weekend	Healthy lifestyles	WW2	Me in the world	Vikings

Signed..... (Head Teacher)

Signed..... (Chair of Governors)

Date.....

Reviewed: 2024

Next reviewed: 2025