



Baldwins Hill Primary School Curriculum Policy

Agreed by governors: May 2024

Review Date: May 2026

Growing Great ...

Respect, Compassion, Courage, Responsibility

In line with Trust curriculum principles:



Baldwins Hill Curriculum Intent

Our goal is for learners to be successful, confident individuals, who make a positive contribution to society, both now and in the future.

We believe this can be achieved through our school vision of 'Growing Great...', fostering a passion for lifelong learning that we can enable through an irresistible curriculum. Our Core Values of **Respect, Compassion, Responsibility** and **Courage** drive our curriculum and how we will be as a community.

Through our connected curriculum, we enable learners to develop learning and life skills which develop their well-being and understanding of mental health.

What do we want?

- **Passionate teaching** that enables all learners to **develop and build on knowledge and skills**
- Learners to be **emotionally literate** and understand the importance of a **healthy mind and body**
- To understand and address the impact on **well-being and the gaps in learning caused by the COVID-19 pandemic**.
- All children to have a **voice** and know who can help them
- An **irresistible** curriculum that engages learners
- **Vocabulary rich** classrooms with intentionally chosen vocabulary that maximise learning
- **Well rounded** learners
- **Autonomous** learners
- Culture that facilitates **purposeful** learning
- **Aspirational** learners
- **Success for all**
- **Parental** involvement
- **Outdoor learning** opportunities

What do we believe?

- Every learner can achieve
- In Independent and Collaborative learning
- In a growth mindset
- In the value of learner voice to empower and involve learners in driving practice
- In inspiring learners through purposeful learning experiences
- In setting high expectations
- Outside learning help learners access a range of opportunities
- In the importance of purposefully planned personal, social and emotional development opportunities

We use the Achievement Statements to teach and assess our Reading, Writing and Mathematics curriculum, as outlined separately.

We plan Science and most of our foundation subjects (Geography, History, Design & Technology, Art) in 'Learning Experiences,' utilising the Connected Curriculum and seek to involve the children and their interests in our plans.

If at any time a subject cannot be meaningfully linked to the learning Experience it is taught discretely- such as Physical Education, which follows the 'Power of P.E' scheme and Religious Education which follows the West Sussex SACRE syllabus. For in-depth detail on the delivery of Teaching and Learning is covered in our Curriculum Handbook.

In Early Years, all teaching and learning is based around the government non-statutory document 'Development Matters' and children work towards achieving the Early Learning Goals in the Prime and Specific areas. Teachers work closely with the children to ascertain and follow their interests, and so adapt the curriculum and learning to their specific needs.

Each Learning Experience takes appropriate objectives from the National Curriculum, broken into key skills acquisition for year groups. Each Experience has a 'Stunning Start' to 'hook' the children in to their new learning and ends with a purposeful outcome- a 'Fabulous Finish'. Throughout the Experience, children are encouraged to think about **what** they are learning, **why** they are learning it and **how** they will be able to apply these new knowledge and skills in a meaningful context. Learners will also be able to voice, why they are learning it now and what they know about already. This is underpinned by a rigorous set of foundational skills such as times tables, phonics and handwriting. From recent reading we would consider our curriculum to have a 'knowledge-engaged' approach, where knowledge underpins and enables the application of skill and where both are taught explicitly, with a focus on knowing more, remembering more.

Individual subject unique contributions (Intent) provide the aims and expectations for each subject with details of how the intent feed into our whole school intent.

Implementation continued...

Stunning start

(Is it a surprise or have you included pupil voice?)

Catchy title with a key question running through

Seek opportunities for active learning

Teaching strategies for active engagement such as, connecting learning with the real world; engaging with learners' interests; learner voice and practical hands on learning.

Parental involvement:

Where appropriate, invited to celebrate learning throughout the year.

Desired Impact

What will it feel and look like for our learners?

The autonomous learner knows how to learn and has a disposition to do so. They can identify, on their own, and/or with others, a problem, analyse its components and then find the resources to solve it. They continuously question themselves and others as to whether they are employing the best methods. They can explain the process of learning and its outcomes to their peers and others.

They know when it is best to work alone, and when in a team, and know how to contribute to and gain from teamwork. They maintain curiosity, are resilient, reflective and are willing to take risks in their learning.

Adapted from 'The Autonomous Learner' John West Burnham

Communication:

Experience webs for parents to go out end of first week of each half term.

Dates for stunning starts/trips/visitors / Fabulous Finish/invites for parents.

Learning and successes celebrated in monthly newsletter.

Environment:

Learning environment shows what the experience is.

Opportunities planned in for **learner voice**

Core subject links:

Make meaningful subject links to Maths and English.
E.g.: Key texts linked to experience.

Outside learning:

Seek out opportunities for children to learn outside.

Fabulous Finish -

Celebration of learning of an end result/what was produced.

Planning

Long Term planning.

Long term planning is in the form of curriculum maps (Appendix 1) and subject overviews (Appendix 2).

Medium Term planning:

Medium term planning is in the form of the 'learning experience planning document' (Appendix 3) and 'core subject planning'.

Short term planning:

Short term planning consists of *Weekly/individual sessions in the format of a PowerPoint presentations.*

Knowledge Organisers:

Knowledge Organisers contain essential knowledge, skills and vocabulary about a subject making it clear to learners that they will be learning and show a clear picture of what they are expected to know and do for their age in that subject area. (Appendix 4 shows some examples)

Use of IT including E-Safety

IT supports learning in all subjects through the use of search engines, local websites, and databases. Children also learn about how to stay safe when using IT with sessions starting with a safeguarding scenario and additional PSHE sessions around keeping healthy online, see 'e-safety policy'. The Computing scheme we follow is Teach Computing.

Outdoor learning

We believe that all children should have the opportunity to learn outside of the classroom and we use our school grounds to facilitate this. Each year group has a dedicated half term block every academic year of outdoor learning with members of staff that are trained in Forest School type activities and activities are planned to support learning and life skills and the connected curriculum learning unit as appropriate. Teachers are encouraged to consider how outdoor learning can be utilised across the curriculum and supported by our outdoor learning champion to plan meaningful experiences.

Safeguarding Education

We teach Learning and Life skills which develops learner's understanding of themselves and others, in addition we use the West Sussex Education for Safeguarding (E4S) curriculum which is based on the national Department for Education Relationships, Sex and Health Education (RSHE) guidance and numerous national frameworks, including the PSHE Association, but adapted and enriched for schools in West Sussex. This has been developed via a multi-agency approach combining teams from Safeguarding in Education, Contextual Safeguarding, Health and Education in West Sussex.

Through weekly focussed lessons and Class Forums, children are able to discuss ideas, raise concerns and voice their opinions on all aspects of life. We also have a range of assemblies which cover key topics such as Ant Bullying, Mental health awareness each week.

Children are supported through weekly lessons and opportunities to embed knowledge and skills in the wider curriculum day to day to have a broad and balanced approach and are able to relate what they have learned to everyday life in school and at home.

Curriculum plans are adapted and targeted teaching of areas, linked to our PSHE with individuals/groups are incorporated if a pattern of safeguarding concerns are recognised. By enabling our children and young people to develop their own skills, knowledge and understanding of how to be who they are, understand the world they are growing up in and how to keep themselves safe in all areas of their world, we believe that we are giving each and every one of them the best chance for their lives ahead.

Behaviour Curriculum

We believe that behaviour should be explicitly taught to children in its own right. We use our Core Values, Class Learning Forums, Learning and Life skills, PSHE, behaviour scripts and Character Curriculum.

British Values

Baldwins Hill is committed to working closely and in harmony with our immediate and wider school community to promote and celebrate diversity in the UK through teaching of British Values in PSHE, assemblies, visitors invited into school and Learning and Life Skills lessons. We aim to prepare children for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values.

Equal Opportunities

All children will have equal access to the Curriculum and its relevant resources regardless of age, gender, social factors or ethnicity.

Special Educational Needs and Disability:

We believe that our 'Irresistible' curriculum is for all learners. For learners with special educational needs, Individual learning Plans (ILP) or Provision Documents (PD) are created and these outline the reasonable adjustments made to ensure equality of access to the curriculum. Please see separate SEND policy for more details.

Looking for impact:

For Reading, Writing and Maths, teachers use an online tracking system: 'Arbor,' to make regular formative assessments which inform their planning, based on the needs of the learners. **Please see our separate Assessment for Learning policy for more details.**

The role of Subject Champions:

Subject Champions are responsible for ensuring that a progression of knowledge and skills is clearly mapped and taught across the school in their subjects. There is support for this in the Key Skills Acquisition Booklet and other chosen schemes of work. The Curriculum Lead has a set of expectations which determine how they go about leading the champions in action planning, monitoring and developing practice in their subjects. Monitoring takes a range of forms including learner voice, learning walks, 'book looks', data analysis and lesson visits in order to ascertain the impact of our Curriculum on learner outcomes.

The Headteachers and Extended Leadership Team have an ongoing responsibility to monitor and evaluate the impact of these policies on learners' learning, consulting the staff and wider stakeholders when necessary.

Other documents to refer to for further information:

Assessment Policy

Teaching and Learning Policy

Feedback Policy

SEND Policy

E-Safety Policy

APPENDIX 1- EXAMPLE OF WHOLE SCHOOL CURRICULUM MAP

Term on Term skills progression for each Year group

<u>Autumn Term 1</u>		<u>Life and learning skills - Learning together</u>			<u>Curriculum focus – Science</u>	
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Why do we play with different toys as we grow older? (History & Science) Childhood and technological change, toys and games. Sig Indiv: Biography in a Bag -Ole Kirk Christiansen and LEGO Science Y1 Everyday Materials Animals including humans</p> <p style="text-align: center;">(1.1 we are treasure hunters)</p>	<p>Can Party Food be Healthy? <i>“Which materials would make good party decorations?”</i> (Science and Design & Technology) Science: <ul style="list-style-type: none"> • Y1/2 Science Everyday Materials Technology: <ul style="list-style-type: none"> • Plan a party lunch for the class • Prepare healthy party foods • Design and make a party hat or party decorations (1.2 we are tv chefs)</p>	<p>How does electricity work? <i>Bright Sparks:</i> Context 3 Pigs & being an electrician Y3/4 Science Electricity Forces & Magnets Working Scientifically Sig ind - Edison</p> <p style="text-align: center;">(3.4 we are network engineers)</p>	<p>How do I see? How do I hear? Context Y3/4 Science Light & Sound Working scientifically</p> <p style="text-align: center;">(4.3 we are musicians)</p>	<p>What is it made of? <i>Mysterious Materials</i> Context Testing materials for companies Y5 Science Properties and changes to materials Working scientifically</p> <p style="text-align: center;">(5.3 we are artists)</p>	<p>What’s out there? <i>Out of This World</i> Y5 Science Earth & Space Working scientifically Y5 Forces</p> <p style="text-align: center;">Biography in a bag - Copernicus</p> <p style="text-align: right;">(6.1 we are app planners)</p>

Appendix 2- Example of Subject Yearly Overview

	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
Early Years	As part of the Early Years Foundation Stage, learners have access to a range of artefacts that they can explore within their continuous provision over the course of the year. Throughout the year they have opportunities to listen to non-fiction books and stories from to develop their understanding of history.					
Year 1		<u>History</u> <ul style="list-style-type: none"> Changes within living memory: childhood and technology – toys and stories Perspectives: Cultural and Social Significant individuals: Ole Kirk Christiansen and LEGO Sources: Older relatives and children, adults, toys, colour photographs, stories set in the past, Magic Granddad programme Org and Comm: Timelines, open and closed questions, interviewing a visitor, recording an interview – sound, video, photographs, notes and drawings Assembly with toys and stories shown <i>What toys do all children play with?</i> 			<u>History</u> <ul style="list-style-type: none"> Supplying water to the home. Clean water Significant individuals – John Snow and others 	<u>History</u> <ul style="list-style-type: none"> <i>Why did an old woman of 84 years walk 300 miles from Newlyn in Cornwall to London? Story of The Great Exhibition 1851 London and the Crystal Palace, Prince Albert & Queen Victoria</i> <i>How could people from here go to The Great Exhibition?</i> <i>Could children like us have had a school trip to The Great Exhibition?</i>
Year 2		<u>History</u> <ul style="list-style-type: none"> What happened in London in the summer of 1666? What happened after 1666? Why should we know about the Fire of London? Was any one person to blame for the burning of the City of London? Significant individual: Samuel Pepys, Christopher Wren Famous local people, events 	<u>History</u> <ul style="list-style-type: none"> Henry Ford Changing designs of cars 		<u>History</u> <ul style="list-style-type: none"> Significant individuals Jane Goodall and Charles Darwin 	<u>History</u> <ul style="list-style-type: none"> Significant individuals Jane Goodall and Charles Darwin
Year 3	<u>History</u> <ul style="list-style-type: none"> Homes before electricity (<i>also link to homes without electricity today</i>) Inventors 	<u>History</u> <ul style="list-style-type: none"> Discovery of Lindow Man, the bog body How long have people lived in Britain? Where were the first towns and cities in the world? Overview of first civilisations and changes in Britain from Stone Age to Iron Age 	<u>History</u> <ul style="list-style-type: none"> Recall learning about early civilisation and buildings Story of discovery of Tikal city site What was happening here when the Maya left their cities? 	<ul style="list-style-type: none"> Living memory 		<u>History</u> <ul style="list-style-type: none"> <i>Stories of new towns and model villages</i> Local old maps

		<ul style="list-style-type: none"> • Depth study of achievements of Ancient Egypt • Timelines 	<ul style="list-style-type: none"> • What made the Mayan people leave their cities? 			
Year 4		<u>History</u> <ul style="list-style-type: none"> • Overview: Development of the English language from Iron Age to Norman conquest • Overview of the invasions by the Roman Empire, the Anglo-Saxons, Scots and the Vikings • Letter and contract from archaeology consultancy • Interpretation of artefacts • Depth period study: What do we need to find out? • Exhibition & presentations, report, reconstructions of artefacts, two-minute digital recordings of explanations 	<u>History</u> <ul style="list-style-type: none"> • <i>Story of Maya & Aztec chocolate and Europe</i> • <i>Research – Columbus, Hernando Cortez and the missing Maya Interpretations of the past</i> 	History/Geography <ul style="list-style-type: none"> • Passengers on train journeys • Oral history about train journeys in the past • Railway history • <i>Train journeys in different places</i> 	History <ul style="list-style-type: none"> • Captain Cook – summary • Life and work of significant scientists • Potatoes • Honey 	
Year 5	<u>History</u> <ul style="list-style-type: none"> • <i>Research the invention of plastic</i> 	<u>History</u> <ul style="list-style-type: none"> • What has the World Wars got to do with castles? • How did life change here for people like us during World War One/Two? • How did life change here for people like us during the Norman Conquest? • Castle visit and follow up • Why are the Norman Conquest and the World Wars called ‘turning points’ in our past? • Why do people want to remember wars and castles? • <i>What was life like in other countries during World War One?</i> 				<u>History</u> <ul style="list-style-type: none"> • Personal histories of why we live here

Year 6		<p><u>History</u></p> <p>Has there ever been a better time to live here? What makes a good life? What do other people think about whether there has ever been a better time to live here? What is good about living here now? What do I want in my future? <i>Can one person make a difference in the world?</i></p>				
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Appendix 3- Example of Baldwins Hill Learning Experience Planning

Documents to support planning: [Connected curriculum learning units - T:\CURRICULUM\Connected Curriculum\Curriculum Documents\Connected Curriculum Learning Units](#)
[Connected curriculum progression documents - T:\CURRICULUM\Connected Curriculum\Curriculum Documents\Connected curriculum foundation subject progression documents](#)
[Key vocabulary - T:\CURRICULUM\Connected Curriculum\Curriculum Documents\Connected curriculum foundation subject progression documents\Key vocabulary](#)
[Biography in a bag - T:\CURRICULUM\Connected Curriculum\Aspire - FROG Portal - Connected Curriculum\Connected Curriculum Units\2. Biographies in a Bag](#)

Catchy title (with a key question running through)	Hello I'm new here! What can you tell me about your school?		
Term	Autumn Term 2		
Stunning Start & Fabulous Finish	<p>Stunning start: How will you hook the children into their learning? What do you want the children to be able to remember, know, do and understand within this learning experience?</p> <p>Understand Do Remember</p>	<p>Fabulous finish: What are the children working towards? How does that build on their prior learning? Probing questions Key Text: What links can be made with the learning?</p>	Biography in a bag: N/A
Which subject is this? What knowledge and skills are you expected to learn? Why am I learning this now/at all?			
<p>Knowledge, Skills and vocabulary</p> <p><i>Look at the connected curriculum progression documents - what have the children learned before? How will this build on prior learning?</i></p> <p><i>How will key vocabulary be shared with learners?</i></p>	<p>Science Knowledge to be secure: Skills to be secured Key Vocabulary possible Text links</p>	<p>Geography Knowledge to be secure Skills to be secured Key Vocabulary:</p>	<p>History - Knowledge to be secure Skills to be secured Key Vocabulary</p>
	<p>Computing -</p>	<p>PE - Dance and Improving catching Knowledge to be secured Skills to be secured Key vocabulary:</p>	<p>Art & sketching skills - This will be covered as part of PPA cover Creating a class mural Knowledge to be secure: Skills to be secured: Key Vocabulary: ·</p>
<p>How will other subjects be taught this term?</p>	<p>PSHE/RSE/LLS Learning and Life skills It's up to me!</p>	<p>RE – Taught by teachers in Autumn T2 Knowledge to be secured Skills to be secured Key vocabulary</p>	<p>Design and Technology - covered during PPA time Knowledge to be secure Skills to be secured: Key Vocabulary</p>
	<p>Music - Not in focus this half term</p>	<p>Maths -</p>	<p>French - N/A for KS1</p>
Learner Voice	<p>How will you collect this? <i>What do they know?</i> <i>What do they want to find out?</i></p>		
Curriculum intent	<p>Enrichment opportunities/Parental involvement Visitors, zoom meetings, off site visits, virtual tours.</p>	<p>Irresistible curriculum</p>	<p>Autonomous/Aspirational learner</p>
	<p>Passionate teaching</p>	<p>Purposeful learning</p>	<p>Success for all</p>
<p>Possible misconceptions Links to other learning to be made</p>	<p>Consider misconceptions that learners may have. <i>How will this be shared with learners?</i></p>		
Review	<p>What worked well...</p>	<p>Even better if...</p>	

Appendix 4- Knowledge Organisers

DT at Baldwins Hill Primary School
Year 5 – Summer Term – Eco Pioneers

How can we make the most of what's on our doorstep?

Key Knowledge – by the end of the unit we will..

- Know how to describe the life process of reproduction in some plants .
- How living things (plants) are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms.
- Reasons for classifying plants and animals based on specific characteristics.
- Understand key environmental issues around food and food waste, energy and transport, biodiversity and fashion

Key Skills- by the end of the unit we will know how to...

- Compare life cycles of different plants (flora) and trees.
- Identify different features of plants (flora) and trees and to use this information to classify into groups.
- Use scientific evidence to answer questions
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Work in a group to find solutions to environmental issues

Did you know?

There are over 200,000 identified plant species and the list is growing all the time.
90 percent of the foods humans eat come from just 30 plants.
An average size tree can provide enough wood to make 170,100 pencils.

Learning builds on.... Facts I have learnt before in science that may help you?

Year 1 – Why is water precious?
Year 2 –What makes us the same as animals
Year 3 – It's a bugs life
Year 3 – What happens inside us.

Key Vocabulary – Glossary

Science Specific

Reproduction - the production of offspring

Life processes - are those processes which is necessary to maintain life in an organism

Vary – to differ in size, amount, degree, or nature from something else

Life cycles (recap y3) - the series of changes in the life of an organism including reproduction.

Classification (recap y3) - a category into which something is put.



Science



Living things and their habitats



Working scientifically