

Ash Grove Wider Curriculum Rationale 2020

History

This is a spiral curriculum in which knowledge is built upon as children progress through the school and within each school year. Each year group follows the same structure throughout each academic year: autumn term sees a focus on local history, spring term looks at British history and summer term moves to an aspect of global or world history. This mirrors the structure of the geography curriculum, enhancing the links between these two humanities subjects. History and geography topics are taught for a half term each, once per term in each year group.

Throughout the history curriculum, there is a strong thread of social history and the impacts of changes, particularly technological changes, through time on human lives, from a local to a global level. This has been designed to emphasise to children the importance of history in their understanding of the modern world and to equip them with the knowledge and cultural capital necessary both to excel in further study and to become well-informed citizens.

Geography

At Ash Grove Academy, we believe that Geography should inspire pupils to be curious and fascinated about the world and its people. Our spiral curriculum explicitly builds upon children's prior learning in the way that it is structured. Children revisit and build upon prior knowledge under three key strands. In the autumn term, all classes focus on locational and place knowledge, which equips them with knowledge of diverse places, people, resources and natural and human environments. The foundations for this begin in the Early Years within Knowledge and Understanding the World where they explore their local community and surroundings. It progressively builds up to children in Key Stage 2 naming and exploring the similarities and differences of local and global environments.

Moving on to the spring term, children in EYFS and KS1 explore human and physical geography through similarities and differences within the UK and children in KS2 explore other areas of the world.

In the summer term, all year groups have a focus on applying their geographical skills through fieldwork within their immediate surroundings and the wider community.

Outcomes for each year group have been clearly identified and mapped out in a knowledge and progression document. This enables teachers to understand what geographical knowledge children have already attained and what their next steps will be.

Science

The teaching of science at Ash Grove Academy aims to foster the children's natural curiosity and support their understanding of the subject as a process of enquiry, as well as build the acquisition of relevant scientific knowledge. Scientific concepts and skills, such as making predictions and using their personal experiences to inform their observations, are introduced to children in the Early Years through the EYFS Statutory Framework areas of learning, 'Physical Development' and 'Understanding the World'. This early learning feeds directly into the knowledge curriculum for years 1-6. Using the National Curriculum Science Programmes of Study as the starting point, our year-by-year curriculum has been carefully designed to build on prior learning through a spiral approach, linking units of work across year groups but also across Key Stages. Where possible, this learning is contextualised in the local environment but is also linked with other areas of the wider curriculum, for example rocks and soils is taught in Year 3 and feeds directly into their geography work on rivers, mountains and earthquakes, and animals and their habitats is taught alongside biomes and climate zones in Year 5. This allows children to make clear links within and across their learning, as well as revisit previous learning experiences. Throughout the curriculum, the children are encouraged to ask, predict and answer questions using close observations, reasoning and explanation, as well as present their findings in increasingly sophisticated ways. This spiral approach aims to promote greater retention of knowledge, skills and key concepts.

PSHE

A strong PSHE curriculum and a focus on positive physical, emotional and mental health and well-being underpins all learning at Ash Grove Academy, starting with our very youngest children in EYFS when meeting their Personal, Social and Emotional Development targets. PSHE is recognised as a key subject area and is a high priority across whole-school initiatives, and our curriculum design has our children's health, well-being and personal development at its heart. It has been designed to meet the 2020 DfE statutory requirements for Relationship Education, Sex Education and Health Education, and is built around progressive units of work from the PSHE Association Primary Toolkit. We have also incorporated elements of the PSHE Association's Character Curriculum in order to explicitly promote positive personal attributes, including resilience, confidence, honesty and ambition, through the two 'Dimensions', *Developing Me* and *Managing my Relationships*. We believe that it is important children understand what it means to have 'good character', and how to recognise these skills and attributes in themselves and others, in order to prepare them for life in modern Britain. Our PSHE curriculum headings mirror the Primary Toolkit's three key strands: RELATIONSHIPS, HEALTH AND WELLBEING, and LIVING IN THE WIDER WORLD, each strand being delivered across all year groups for a whole term. However, the content for each strand is flexible, allowing teachers to choose a path that matches the needs of their children, thereby reflecting the context in which they live and learn. Additional themes, such as information around career aspirations and economic wellbeing, are also addressed across all year groups. Esafety is an integral part of our PSHE curriculum and is addressed explicitly in the autumn term when classes draw up their own Class Charter to keep them safe online, as well as throughout the subsequent units whenever relevant. The PSHE Association SEND Planning Framework is used by teachers in the planning cycle and is referred to when setting appropriate EHCP pastoral targets for children with SEND. The bespoke, spiral approach of our PSHE curriculum supports children of all abilities to build on prior learning and revisit key concepts, essential life skills and positive attributes in a deeper and more complex way as they grow and develop during their time with us. Our aim is to enable the children of Ash Grove Academy to feel prepared for life after primary school and become healthy, active, engaged and risk-aware citizens of the future.

Spanish

The Ash Grove Spanish curriculum is structured in a way, which means that in Year 3 children are introduced to the sounds of the Spanish language and learn basic vocabulary and communication skills. They begin to develop their reading and writing skills, which are directly linked to their speaking skills. This is then built on each year in order that children revisit what they have learnt the year before to secure their understanding and use this knowledge to further extend their speaking and listening and reading and writing skills by increasing the amount of vocabulary they can use related to a topic they have learnt before. By the end of Year 6, children will be confident in speaking about familiar topics using a range of vocabulary. They will be able to use some common past tense verbs and be able to read and respond to range of vocabulary.

Computing

As a school, we have chosen the Purple Mash Computing Scheme of Work from Year 1 to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons. It provides immense flexibility and strong cross-curricular links. Furthermore, it gives excellent supporting material for less confident teachers. The curriculum is structured in a spiral way that means each year children revisit areas of computer science, information technology and digital literacy, building on their knowledge from the previous year.

RE

This is a spiral curriculum in which knowledge is built upon as children progress through the school and within each school year. Each year group follows Cheshire East Religious Education syllabus working closely with SACRE network and with people in the local community.

This syllabus from Cheshire East aims to be fully inclusive, exploring the beliefs, ethics, philosophy and lifestyles that Religious Education encompasses. Throughout our RE curriculum, there is a strong thread of British Values and breadth of knowledge to equip children for the society they live in locally and globally, children will explore, discuss and reflect on key questions of meaning.

PE

Each child receives a minimum of 1 ½ hours of curriculum time PE on a weekly basis, which is planned to systematically develop progressive skills. These sessions are either delivered by specialist high-quality coaches or class teachers.

Pupils in KS1 are given ample opportunities to develop their fundamental movement skills and extend their agility, balance and coordination because we are aware that many of our children start school lacking these skills and that they are essential for all sports and general physical activity.

In KS2, pupils continue to apply and develop a broader range of skills of technical skills within the areas of running, jumping, throwing and catching and used through a range of activities. These skills are incorporated into competitive games, performances using movement patterns and evaluations of their own and others' work. This allows pupils to develop their skills across a range of sports and therefore takes a mastery approach. Once these skills have been mastered then they are transferable to any sport pupils may encounter in Key Stage 3 and beyond.

Art

At Ash Grove Academy, we value Art and Design as an important part of the children's education and it has a significant and valuable role in the taught curriculum, as well as the enrichment opportunities we offer our pupils.

In the Early Years, children explore and use media and materials as part of the Expressive Arts and Design Framework. Using the National Curriculum Art and Design Programmes of Study as the starting point, our year-by-year curriculum for Key Stages One and Two has been carefully designed to build on prior learning through a spiral approach, linking units of work across year groups and also across Key Stages. This allows children to revisit their previous learning experiences and supports greater retention of knowledge and skills. This ensures that by the end of year six, pupils have a wealth of cultural capital to aid in their future studies.

The curriculum for years one to six is built around three strands – drawing, colour (painting) and printing. Each unit of work has a famous artist or designer focus, and the children start by evaluating and critiquing the creative aspects of their work, using this as inspiration for their own designs. In drawing, children begin with what they know in year one and draw self-portraits, having observed anatomy (faces focus). In year two, the children work on sketching to make quick records and to record experiences and feelings. Years 3 and 4 the children begin to explore different artistic styles, such as Modernism and photorealism, learning about the effect of light, scale, placement and proportion through the work of Georgia O'Keefe and Audrey Flack. By UKS2, the children use pen and ink to look at light, scale, proportion and perspective in architecture, exploring the innovative styles of Daniel Libeskind and Frank Gehry.

The colour strand of the curriculum ensures progression through the use of paint. In year one, the children begin by naming the colours and mixing them, then move on to seasonal colour pallets (linked to their Science topic). In year two, the children make and explore colour wheels, looking at tones and how to make colours darker and lighter. In year three, the children are introduced to pointillism through the work of Georges Seurat, using acrylic paint to explore tools and techniques. In year four, the children learn about Monet and his use of colour reflecting light, exploring hues, tints, tones and shades with watercolours. In year five and six, the children begin to look at the purpose of colour in the work of Vincent Van Gogh and Frida Kahlo: its symbolism and its ability to reflect mood and emotion.

The printing strand of the curriculum builds skills through each unit. In year one, the children use block printing to explore pattern, repeating patterns and symmetry. In year two, children block print with a variety of everyday objects, investigating the best materials for this purpose and identifying the different forms printing takes. In year three, the children begin to use screen printing to record textures and patterns and explore overlapping colour prints and colour mixing through the work of Andy Warhol. In year four, the children interpret environmental and manmade patterns and tessellation, using the work of William Morris to inspire, modify and adapt their screen prints. In year five, the children design and combine prints that incorporate text, making connections and discussing and evaluating their own work and that of others. In year six, the children explore the printing techniques of Julia Manning as they build up drawings and images of whole or part items using various media including screen printing.

DT

At Ash Grove Academy, we aim to equip children with the knowledge and skills required for their lives beyond primary school. Through Design Technology, we encourage the children to design, make and evaluate products for a purpose, using creativity and imagination.

In the Early Years, children explore and use media and materials as part of the Expressive Arts and Design and Understanding the World Frameworks. Using the National Curriculum Design Technology Programmes of Study as the starting point, our year-by-year curriculum for Key Stages One and Two has been carefully designed to build on prior learning through a spiral approach, linking units of work across year groups and also across Key Stages. This allows children to revisit their previous learning experiences and supports greater retention of knowledge and skills.

Our Design Technology curriculum provides children with opportunities to develop their skills using a range of media and materials and gives them the opportunity to explore and evaluate different creative ideas. Children develop their knowledge of the styles and techniques used by a variety of artists, designers, chefs, engineers and craftspeople.

The Design Technology curriculum for years one to six is based on three strands – **texture** (fabric and textiles), **form** (sculpture, structures and mechanisms) and **food technology**. Each unit of work starts by evaluating and critiquing the work of a famous designer, chef or craftsman, discussing the functional and aesthetic properties of the designs and using this as inspiration for their own work. The children apply the 'evaluate, design, make, evaluate' cycle to their work, creating prototypes and exploring a range of materials and joining techniques across the units. The knowledge and skills of each strand builds on the children's previous learning, as they hone their skills and develop their understanding of more complex and intricate techniques. In upper Key Stage 2, the children begin to make clear links between their Design Technology work in school and a future career in engineering, designing and creating products that are linked to their work in science and incorporate electrical systems, mechanisms such as cams and levers, and Lego WeDo 2.0 to apply their understanding of computing to program, monitor and control their products.

Music

Music reflects our culture and society and so the teaching and learning of music enables children to better understand the world they live in. Our aim is to foster a love of music in all its forms and also to develop musical skills and knowledge.

. In partnership with Love Music Trust and using the National Curriculum Art and Design Programmes of Study as the starting point, our year-by-year curriculum for Key Stages One and Two has been carefully designed to build on prior learning through a spiral approach, linking units of work across year groups and also across Key Stages. This allows children to revisit their previous learning experiences and supports greater retention of knowledge and skills.

Our Music curriculum provides all children in Key Stage Two the opportunity to learn to play three different musical instruments – recorders, ukuleles and a brass instrument. Music lessons are delivered by a specialist teacher in Key Stage Two.

Our Music curriculum aims for our pupils are to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence;
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The children at Ash Grove Academy are given a range of wider opportunities in Music, including termly vocal and instrumental performances. Educational trips and visits further support the curriculum, giving the children the opportunity to experience live music. We are working towards gaining Artsmark, which demonstrates our commitment to arts and cultural education and will further develop our arts provision in school.