



Partnership Learning

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## **James Cambell Primary School Curriculum Policy**

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**Approved by: Joe Wilson**

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# SCHOOL VISION STATEMENT

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At the James Cambell Primary School, every child is given the opportunity to learn, grow and develop into respectful, resourceful and resilient citizens of the future. We actively involve all stakeholders and hold each to account, ensuring our children receive a high-quality education. With a focus on learning, we ensure the curriculum is shaped to meet the needs of our school community.

Many of the children at James Cambell Primary are disadvantaged in one or more ways: this may be economic disadvantage, but it could also be developmental, cultural, social, emotional or physical.

- ▶ The London Borough of Barking and Dagenham is amongst the 10% most deprived boroughs in the country
- ▶ Many families have low aspirations
- ▶ A lack of life experiences having a serious impact on the children's cultural capital
- ▶ Low language and reading skills on entry to the school
- ▶ High obesity and low fitness with little exposure to open and green spaces
- ▶ Exposure to wider community pressures, including crime and technology overload
- ▶ Above national average in free school meals, Pupil Premium, SEND and EAL

We therefore need to address these disadvantages and to provide the children with a strong foundation for future successful lives.

**Our vision is to provide the children of James Cambell with the opportunities they deserve.**

There are four development strands to achieve that vision:

## **Strand 1: Providing the curriculum required to close the disadvantage gap**

- ▶ Tackling the key areas of disadvantage around reading and language – focus on early language; inspiring children with a love of reading and enriching their vocabulary
- ▶ Providing children with the cultural capital (the knowledge that they would otherwise lack) through a broad curriculum
- ▶ Nurturing their spiritual, moral, social and cultural development (SMSC), their welfare and their physical development
- ▶ Promoting the school's values of respect, resilience, equality, responsibility and honesty

## **Strand 2: Excellent quality teaching to ensure every single child is making good progress**

- ▶ Recognising that the quality of teaching is the biggest single factor within schools that can make a difference to the achievement of children
- ▶ Embedding the key features of high quality teaching in every class (with those features reflecting evidence-based best practice)
- ▶ Effective adaptation of teaching to meet the needs of the class
- ▶ Excellent subject knowledge
- ▶ Excellent behaviours for learning

## **Strand 3: Working with the community so that we are jointly engaged in the children's development**

- ▶ Working with families and external agencies to support children's welfare so that they are ready to learn
- ▶ Building trust and mutual respect with parents/carers
- ▶ Providing parents/carers with the tools to support their children
- ▶ Involving parents/carers in the life of the school

#### **Strand 4: Building a culture of success amongst our staff so that we can sustain school improvement**

- ▶ High expectations of your class, yourself and others: believing that every child can make excellent progress
- ▶ Responsibility/accountability for delivery
- ▶ Teamwork: every single member of staff needs to work together for the children
- ▶ Motivation: a commitment to professional development and a desire for continuous improvement
- ▶ Mutual respect
- ▶ Flexible/adaptable: a willingness to change to meet the needs of the children

## **CURRICULUM RATIONALE**

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The ambitious and redesigned curriculum at The James Cambell Primary School, based on the National Curriculum 2014, aims to provide an engaging and ambitious curriculum which delivers a broad and balanced education that meets the needs of all pupils and gives them the skills, knowledge and understanding to prepare them for their future lives.

Our children come from diverse backgrounds with often challenging and difficult situations and with a range of abilities. Our curriculum is designed so that every pupil, whatever their ability, situation or background, can be successful and achieve. We have designed a coherent and appropriate curriculum for our school community with a commitment at its core that children have the opportunity to overcome social disadvantage or barriers in order to thrive and exceed expectations. Academic achievement is crucial and central to the success of our children and our curriculum is designed to address typical gaps in pupils' experience and context. We aim to broaden and develop our pupils' cultural capital through a range of enrichment activities designed to open pupils' eyes and offer pupils experiences that they may otherwise not have had the opportunity to participate in. As a result of this commitment, our focused curriculum includes provision for pupils with SEND.

The curriculum reflects the context and make up of its pupils and is therefore constantly reviewed and modified so that every cohort of pupils is offered a bespoke curriculum designed to meet its particular needs, thereby ensuring that pupils receive a curriculum that is fit for purpose and aimed at equipping them with the knowledge and skills required to be successful in their next destinations and in their lives ahead. As a school serving a community that has known decades of disadvantage, our priority is in providing our pupils with the aspirations and outcomes that enable them to become successful, inquisitive adults - equipped with a wealth of knowledge, competencies and experiences. Therefore, we have developed a creative and thematic curriculum, which includes the teaching of subject knowledge and skills as part of a wider topic-based curriculum. The curriculum also considers the historical and geographical locality of our school. It celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development.

## **Statutory Requirements**

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The curriculum delivered to pupils at The James Cambell Primary School provides children with access to the full National Curriculum, and fulfil certain other statutory obligations, as detailed below.

The statutory Primary National Curriculum states that:

Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
  - prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- The school curriculum comprises all learning and other experiences that each school plans for its pupils.

The James Cambell Primary School also:

- teaches Religious Education (RE) to pupils (National Curriculum, 2013)
  - make provision for personal, social, health and economic education (PSHE), drawing on good practice (National Curriculum, 2013)
- Furthermore, the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education states that:
- Relationships Education (is) compulsory for all pupils receiving primary education and...Health Education (is) compulsory in all schools (Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019)

## CURRICULUM INTENT

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At the James Cambell Primary School, we have 5 values, which underpin our ethos and curriculum. Our values are fundamental beliefs that guide and motivate our attitudes and actions. Our values describe the personal qualities we choose to embody to guide our actions; the sort of person we want to be; the manner in which we treat ourselves and others, and our interaction with the world around us.

Respect	Honesty	Responsibility	Equality	Resilience
We teach our children to respect everyone within our school community and to celebrate individual differences. We want our children to treat each other as they wish to be treated.	We teach our children right from wrong. This value also means that our children should strive to show integrity and truthfulness. Along with the absence of lying, honesty also involves being trustworthy, loyal, fair and sincere.	We teach our children the things we are supposed to do and accepting the positive or negative outcome of our actions. Being responsible means, you do the things you are expected to do and accept the consequences of your actions	We teach our children that people have the same rights and opportunities regardless of what they look like or where they come from. We ensure our pupils are equipped with the skills and knowledge they deserve to have social equity, empowering them to shape their own futures.	We teach our children to overcome barriers, disadvantage or difficulty. Resilience means knowing how to cope in spite of setbacks, or barriers, or limited resources. Resilience is a measure of how much you want something and how much you are willing, and able, to overcome obstacles to get it.

In our school, our children and their success, well-being and ambition is our priority, as well as the outcomes they achieve at the end of each key stage. We aim to develop pupils' character, a set of positive traits, dispositions and virtues that informs their motivation and guides their conduct and thoughts so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently with others. Therefore, The James Cambell Primary School Curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning and themselves.

We aim to provide an aspirational academic environment, which supports pupils to make sustained progress from Nursery to Year 6. We aim for James Cambell children to succeed in life and to be happy and fulfilled; we want our children to be successful individuals who enjoy learning, make good progress and achieve excellent outcomes in school, in their lives and in their work after leaving us. Through their time at James Cambell, we expect our children to develop the confidence to take on new challenges and foster resilience to overcome difficulties.

Pupils are able to make links between areas of knowledge and learning as well as consolidating skills while being fully engaged. Our curriculum is progressive, which builds upon and expands previous learning. Curriculum experiences extend and deepen understanding of different topics whilst developing pupils' cultural capital. Planning ensures that the curriculum is accessible to all, whilst offering challenge and enrichment at every phase, stage and age.

We want our children to understand how to engage in and take an active role in Modern Britain with a deepening understanding of British Values such as values of democracy, individual liberty, the rule of law and mutual respect and tolerance. We have created a curriculum, which develops an awareness of wider world issues in which they can have a voice. We want our pupils to leave James Cambell Primary School as secure and healthy individuals who are self-reliant, assured and motivated to succeed in life.

Through a 'vocabulary rich' curriculum, where literature and experiences enable pupils to develop knowledge, understand concepts and acquire skills, we aim for pupils to be equipped in preparation for the next stage of their learning. Prepared with both knowledge and skills, the children are encouraged to question, reflect and evaluate ideas and concepts before forming their own opinions and beliefs.

Lessons support pupils' spiritual, moral, social and cultural development, opening their eyes to the 'awe and wonder' of the world in which they live - giving them opportunities to explore and nurture their own interests and talents. The outdoor environment is integral to our curriculum so that pupils are active, thus promoting their physical development and responsibility for their own health and well-being.

Our curriculum aims to instil pupils with a positive attitude towards learning where independence, perseverance and resilience are developed in order they grow into resourceful adults, who are able to compete equally with their peers in the adult world. We plan equal access to learning and have high expectations of every pupil where appropriate levels of challenge and support ensure our pupils leave James Cambell Primary School having reached their full potential, with the skills and knowledge to do whatever they aspire to do next.

## Early Years Statement of Intent

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It is the primary intention of James Cambell Early Years phase to engage and deepen our children's understanding of the world around them.

### **To achieve this James Cambell Primary School intends to:**

- Provide children with the best possible start to the beginning of their learning journey through school life.
- Develop a love of reading and learning from an early age.
- Fulfil the potential of the children
- Provide contextual learning and enrichment opportunities with external visitors and visits

Our curriculum embeds and extends knowledge with personalised learning based on the interests of our children and the needs of our school community. Based on books, stories and quality texts, the curriculum is built to develop a love of reading and learning from an early age.

Good parenting and high-quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up. We work closely with parents to develop their skills, and by doing so, their ability to support their children's learning.

## Primary Phases Statement of Intent

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**It is our primary intention of James Cambell Primary School to promote curiosity and a love of learning.**

**To achieve this James Cambell Primary School intends to:**

- Develop a love of reading and learning from an early age
- Develop skills in Reading, Writing and Mathematics across all curriculum areas
- Enhance our pupils' strengths
- Expose pupils to new experiences and give them new depths of knowledge and cultural capital.
- Recognise the unique learning needs of each pupil and to offer a bespoke curriculum that supports scaffolds and challenges each pupil
- Offer a broad and enriched curriculum
- Offer school trips that engage and underpin the learning done in the classrooms
- Develop a wide knowledge base with opportunities for depth of understanding
- Prepare children for the next year stage in their education

## CURRICULUM IMPLEMENTATION

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### **How is the curriculum delivered?**

The curriculum at The James Cambell Primary School is implemented in a variety of ways to ensure all learners are able to access and acquire the planned experiences, knowledge, skills, ideas and attitudes that are aimed at them being successful at each age, stage and phase of their education at James Cambell.

### **Implementation Early Years and Primary Phases**

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It is our aim that our Early Years and Primary Curriculum is delivered in the following ways:

- Our Early Years and Primary curriculum are designed and structured with the National Curriculum and ensures the development of knowledge and skills across and within all phases.
- Knowledge and skills are structured and sequenced across the phases.
- The goal of our curriculum is for students to reach clearly defined end points at the end of each phase, in line with National priorities.
- Our Early Years and Primary curriculum have been designed to transfer key knowledge to long term memory.
- We aim to fill cultural capital gaps through ensuring the breadth and coverage of the curriculum, which is supplemented by educational trips, high quality texts and enrichment activities.
- Children are always at the heart of how our curriculum, which is designed in order to support and develop them holistically; learning, wellbeing, socially and emotionally.
- Children's stages of development are central to the design of the curriculum.
- Teachers combine expert knowledge with effective teaching in order to transfer key knowledge and skills to long term memory.
- We aim to deliver a curriculum which is enriched by experiences outside of the classroom, in the wider environment and in the local community.




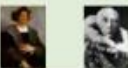
































Further information on the Early Years Foundation Stage curriculum can be found in our EYFS policy.

## Organisation

We recognise the importance of creating links within learning and believe that where links are effective, they enable pupils to apply their knowledge and skills across areas of learning. We directly teach knowledge and skills and then plan opportunities for children to practise these skills. This allows children to embed new skills as well as bringing coherence and continuity to learning.

We have adopted a cross curricular thematic approach, with topics lasting half a term designed to engage and inspire pupils. These themes are planned to use the framework of the National Curriculum. When necessary, this approach is supplemented by discrete lessons to ensure full coverage of the National Curriculum.

Literacy and numeracy are taught on a daily basis. Key literacy skills are also taught regularly through phonics/spelling sessions and whole class reading sessions. Other subjects are either taught on a weekly basis or are blocked, depending on the topic.

Whole School Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	All About Me					
Year 1	Back in Time 	Unique UK 	Brrr... The Big Freeze 	Daring Discoveries 	Our School 	Seaside Searchers 
Year 2	Mapping Mayhem 	Fire, Fire! 	Helping Hands 	Feeling Hot, Hot, Hot! 	Sinking of the Titanic 	Pack Your Bags 
Year 3	Brilliant Becontree 	The Flintstones 	Our European Neighbours 	Ruthless Romans 	Intriguing Italy 	Attack of the Anglo-Saxons 
Year 4	Under the Canopy 	Friend or Foe? 	Impressive India 	Heroes & Mortals 	The Industrial Revolution 	Roaring Rivers 
Year 5	Dagenham Village 	Brilliant Biomes 	Amazing Africa 	Curse of the Nile! 	Nature's Gifts 	Off with your Head! 
Year 6	Empire of the Sun 	Empire of the Sun 	Survival! 	The Power of Women 	Beautiful Britain 	Britain At War! 

## Planning

The curriculum is planned to ensure coherence, continuity, progression and full coverage of all aspects of the statutory curriculum and areas of learning.

The curriculum is planned on a long, medium- and short-term basis:



- Long term planning includes an overview of the themes taught across the school, with information on the subjects covered in each topic.
- Medium term planning identifies the objectives to be covered from the National Curriculum or other published schemes, the key skills to be covered and cross curriculum links including opportunities to reinforce our school values, our school learning skills, British values, SMSC and health and safety matters.
- Short term planning details what will be taught in individual lessons and reflect how the learning will be adapted to meet the individual needs of the children within the class.
- Short term plans include information on learning objectives and outcomes, activities based on levels of learning resources, key vocabulary and key questions.

In the EYFS, planning is also done on a long, medium- and short-term basis. Planning includes provision for continuous, enhanced and adult-led activities and includes next steps planning taken from the children’s previous learning, interests and enquiries.

Subject leaders are responsible for ensuring progress, standards across the school whilst keeping skills and knowledge for other teachers at the fore front of their role Subject Leaders. Subject leaders oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases.

## Inclusion

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Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Higher Attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and / or disabilities can study every National Curriculum subject, wherever possible, ensuring there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned to ensure teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

## Reading in the Curriculum

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### How is reading promoted in the curriculum?

- English learning and skills are the golden thread which underpin our entire curriculum.
- Spoken language, reading and writing are developed through rich texts and exposure to explicitly taught vocabulary and reading domains.
- From nursery, phonics is systematically taught to ensure children gain the mechanics of segmenting and blending sounds and phonemes by the end of Year 1, so that they are prepared to develop fluency and comprehension in Year 2. This is also applied to new starters and children for whom English is not their first language.
- A love of reading is generated by a whole school approach and promotion of reading through book fairs, celebrations, and whole class reading texts where children are given the

opportunity to a whole story being read aloud by a proficient reader – they have time to enjoy it.

- We focus on ensuring that reading and writing in all subjects have equal weight, as it does in English. Expectations of reading and writing are as high in humanity subjects, as in English.
- We aim to develop a love of reading outside the classroom too with visits to our library, children trained as librarians, book clubs and planned special days
- We promote a love of books and stores, by carefully selecting a variety of texts from various authors and genres and these are read daily. Texts also thematically link to each half terms learning focus.

## How do we deepen learning and develop skills?

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- Sequenced curriculum planning builds on existing knowledge
- Teaching is designed to help pupils remember what they have learned and develop their long-term memories
- Cross curricular links are developed to promote and deepen students building on learning across subject specialisms
- The Early Years to Primary transition have been developed so that prior knowledge is built on to transfer understanding to long term memory and deepen thinking
- Discussion is promoted in lessons to deepen students' learning
- Curriculum is planned to build on and deepen learning

## How do we use assessment?

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- Assessment is used to help pupils embed and use knowledge fluently
- Teachers constantly check understanding and intervene to clarify misconceptions and inform planning
- A range of feedback is used support student progress
- Data is collected at key points across the year and used to identify underachievement and strategies for progress
- Every effort is taken to minimise negative impact in teachers workload and maximise students' progress
- Assessment is used to check pupils understanding and correct their misunderstandings

## Cultural Capital

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In the curriculum, we recognise that children's learning is enhanced by different experiences. At James Cambell, we strongly believe in providing a curriculum that offers a range of LOTC opportunities, adventurous activities, educational visits and other off-site activities that add to and complement what they learn in school. We offer children a wide range of educational visits, which are used to motivate and engage learning which improves retention. Regular visitors in school give the children another perspective on values, attitudes, learning and understanding. These include charities, people from different professions and the community. We aim to close cultural gaps through visits within and across London and use the richness of the city to support our children's learning and experiences.

## Votes for Schools

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We use Votes for Schools to give all young people a better knowledge of current affairs and get them voting! As teachers who wanted to educate their students about the news but never had the time to prepare polished lessons, the team here have dedicated themselves to producing materials that save schools time while inspiring young people. Every vote by a young person is shared with decision makers and makes a difference.

Votes for Schools provides weekly curriculum content for teachers to deliver SMSC (including British values), Prevent and Pupil Voice. It also supports PSHE and Citizenship. Every lesson covers SMSC, Prevent and British values criteria and can be evidenced against the curriculum.

## CURRICULUM IMPACT

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The impact of the quality of education at James Cambell Primary School is assessed continuously through discussions between subject leaders and teachers to ensure that our curriculum intentions are leading to good results and good progress for all groups of pupils, preparing them well for the next stage in their education.

## Assessment and Record Keeping

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Assessment data is collected at different points in the year to track and monitor pupil progress. This information is used to inform planning, implement interventions, get feedback on the curriculum and its impact and put in place further improvements to the curriculum.

Progress through a sequence of learning is measured by means of a pre-assessment and post assessment task. Assessment opportunities have been planned across the wider curriculum. Each sequence of learning in science, RE, geography and history, starts with a pre-assessment task where children record their existing knowledge of the topic. These are added to at the end of a sequence of learning alongside an assessed end point. This could include: a performance and evaluation, a final product and evaluation, a written piece or a presentation. The achievement of different groups of pupils is analysed through data trawls, analyses and reports to ensure that all groups of pupils achieve well.

In the EYFS and Primary, we collect data in an on-going way. Data is scrutinised and Pupil progress meetings at the carried out in order to respond to changes in data.

Pupil progress is reported to parents on a number of occasions during the school year. Written information is sent to parents regularly and full reports sent to parents once each academic year. Parents are welcome to discuss their child's progress at any other time during the year, preferably by prior arrangement.

## Monitoring

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As a result of the school's curriculum, pupils are expected to achieve well in National tests and examinations, in line with government expectations. The curriculum is continuously monitored through analyses of the school's IDSR and FFT reports, the quality of work seen in observations and in children's work and the destinations they move on to in order to ensure that the curriculum meets the needs each cohort of pupils and that it is fit for purpose.

The curriculum is continuously monitored, evaluated and reviewed in the following ways:

- Analysis and review of external reports such as the IDSR and FFT reports
- Reviews and analyses of formal assessments and tests
- Analyses of data trawls at set points during the year
- Analyses of lesson observation feedback forms
- Scrutiny of pupils' work
- Analysis of pupil destination data

## PRIMARY SUBJECT CURRICULUM INTENT STATEMENTS

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Through review and modification of each subject, and in consultation with curriculum leads, The James Cambell Primary School has designed a curriculum, which reflects the context and needs of all its pupils. Where possible, curriculum areas are connected to the topic for the half term: however, in some instances they will be taught discretely.

### ENGLISH

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Writing is taught through a range of exciting stimuli, which includes books, film clips, artefacts, visitors and real-life experiences. We strive to equip children to develop a rich vocabulary which can help them bring their writing to life. Basic skills and non-negotiables underpin writing in all areas of the curriculum. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. Every child is encouraged to let their imagination and personality shine through in their writing. Reading is a fundamental part of everything we do at James Cambell. Children are exposed to high quality texts across the curriculum and reading skills are taught explicitly in all year groups. Alongside the skills of decoding and comprehension, book talk encourages children to think as a reader and discuss their preferences, likes and dislikes. Reading for pleasure is a cornerstone of our approach and the high profile of reading in school is further enhanced by the numerous reading initiatives we carry out throughout the year.

We use Literacy and Language and Destination Reader as reading and writing approaches across KS2 and Read, Write Ink and Get Writing in KS1.

### PHONICS

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Objectives:

- To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.
- To learn to read and write all 44 graphemes in the English language.
- To teach children specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage children to apply their phonic skills in all curriculum areas.

## MATHS

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Maths is taught through a daily maths lesson. Lessons are based on children's needs from prior assessment as well as guidance from the national curriculum. All lessons begin with a mental starter which gives children the opportunity to practise and develop skills using a range of mental calculation methods. Pupils are given the opportunity to explain, reflect on and extend their learning at the end of each lesson. Maths skills are also taught and applied through other areas of the curriculum for example when presenting results in a graph or measuring. We use Power Maths in KS1 and LKS2 and White Rose in UKS2.

## SCIENCE

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### Science Intent

At the James Cambell Primary School, we aim to equip children with the knowledge required to use and implement Science today, tomorrow and for their futures. We offer a high-quality Science curriculum, which evokes curiosity, excitement and understanding about the world through the specific disciplines of biology, chemistry and physics whilst supporting the fundamental British Values.

Children are given a variety of opportunities to problem solve and build an understanding of the world for themselves within and outside of the classroom, articulating and sharing ideas both independently, collaboratively and as a class. Building key knowledge and understanding concepts within our Science curriculum, we ensure our pupils recognise the power of rational explanation through using rich scientific vocabulary, develop a sense of curiosity about natural phenomena and develop respect for the environment and living things, including themselves and each other. We are proud to hold **The Primary Science Quality Mark Award (PSQM)** and our curriculum is developed to build upon this practice, knowledge and understanding.

The school follows the 'Snap Science' scheme of work, which develops pupils' understanding of nature, processes and methods of Science through a variety of different scientific enquiries, which stimulates thinking and allows them to answer questions posed about the world around them. Pupils are encouraged to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying, carrying out simple comparative tests, and investigating using secondary sources of information. In addition, the school has implemented a progression of knowledge and skills science framework in the areas of chemistry, physics and biology highlighting children's yearly progress of the skills and knowledge that they build upon within the Science curriculum.

Where possible, the Science taught is embedded within the topics, however, some will be taught discretely to maximise the learning time and experience. The curriculum also ensures progression of skills and cumulative learning, building on and supporting the children's metacognitive learning strategies through effective pedagogical and vocabulary rich teaching. Subject specific vocabulary is taught and built upon as topics are revisited to ensure conceptual understanding in order to be used accurately and precisely. We know that our children learn through enquiry-based learning, thus science at James Cambell has been structured to ensure that our children have first-hand science experiences from the beginning of their learning journey. This allows for independent exploration and investigation that then leads to progression of communication. Our curriculum is enriched with scientific enquiry using our own school environment, educational visits and whole school workshops. There are "hands-on" opportunities for pupils to grow and nurture plants and study pond life. A Science Week is timetabled into the year and is an opportunity for the children to apply taught skills

for scientific enquiry, learning about a scientist and recording and evaluating results from experiments.

## **Science Implementation**

At James Cambell Primary School, our children begin their science experience in Early Years Foundation Stage, with informal investigation within the setting. Teachers facilitate children's curiosity with open-ended questions and clearly thought out learning experiences, which are both child led and adult led.

In KS1, children continue to build on their science knowledge with more formal weekly science lessons where they are taught to use the following practical scientific methods, processes and skills: asking simple questions and recognising that they can be answered in different ways; observing closely, using simple equipment; performing simple tests; identifying and classifying; using their observations and ideas to suggest answers to questions and gathering and recording data to help in answering questions.

Moving in to KS2 children, are to use the following practical scientific methods, processes and skills: asking relevant questions and using different types of scientific enquiries to answer them; setting up simple practical enquiries, comparative and fair tests; making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; identifying differences, similarities or changes related to simple scientific ideas and processes and using straightforward scientific evidence to answer questions or to support their findings.

Science is taught weekly in planned and arranged topic blocks. This is to enable the achievement of a greater depth of knowledge. Existing knowledge is checked at the beginning of each topic, through a pre-assessment activity. This ensures that teaching is informed by the children's starting points and takes account of pupil voice. Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge and includes the surrounding environment. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess pupils regularly to identify those children with gaps in learning, so that all pupils keep up. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. We build upon the knowledge and skill development of the previous years. As the children's knowledge and understanding increases, they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence. Working Scientifically skills are embedded into lessons to ensure that skills are systematically developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching.

Our annual Science Week allows all pupils to come off-timetable, to provide broader provision and the acquisition and application of knowledge and skills. At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher through post unit assessment tasks.

## **Science Impact**

Our fun, engaging, high-quality science education provides children with the foundations and knowledge for understanding the world, developing a love of science work and an interest in further study and work in this subject. Children will be able to question ideas and reflect on knowledge, articulate their understanding of scientific concepts and be able to reason

scientifically using rich language. Our engagement with the local environment ensures that children learn through varied and first hand experiences of the world around them. Frequent, continuous and progressive learning outside the classroom is embedded throughout the science curriculum and enables our children to work collaboratively and practically to investigate and experiment.

Assessment is teacher based and formed using formal strategies (end of unit year group assessment tasks, quizzes) and informal strategies (use of concept maps, verbal/written outcomes, reflection tasks/presentations). Formative assessment is used as the main tool for assessing the impact of Science at James Cambell Primary School as it allows for misconceptions and gaps to be addressed more immediately rather than building on insecure scientific foundations. Children will achieve age related expectations or better in science at the end of their cohort year.

## RELIGIOUS EDUCATION

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### **Religious Education Intent**

The school follows the Barking and Dagenham Agreed Syllabus for Religious Education – *‘Exploring Beliefs, Celebrating Diversity’*. RE is taught discretely to deepen the understanding of religions where we can learn from or learn about certain people, places, religious books and artefacts.

Our curriculum promotes the spiritual, moral, social and cultural development of our pupils and reflects religious traditions in Great Britain – with a focus on Christianity whilst taking account of the teaching and practices of other principal religions represented in Great Britain and our school community. As part of our children’s SMSC and BV experience, we spend time celebrating cultural diversity through *‘International Week’* in which children learn about other faiths and cultures within our school and wider community. During this time, visitors (including parents) are invited in to share their beliefs and traditions. We embrace the wider community through links with the local church and other religious places in order to further enrich and enhance our RE curriculum.

At the James Cambell Primary School, we aim to ensure that children are able to express themselves by understanding different religious cultures and messages in stories as well as understanding specific vocabulary related to a particular religion. Through this, children know about and develop an understanding of a range of religions to ensure they can describe, explain and analyse beliefs and practises, recognising the diversity which exists within and between communities and amongst individuals. Through this subject we enable children to express ideas and gain insights about the nature, significance and impact of religions and worldviews to enable them to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value including ethical issues.

### **Religious Education Implementation**

RE is taught in topic blocks each half term. Where possible, coverage is planned to link with key dates and religious festivals to provide opportunities to celebrate festivals and religions with greater consistency and contextual relevance. Work is recorded in curriculum books and is evidenced with a variety of outcomes, including written pieces, artwork and photographs. Each topic starts with a pre-assessment task and ends with a final assessment task, which is evaluated by the class teacher.

As children progress through the programme of study, they are able to look deeper into spiritual, ethical, moral and social issues and with increasing breadth across different religions and worldviews through time and around the world. Learning is planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and

understanding of key subject knowledge and specialist vocabulary around concepts focusing on Believing (What people believe and do), Living (how beliefs and values make a difference to lives) and Thinking (how people respond to big questions and issues). This ensures that the investigation, exploration and reflection of their own and others' responses to 'Big Questions' can continuously increase in depth, breadth and complexity. As pupils move through the Religious Education curriculum and the 'Big Questions' increase in complexity, depth and breadth, the expectations of pupils to explain 'what' the beliefs, practices and values are and the relationships between them, as well as explaining 'why' these are important and may make a difference to people, and 'how' they relate, change or impact on a wider world view also increases.

### **Religious Education Impact**

Alongside a whole school approach to celebrating different religious and cultural celebrations, the RE curriculum provides the means to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history. It ensures that children develop spiritually, academically, emotionally and morally to promote and realise a better understanding of themselves and others and to equip them with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. The diversity of the school community is celebrated during *International Week*, which supports the work done in RE. Outcomes of work in children's books, evidence children's understanding of religion as well as through pupils discussions about their learning.

## **MUSIC**

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### **Music Intent**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations - stimulating responses on both emotional and intellectual levels. It allows opportunity for personal expression and plays an important part in the personal development of an individual. At the James Cambell Primary School, our Music curriculum aims to promote the enthusiasm for, and the enjoyment of, music in all its forms. Our goal is for the children to develop musical skills and knowledge through effective teaching where children are fully engaged in their learning. By engaging children in musical experiences, we offer our children opportunities to develop skills, attitudes and attributes that can support learning in other curriculum areas as well as developing life skills such as listening, the ability to concentrate, creativity, self-confidence and a sensitivity towards others and the environment.

To ensure our pupils have the best opportunity to acquire and nurture their musical talents and awareness, we use '*Charanga*', a program that teaches the children to listen and respond to a variety of musical genres, through the medium of singing, playing instruments, exploring form and composing their own musical creations. These lessons are linked to the topic where possible. However, the majority is taught discretely outside of the theme.

### **Music Implementation**

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, and the school choir. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. *Charanga* ensures the children have the opportunity to experience a variety of musical genre, which is supported in assembly through *Music of the Month* and any visits.



In the classroom, students learn how to play the glockenspiel and how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

## Music Impact

Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Music assessment is ongoing to inform teachers with their planning. Summative assessment is completed at the end of each unit to inform leaders of the improvements or skills that still need to be embedded. Music is monitored throughout all year groups using a variety of strategies such as lesson observations and pupil interviews.

## PHYSICAL EDUCATION

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### Physical Education Intent

At the James Cambell Primary School, we have achieved **The School Games Quality Kite Mark (Silver Standard)** for our Physical Education (PE) provision. We continue to build on, and develop this practice through our diverse PE curriculum, which inspires our pupils to enjoy, succeed and excel in competitive sport and other physically demanding activities. Regular physical activity improves children's quality of life, improves their health, promotes social inclusion, and raises individual self-esteem and confidence, whilst countering anti-social behaviour. Therefore, our curriculum aims to develop pupils' attitudes, knowledge, confidence and competences to help encourage a lifelong commitment to physical activity. We provide opportunities for pupils to become physically confident in a way, which supports their physical health and fitness as well as their mental well-being. It is important for us to encourage and use community links and enrich our curriculum by providing opportunities for children to experience and learn about new sports.

Our children are taught to compete in sport and other activities to build character and help to embed core values such as fairness, collaboration, resilience and respect. P.E. is mostly taught discretely and follows the *Striver* scheme of work, which has been created with a sole purpose to improve primary aged pupil's long-term physical and mental wellbeing. Skills are taught, developed and enhanced through skill activities, small-sided games and challenges. Children are taught to use accurate and fluent techniques, recognise tactics and game play and adhere to the rules and regulations of their sport. Pupils are taught about healthy lifestyles and the effects of exercise on their bodies. Over the year, the children take part in a variety of games, gymnastics, athletics and dance activities. Progression of activities is evident through re-visiting sports in various year groups, where the children will build on their past experiences and progress towards a higher level of standard in the chosen sport. Year 5 children will be taught to swim competently, confidently and proficiently – matching the intent from the National Curriculum.

We encourage pupils to develop their sport interests outside of school and provide a range of after-school clubs to support this. The whole school participates in Sports Day where the children are arranged into teams and encouraged to show team spirit, perseverance and enthusiasm. The school also participates in various Borough sporting events, fielding teams of both girls and boys of various ages. A residential trip to Trewern and a visit to Stubbers Adventurous Activities Centre, ensure the children have the opportunity to fulfil every aspect of the PE curriculum. Each unit of work finishes

with an inter-class competition which encourage teamwork and develops healthy competition within the school. Furthermore, this encourages pupils to further engage with the unit of work and have a clear goal to work towards – the children understand why the application of the skills in the game situations are so important.

### **Physical Education Implementation**

P.E. is taught at James Cambell Primary School as an area of learning in its own right. It is taught through two sessions per week, with one of those being a swimming lesson in Year 5. The key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, athletics, dance and gymnastics and (in KS2) outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

Lessons are planned to ensure children develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. We provide opportunities, which allow pupils to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. When appropriate, lessons are planned to utilise cross-curricular links, as well as the context of the school and include access to facilities and community role models, such as sports coaches, with specialist skills: street dance, rugby and cricket.

The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. An extensive extra-curricular provision also provides further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. As well as securing and building on a range of skills, children develop knowledge of the basic rules of a range of games and activities. They experience positive competition and a string focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.

### **Physical Education Impact**

If children are keeping up with the curriculum, they complete each key stage with proficiency in each aspect of PE. Outcomes are evidenced with photos throughout each unit of work. Each topic is completed with an inter-class competition or performance, which is rigorously evaluated by teachers against a set of final outcomes. Children are aware of the link between physical activity and good mental health and understand it's significance as part of a healthy lifestyle. We also measure the impact of our curriculum through pupil discussions about their learning.

## **COMPUTING**

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### **Computing Intent**

Computing and Information and Communications Technology (ICT) play a vital role in our lives, particularly in current times where technologies are constantly changing and evolving. At James Cambell Primary School we believe a sound knowledge and understanding of ICT and Computing enables and prepares pupils to be active participants in a world where work, and other activities, are increasingly transformed by access to varied and developing technology. In consultation with a Borough advisor, we have written a tailor-made scheme of work, which incorporates both '*Switched on Computing*' and the Borough syllabus. It enables our children to develop and practise skills through accessible applications, software and programs available both in school and at home, ensuring they become competent and confident analytical thinkers, computer programmers and understand how technology works. Pupils work with a range of equipment including: iPads, iPods, chrome books, computers and Beebots.

It is our intention to enable children to find, explore, analyse, exchange and present information. There is a focus on teaching children technical vocabulary and really understanding what it means. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. We want the children to know more, remember more and understand more in computing so that they leave primary school computer literate.

E-safety is a key focus in our curriculum and at James Cambell Primary School - we ensure our children are taught the importance of safe internet use (at home and at school) during computing lessons and through a whole-school 'Safer Internet' focus day in February, where there is a school assembly and class-based activities and this reinforced in KS2 through workshops by the Metropolitan Police. Within Computing we also teach children the skills they need to be able to question what they see on the internet and make their own judgements; an increasingly important aspect of being a digital citizen in the time of 'fake news'. Children have opportunities to use ICT outside the timetabled lesson slot as it is embedded across the curriculum including activities in mathematics and English.

### **Computing Implementation**

At James Cambell Primary School, computing is taught using a blocked curriculum approach. This ensures children are able to develop depth in their knowledge and skills over the duration of each of their computing topics. Our bespoke curriculum is based around the 'Switched On: Computing' scheme, published by Rising Stars, which is richly linked to engaging contexts in other subjects and topics. Knowledge and skills are mapped across each topic and year group to ensure systematic progression. Children have access to a range of hardware: a computing suite, iPads, iPods, digital cameras and chrome books, as well as software that they need to develop knowledge and skills of digital systems and their applications. Pupils also have the opportunity to use a range of devices and programs for many purposes across the wider curriculum, as well as in discrete computing lessons.

The implementation of the curriculum also ensures a balanced coverage of computer science, information technology and digital literacy. The children will have experiences of all three strands in each year group, but the subject knowledge imparted becomes increasingly specific and in depth, with more complex skills being taught, thus ensuring that learning is built upon. The importance of online safety is developed each term and interwoven throughout the topics.

### **Computing Impact**

Our approach to the curriculum results in a fun, engaging, and high-quality computing education. The quality of children's learning is evident on the school network, where pupils can save and evaluate their own work, as well as that of their peers. Each final outcome is self-evaluated by the pupil using evaluation sheets found in curriculum books, as well as by teachers. This feeds into future planning, allowing teachers to revisit misconceptions and knowledge gaps in computing when teaching other curriculum areas. This supports varied paces of learning and ensures all pupils make good progress.

Much of the subject-specific knowledge developed in our computing lessons enable pupils to be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school. Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.

## **HISTORY**

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### **History Intent**

History is all around us. It is about the relationship between the past and the present. At the James Cambell Primary School, it is our intent to fire pupils' curiosity to ask questions and know more about Britain's past and that of the wider world. Pupils should be encouraged to develop a chronological framework of British and world history that will enable them to make sense of the new knowledge they acquire.

The children are given the opportunity to examine, interpret and evaluate a variety of sources in order to make deductions about the past. The children are exposed to a range of written sources to develop their love for reading whilst enriching their vocabulary. They are taught to think and behave as historians and archaeologists. Our curriculum provides children with opportunities to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History, we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We believe that teaching History in this way is important in broadening children's horizons, challenging preconceived ideas and developing life skills in order to prepare them for high school and beyond.

Throughout the year, we have various themed days, school visits, workshops and historical experiences to develop a deeper understanding of the time periods studied and to inspire the children, ensuring they have a lifelong love of History. Through this we are able to ensure our children have the experiences they deserve and foster a curiosity and enquiring nature to last through the years. We also aim to help the children develop a better understanding of our British Values that have been formed throughout our history and the influential people who shaped the work, the continents and ultimately where they live today.

### **History Implementation**

History is taught termly throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new history sequence of learning, teachers refer to classroom timelines to develop children's understanding of chronology, with reference to the topics previously taught. Pre-assessment mind maps are used to check existing knowledge at the beginning of each history sequence of learning. This process informs a programme of study that is responsive to children's interests and starting points. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts, such as the use of maps and photographs of Dagenham Village, the Becontree Estate and James Cambell Primary School, also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills. At the end of each sequence of learning, key knowledge is reviewed through end point assessment tasks, which are checked by the teacher and consolidated as necessary. The History provision is also well resourced and resources are utilised to support effective teaching and learning.

### **History Impact**

Outcomes in curriculum books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge and skills. Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. If children are keeping up with the curriculum, they are deemed to be making good or better progress. We also measure the impact of our curriculum through pupil discussions about their learning.

# GEOGRAPHY

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## **Geography Intent**

At the James Cambell Primary School, it is our intention that Geography will inspire pupils with a curiosity and fascination about the world and its people. We offer opportunities for children to explore the world in order to develop an understanding of the human and physical world in which they live in and their place within it. We aim to promote the children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Geography will promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. We encourage the children to ask questions about the world and provide opportunities for them to develop geographical skills and knowledge to be able to answer them. We aim to give our learners strong geographical knowledge, good enquiry skills, the ability to use a range of maps, the skills to collect and analyse data and the ability to communicate information in a variety of ways.

We want the children to have a love of geographical learning, gaining knowledge and skills through high quality teaching both inside and outside the classroom. We aim to develop children's Geographical vocabulary and love of reading real by immersing them in a variety of texts: articles about world events, deforestation, natural disasters and their impact. This is aimed at give children a deeper understanding and awareness of the natural global phenomena and to widen their experience of the environment away from their homes. We introduce children to maps from KS1 to build a firm foundation and knowledge about the continents that make up the world, the biomes and diversity within them and the uniqueness and importance of each continent as well as the importance of biodiversity, population and food production as well as distribution.

Pupils have the chance in Year Five to attend the residential trip to Trewern where they have various opportunities to develop geographical fieldwork skills. This supports the work done in and around the school's grounds and local community. Learners will investigate a range of places, both in Britain and abroad.

## **Geography Implementation**

At the James Cambell Primary School, Geography is taught in termly blocks so that children can achieve depth in their learning. Key knowledge and skills for each topic are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each topic, as part of pre-assessment procedures This ensures that teaching is informed by the children's starting points and interests. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion.

At the end of each sequence of learning, key knowledge is reviewed through end point assessment tasks, which are checked by the teacher and consolidated as necessary. The Geography provision is also well resourced and resources are utilised to support effective teaching and learning. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice.

## **Geography Impact**

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. Outcomes in curriculum books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography. This is in

addition to the development and application of key skills, supported by fieldwork. We also measure the impact of our curriculum through pupil discussions about their learning.

## DESIGN & TECHNOLOGY

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### **Design & Technology Intent**

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Therefore, we want the children at The James Cambell Primary School, to develop their imagination, their critical thinking and their understanding of the world around them through their love of Design and Technology. We aim for our children to question and think innovatively about the world around them in order to design and develop their own products with a purpose in mind.

Children will build and apply the knowledge and skills needed to design high quality products, which they will test and refine. They are given the opportunity to understand nutrition and learn how to cook and use equipment safely. Our Design and Technology curriculum requires children to draw on skills within Mathematics, Art, Science and Computing. Children will deepen their understanding and independence within all of these subject areas during their Design and Technology lessons.

Children are given regular opportunities to develop their understanding of the technological world. We will evaluate past and present design technology and the ways these have influenced modern society. The children are taught to combine their designing and making skills with knowledge and understanding in order to design and make a product. Skills are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product, this is a key skill which they need throughout their life.

### **Design & Technology Implementation**

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an iterative process of designing and making. The children design and create products that consider function and purpose and which are relevant to a range of sectors. Key skills and knowledge for D & T have been mapped across the school to ensure progression between year groups. The context for the children's work in Design and Technology is also well considered and children learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study. Design and technology lessons are also taught termly so that children's learning is focused and depth is achieved.

High quality sequences of learning include all elements of the National Curriculum for Design and Technology: designing, making, evaluating, use of technical knowledge and cooking and nutrition. Pupils are encouraged to investigate and evaluate a range of existing products. Alongside careful research, they generate, develop and communicate their ideas in a variety of ways as individuals or collaboratively as part of a group. Lessons are well resourced, allowing pupils to select from and use a range of tools, materials, equipment and ingredients. A good quality finish will be expected in all design and activities made appropriate to the age and ability of the child

### **Design & Technology Impact**

Our Design and Technology curriculum is planned to demonstrate progression in knowledge and skills. If children are keeping up with the curriculum, they are deemed to be making good or better progress. Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and

the wider world. Outcomes in curriculum books and products produced, evidence a broad and balanced D & T. Final product evaluations evidence the pupils' acquisition of knowledge and skills alongside pupil discussions about their learning.

## ART & DESIGN

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### **Art & Design Intent**

It is our intent at The James Cambell Primary School to provide pupils with a high-quality art curriculum, which develops creativity, sets challenges, engages and inspires children and equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

We see art as a vehicle for creativity and individual expression. It is important to the development of pupils' well-being, appreciation of the world and understanding and empathy of others. We aim to give all children the confidence to express themselves through a range of chosen mediums. Our curriculum provides children with an opportunity to experience all art forms: drawing, painting, 3D designs and print making, and pupils are encouraged to experiment with a range of different materials and techniques to bring their ideas to life. Opportunities to practise art and design techniques when using colour, pattern, texture, line, shape, form and space are embedded across the Art curriculum through the use of individual sketchbooks.

We want our children to know how Art & Design has contributed to our culture and understanding of our history and the world. They explore a variety of artists and their styles, which is enhanced with a visit to London galleries in KS2. Our children will focus on a variety of key artists and they will begin to understand the development of their particular art forms. The children will have opportunities to take inspiration from these key artists and create their own artworks in their particular styles. Children are given the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales.

We also expect children to be able to look at an image or a piece of art and to have an understanding of it, not just react to it. We equip them with the skills required to have an understanding of the language of art and design. This enables them to describe what they see in detail and to provide evidence for their observations.

### **Art & Design Implementation**

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and are progressive throughout the school. Carefully planned sequences of learning ensure that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists, as well as individual works and art movements. A similar systematic approach to the development of artistic skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing and sculpture. Each sequence of learning has lessons on art appreciation where children apply their growing knowledge of art and technical vocabulary to respond to the art being studied.

The school's high-quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media. The school's unique locality is also utilised, with planned opportunities for learning outside the classroom, as well as the involvement of adults with specialist skills from the wider community.

## **Art & Design Impact**

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age related expectations at the end of their cohort year.

Classroom displays reflect the children's sense of pride in their artwork. Children will achieve age related expectations in Art at the end of their cohort year. Outcomes in sketchbooks and final pieces of art work, evidence a broad and balanced art curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands. We also measure the impact of our curriculum through pupil discussions about their learning.

## **PSHE**

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### **PSHE Intent**

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. At The James Cambell Primary School, it is our intent that personal, social, health and economic (PSHE) education enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. The curriculum helps the children build a positive self-image in order to develop healthy relationships with others. It is interwoven with the behaviour and ethos of the school.

We believe that our children need to acquire the knowledge, understanding and skills needed to manage their lives and thrive as individuals and members of society. We therefore deliver a well-sequenced and progressive PSHE scheme of work (Jigsaw) in line with new Government guidelines. It is constructed to meet the needs of our children. This is enriched further by a comprehensive assembly timetable, which reinforces the ideals of SMSC and the British Values. We follow the *Votes for Schools* programme, which provides our pupils with the opportunity to discuss current affairs whilst forming and voicing their own opinions on important matters.

We also ensure we have a clear and structured SRE syllabus which is delivered throughout the school in the summer term. The school has a number of PSHE focused workshops, themed weeks and visits to cater for the needs of our school community. This includes: *Metropolitan Police Visits, Junior Citizen Day, International Week & SID.*

### **PSHE Implementation**

At James Cambell Primary School, we use the Jigsaw scheme of work. It is a comprehensive and completely original PSHE Education programme. Jigsaw has two aims for all children:

- To build their capacity for learning
- To equip them for life



Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and are mindful of each child's preferred learning style. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

As educators, it is our duty to create a classroom environment where children feel safe, confident and valued. All our sequenced lessons provide children with a framework of support so that there is an opportunity to ask questions and allows their voices to be heard. PSHE is taught weekly in explicit lessons in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. A spiral programme of study revisits themes, gradually extends thinking, expands knowledge and develops skills over the school career. Lessons include discussion, quizzes, videos, written and drawn tasks. Learning is assessed by the teacher using end of unit tasks built into the planning. The planning is based on the three core themes of the PSHE Association Programme of Study for PSHE education: *health and wellbeing, relationships and living in the wider world*. Class teachers are encouraged to respond to issues raised by their class.

These explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Jigsaw PSHE offers a comprehensive, carefully thought-through Scheme of Work, which brings consistency and progression to our children's learning in this vital curriculum area. Our approach also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## **PSHE Impact**

Jigsaw aims to help children know and value who they really are and how they relate to other people in this ever-changing world. We can see the impact of the programme through the behaviours and attitudes of the pupils within school and their relationships with each other. Outcomes are evidenced in class PSHE floor books, curriculum books and through discussions with the pupils. Post unit tasks inform teachers of outcomes and inform future planning.

By the time children leave James Cambell Primary School, we believe our PSHE curriculum will have allowed them to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect. Mental wellbeing and empathy will be promoted across the school and into the community. Children will have the knowledge to be able to make informed choices with regards to diet and exercise. Children shall understand what it is meant by 'Resilience' and attain the ability to bounce back from life's everyday challenges. James Cambell Primary School shall embed the active development of a whole-school culture that priorities physical and mental health, providing children with skills to evaluate and understand their own wellbeing needs. Children shall practise the process of self-care and identity while positively contributing to society while respecting all diversities around them.

## **MFL (SPANISH)**

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### **MFL (Spanish) Intent**

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. At The James Cambell Primary School, it is our intent to provide a high-quality languages education, which fosters children's curiosity and deepens their understanding of the world. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning. The teaching should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

At the James Cambell School, the core language taught in Key Stage Two is Spanish. Our MFL curriculum is designed to progressively develop children skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Our planning is based upon the Language Angels scheme of work that covers all the components of the Programme of Study. It is the intention that all children in KS2 have the opportunity to learn Spanish through songs, speech, games and other activities. It is our aim to make learning a new language fun and useful in the children's lives. KS2 will access quality first teaching of Spanish in order to adequately prepare and lay the foundations for secondary education; the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2. We shall instil and foster pupil's curiosity and deepen their understanding of the world beyond the United Kingdom opening up their knowledge and experiences to other cultures.

### **MFL (Spanish) Implementation**

Our MFL curriculum is designed to develop not only our children's language skills, but also their love of learning a language. It progressively develops language skills, through regularly taught lessons across KS2. This allows the children to acquire new language then use and apply it in a range of different scenarios and topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. Lessons support the skills of speaking, listening, reading and writing. All children in KS2 will have regular language lessons with their class teacher. We currently use 'Language Angels' to support our teaching of Spanish.

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as Spanish, are spoken in the world. This is done through a monthly themed *Language of the Month* assembly, which ensures that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures. Pupils also explore languages and different cultures during *International Week*, which focuses on the diversity of our school community.

### **MFL (Spanish) Impact**

Our MFL curriculum will ensure all pupils develop key language learning skills set out by the National Curriculum, as well as a love of languages and learning about other cultures. Curriculum books and pupil discussions about their learning will evidence the progression of knowledge and skills in Spanish. Pupils will use the *Language Angels* assessment tasks to show their understanding and increasing fluency in both spoken and written Spanish, which will be monitored and reviewed by teachers.

Pupils will be able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. They will be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

## SPIRITUAL, MORAL, SOCIAL & CULTURAL (SMSC) VALUES

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SMSC development is interwoven through the entire curriculum and has been identified by each subject co-ordinator within their own subject. SMSC development can be found in every lesson and is an integral part of our children's learning. We want our children to understand how to engage in and take an active role in Modern Britain with a deepening understanding of British Values such as values of democracy, individual liberty, the rule of law and mutual respect and tolerance. We have created a curriculum, which develops an awareness of wider world issues in which they can have a voice.

Whilst the children are with us, we aim to:

**Spiritual** - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences

**Moral** - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views

**Social** - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict

**Cultural** - Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity

## ROLES & RESPONSIBILITIES

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### The Governing Body

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The local governing body will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum.

### The Head Teacher

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The Head teacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing body is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN.

## Other Staff

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Other staff will ensure that the school curriculum is implemented in accordance with this policy. Subject leaders provide a strategic lead and direction for their subject; and support and offer advice to colleagues on issues related to the subject. They monitor progress and coverage within their subject and provide efficient resource management. They review their subject across the school and plan for future improvement. It is the role of each subject leader to keep up to date with developments within their subject and to share this with staff.

Subjects leaders and the area of curriculum for which they are responsible

Curriculum Area	Subject Leaders
Curriculum	Ruth James
Maths	Karen Macleod Daniel Cheung Elisabetta Maddox
English	Chloe Sullivan Amanda Waterlow (Phonics) Maggie McCullagh (Destination Reader) Sarah Clements (Early Language) Elisabetta Maddox (Grammar)
Science	Safiyyah Ahmed
RE	Salma Ali
ICT	Emily Pooley & Laura Desai
History	Shaun Murray

Geography	Gladys Nyoni
Art	Brenda Maguire
Design & Technology	Sian Crome & Claire Micallef
Music	Helen Collier
MFL (Spanish)	Zenub Abbas
PSHE & Healthy Schools	Hazel Thompson
PE	Michael Konis & Adam Eastick
EAL	Laura Simmons & Margaret Travih

## LINKED POLICIES

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This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy
- SRE policy
- Inclusion policy

## LEGISLATION & GUIDANCE

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This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).