



## Curriculum Intent

At our federation, our curriculum is broad and ambitious and prepares all pupils for the next stage of life. All pupils are encouraged to be independent learners that are curious and question the world around them. Our curriculum provides rich and relevant experiences for all learners and ensures that all pupils have a sense of belonging to the local community. All outcomes are linked to the National Curriculum.

We have high expectations for all pupils in our federation. We expect our children to achieve across the curriculum to the absolute best of their ability. These expectations are closely linked with Beckwithshaw's 'Six Spirits', Kettlesing Felliscliffe's Guiding Principles and Ripley Endowed's 'STAR', as we feel it is vital that a consistent approach to the teaching and learning of the curriculum is adopted and maintained.

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### EYFS

In the EYFS, substantive knowledge is the understanding and use of knowledge across the seven areas of learning. In the prime areas, this is how to listen, speak and communicate effectively, how to manage self-care needs including dressing, managing their hygiene and how to control their bodies. It also refers to personal, social and emotional development including how to make and maintain relationships, manage feelings and behaviour and build confidence and self-esteem. In the specific areas, substantive knowledge is the area specific understanding and use of key concepts which are taught sequentially through adult-led teaching and those which also naturally arise through child-initiated learning. Development of the substantive knowledge is achieved through deliberate practice so that children develop fluency in their knowledge and understanding.

Disciplinary knowledge is the interpretation and independent use of learnt knowledge and skills. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. Disciplinary knowledge is also represented by children's independent use and application of the prime and specific areas of learning. Examples include using substantive knowledge of colour mixing in their own paintings or applying phonic knowledge to read their own independent writing.

# History

We believe that a well-rounded History curriculum will allow children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We have carefully designed our History curriculum so that children gain this knowledge as they progress through the school. In addition to this, we recognise the important role that History plays in preparing our children with skills that they can use for life, raising their aspirations, understand how to be a good and responsible citizen, understanding change and societal development and a context in which to understand themselves and others. This is extremely important for children in our federation by allowing them access to the wider world.

Through our History curriculum, we strive to inspire pupils' curiosity about the past and to know more about the past. Our curriculum provides children with opportunities to question, think critically, analyse evidence, consider different arguments, and develop their own opinions through this process. 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.

## Aims

Pupils will remember and recall important facts and knowledge from historical periods, including those that have previously been studied further down school. They will also make links and draw comparisons between different periods in history.

Learning is planned sequentially to ensure that prior knowledge is built upon.

Pupils will use historical sources to acquire knowledge and learn that past events can be interpreted in different ways.

Pupils, through their engagement and curiosity, will apply their knowledge to understand how past events have influenced our world.

## Key Stage 1:

In Key Stage 1, pupils learn about many prominent figures in British history and in world history. They have the opportunity to evaluate their impact and see if there is still an impact today. As a result of studying different prominent figures, they have the opportunity to directly compare them to one another. For instance, pupils will be able to compare the life and times of Neil Armstrong and Christopher Columbus. They will be able to discuss how both were explorers, but were remarkably different, due to the times in which they live. Comparisons between the voyages of Columbus and the Apollo space programme will also be directly compared, as will the timeline between these people and what changes contributed to their differences.

This also builds on family history and stories learnt in the EYFS curriculum, shifting from learning about family history to world history.

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Pupils will also learn about toys from the Victorian age and toys from modern times. They have the opportunity to look at the chronology of events which has made toys so different today. Furthermore, they will compare different sources and artefacts, sequencing these. There is also scope here for comparing the Victorian period to an even earlier period of Britain, in the Great Fire of London.

### **Key Stage 2:**

Units such as The Stone Age to Iron Age and Ancient Rome are taught in lower KS2, so that comparisons can be drawn with other early civilisations, Ancient Egypt and the Ancient Maya and Ancient Greece in Upper Key Stage 2. Pupils will be able to contrast societies that built the pyramids and ancient Maya cities, with life in Britain at the time Stonehenge was built for instance. Throughout the unit of knowledge, there will be a focus on developing pupils' grasp of the key concept of change and continuity. As written records are non-existent or extremely limited for this period, pupils can concentrate on strong visual images and artefactual evidence. By looking at specific case studies from the British Isles and Ancient Rome, pupils can see how evidence is pieced together. This can then be built upon in Upper Key Stage 2. One of the central themes of the unit of knowledge is on problem-solving and answering the question 'How can we possibly know?' This unit of knowledge explores the abstract concept of 'civilisation'. This concept is built upon when the children learn about Ancient Egypt, The Maya Civilisation and Ancient Greece.

The Romans and Stone Age to Iron age is taught in the same cycle to develop pupils' chronological understanding and their ability to see clear contrasts between these very contrasting periods in Britain. Pupils will focus on comparing and contrasting different people in ancient Rome and in the Stone Age; they will have the opportunity to directly contrast the different periods in British History. This will also be done when pupils explore Tudor Britain, the time of Henry VIII, his significance and Tudor society. They will learn what the Romans brought to Britain, both at the time and over time. This will be compared to how people lived during the Stone Age. This unit of knowledge explores the concepts of 'empire' (Roman Empire and British Empire), which is in turn revisited with the Ancient Greeks and Egyptians. The concept of 'invasion' is reinforced when children learn about the Anglo-Saxons and Vikings and the concept of 'trade' is reinforced through a unit of knowledge on the Maya Civilisation.

# Geography

## Aims

Our Geography curriculum aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent with Geography skills:
- Collecting, analysing and communicating with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## Key Stage 1

In Key Stage 1, pupils will develop knowledge about the world the United Kingdom and their locality. Our Geography curriculum allows pupils to do all of these things, and compare and contrast their local area to other areas of the UK, and in turn the wider world.

As can be seen through the Key Stage One Curriculum, pupils progressively build on the skills they have learnt. Moving from a study of the local area and a local case study, to drawing maps in order to know where they are situated in terms of other major landmarks in the local area. Then in turn, pupils will move on to studying a more regional area of the UK, the Yorkshire seaside. This gives pupils the opportunity to compare this location, to their locality and apply map skills learnt in previous units.

Pupils will also consider the different seasons and how they are different. They will compare the seasons in the UK to seasons in other countries. The 'Hot and Cold Places' unit again allows pupils to compare and contrast climates across the world to the UK and consider why there are different climate zones. They will also consider pollution, which is discussed in our seaside topic, through waste being washed up on our beaches.

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These units also allow discussion across the curriculum, with different areas of the UK being studied in history. Pupils have the opportunity to look in more depth where these places are, using atlases and map skills.

As per the unit overviews in Geography, location knowledge, place knowledge, human and physical geography and Geographical skills and fieldwork are woven throughout these units.

## **Key Stage Two**

Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils have the opportunity to build on knowledge from Key Stage one. In their local study, pupils will develop skills acquired in their Key Stage One local study, such as map skills, comparing infrastructure, population, landmarks and map work. Units of work also allow pupils to learn about areas of the world studied in history, such as Italy (Ancient Rome) and The River Nile (Ancient Egypt). Studying these from a different angle gives pupils a richer understanding of how History and Geography go hand in hand.

The issue of pollution is also developed in the 'Plastic Pollution' unit adding to the issues around waste and recycling in the 'Seaside/ Recycling' unit in Key Stage One. Pupils study the differences between seasonal and daily weather patterns in the UK, then equatorial and polar regions, building on the four seasons unit studied in Key Stage One.

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# Art

A high-quality art and design curriculum engages, inspires and challenges pupils. Our focus is equipping pupils with the knowledge and skills to experiment, invent and create their own works of art. Through this progressive curriculum, pupils will be able to think critically and develop a more rigorous understanding of art and design. Through studying prominent national and international artists, pupils will learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Aims

Our Art and Design curriculum aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Key Stage One

Throughout Key Stage One, Pupils will produce creative work, and discuss and explore different ideas and techniques collaboratively. They also have the opportunity to study the work of famous artists from different genres. They will learn skills in drawing, painting, printing, textiles and collage. Different units will have more of a focus on certain areas than others.

In each cycle, pupils will use a wide range of media and techniques. Progressing the skills learnt in each unit. For instance, in the water colours unit, pupils begin by sketching simple drawings, using different thickness of lines. They then move on to painting, based on these different ideas, using different brush sizes and types in order to 'wash' the page with a certain mixture of colours. This demonstrates to pupils how one form of art effectively leads into creating a different piece of art altogether.

## Key Stage Two

In Key Stage Two, pupils further explore each of the different areas of art, building on skills learnt. Pupils will move from drawing and sketching for a sustained period of time and experimenting with line shape, colour and pattern. They will now use a wider range of tools, and create texture and depth in their sketches. This is done by revisiting certain skills in a different and more challenging way; with pottery, charcoal sketching and painting. Pupils are encouraged to be reflective practitioners, by writing explanations and evaluations about their designs and sketches. They may also reflect on why they have chosen a particular implement to draw with.

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Across the curriculum, there are cross curricular links, deepening pupils understanding of areas of history, and equally giving an added appreciation of what they are drawing or making. In Key Stage Two, pupils study sketching with charcoal; this is linked to the Blitz in World War II. There is an added appreciation and understanding for why the medium of charcoal is being used. Furthermore, pupils have a richer understanding of the subject matter, therefore of what they should focus on sketching. This in turn enables pupils to be more self-reflective and creative in their art. Other cross curricular links are made with Ancient Greece, Ancient Egypt and fossils.

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## **DT**

Design and technology is an inspiring, rigorous and practical subject. It requires creativity and imagination. Pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines across the curriculum, such as mathematics, science, engineering, computing and art. Pupils 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.

The curriculum is hung the main areas of Design and Technology: Designing, making, Technical knowledge, evaluation and cooking and nutrition.

### **Aims**

Our curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

### **Key Stage One**

Here, pupils will lay the foundations which will be built upon in Key Stage Two. They shall explore different materials and their properties. They will also take part in seasonal activities, such as a seasonal food unit. Cross curricular links are made with the renewable energy project in Key Stage One, linking with the seaside/ recycling

unit in geography. This is also done with electrical systems in Key Stage Two (Science) and the Italian Café (Geography).

Foundations of design, such as knowing who the product is for, how it will work and what other existing products are available, are explored. The development of these ideas can be seen in Key Stage Two.

For example, pupils design and make a healthy, spring themed dish in Key Stage One, investigating how to combine food using sensory characteristics. In Key Stage Two, pupils create an Italian café, progressing these skills and learning from science and maths, weighing and measuring to help design and make food products that are aesthetically pleasing and match the design brief. They will also build on previous learning by considering their target audience further, and conducting in depth market research.

### **Key Stage Two**

The foundations acquired in Key Stage One are built upon in Key Stage Two. Pupils take on more complex units of work, designing, making and evaluating in more detail.

With food, pupils will go from having a basic understanding of where food comes from, and the Eatwell Plate, to having a thorough understanding of how food is grown and reared and how seasonal changes affect this.

Pupils move into using computer aided design, using annotated cross-sectional drawings to develop and communicate ideas. They shall also have to make design decisions which consider the availability of resources. This has progressed from having a basic knowledge of design and manufacturing products in Key Stage One, where pupils must know who the product is for; themselves or other users and describe what their products are for and how their products will work.

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## **Computing**

The computing curriculum has the purpose of equipping pupils to use computational thinking and creativity to understand and change the world. The computing curriculum has deep cross curricular links with maths, Science, and DT.

Computing ensures that pupils are digitally literate and are able to use and express themselves and develop their ideas through information and communication technology.

The 'Purple Mash' platform is used in order to teach Computing; this has progressive units of work that develop a pupil's computational skills throughout their school career. The themes for each unit ensure that all the National Curriculum objectives are covered so that all the learners in our federation receive a broad and balanced curriculum.

Units include: coding and computational thinking, spreadsheets, internet and email, art and design, music, databases and graphing, writing and presenting and communication and networks.

### **Progression**

Units are taught in a progressive format; for example, pupils learn coding at the start of the year, before moving on to other units of work that require coding. Equally, pupils will study online safety, before they look at how to send and receive emails and search the internet effectively.

With coding for instance, progression is shown through pupils initially having to explain what an algorithm is and use and plan a set of instructions to complete a task.

In Key Stage Two, this progresses to pupils designing and algorithm carefully, thinking about what they want it to do and how they can turn it into code. Pupils also have to identify errors in code and fix these.

All units of work (as per the Computing curriculum overviews) are written with this progression at its core.

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## **MFL**

The teaching of MFL (Spanish) enables pupils to express their ideas and thoughts in another language and to understand and respond to speakers accordingly, both in speech and writing. It should also provide practical and real-life scenarios for pupils to practise another language.

### **Aims**

To foster a curiosity for learning another language.

To learn about Spanish speaking countries and their cultures.

To develop their knowledge in order to instil a confidence in understanding and speaking a language.

### **Key Stage One**

MFL is not a requirement in Key Stage One, however pupils in Key Stage One still have the opportunities to practise speaking and listening in another language. This involves basic counting (1-10), greetings, basic classroom instructions and part of the body. All of this is done verbally in Key Stage One, giving them the foundations to build upon in Key Stage Two.

### **Key Stage Two**

Pupils progress from the spoken Spanish they have learnt in Key Stage One. More numbers are learnt, pupils ask how others are and say how they are and begin to understand and respond to a range of familiar spoken words and short phrases. They will also join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.

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## **RE**

All pupils study the North Yorkshire Agreed Syllabus for Religious Education.

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

### **Aims**

To learn about the diversity and know how to ask questions about different religions and worldviews.

To will be able to articulate their own personal beliefs and values.

To explore the similarities and differences between different major religions.

To encourage a sense of identity and belonging

### **Key Stage One**

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

### **Key Stage Two**

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

# Music

Our curriculum aims to ensure that all pupils will perform, listen to, review and evaluate music across a range of styles, genres and traditions. Pupils will also understand and explore how music is created and produced, through work on pitch, duration, dynamics, tempo and structure.

Musical performances are actively encouraged, providing the chance to promote individual talents and personal confidence.

## Aims

Perform, listen to, review and evaluate music across different genres

Learn about the works of the great composers and musicians

Create and compose music on their own and with others

Begin to learn how to play a musical instrument

Understand and explore how music is created

Begin to read musical notations

## Key Stage One

Pupils will begin to use their voices expressively. They will play instruments musically. They will also be encouraged to experiment with combining different sounds, composing simple pieces of music.

## Key Stage Two

This progresses to pupils having the opportunity to learn a musical instrument with visiting specialists. Pupils also take their knowledge of performance, singing and dynamics, in order to do this with increasing confidence, creating their own compositions in a range of styles.

Pupils will also be given the opportunity to evaluate performances of their peers, explaining where improvements can be made. Through the Charanga scheme, pupils also regularly listen to a wide range of live musical performances, identifying the features of these pieces.

# PE

Our PE curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect, which is something we strive for from all our pupils. We also aim to teach our pupils about fitness and living a healthy lifestyle.

## **Aims**

To develop confidence and compete in a broad range of physical activities.

To be physically active for sustained period of time.

To develop physical skills alongside applying skills acquired in different fields.

To take part in competitive activities with other schools.

To lead healthy and active lifestyles.

## **Key Stage One**

Pupils should develop fundamental movement skills, to extend their agility, balance and coordination, individually and with others. The aim is that pupils become more competent and grow in confidence. They should be able to engage in competitive (both against self and against others) and co-operative physical activities.

Pupils should be taught to:

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Participate in team games, developing simple tactics for attacking and defending

Perform dances using simple movement patterns.

## **Key Stage Two**

Pupils will build upon what they have practised in Key Stage One.

Pupils will be taught to:

Use running, jumping, throwing and catching in isolation and in combination

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Perform dances using a range of movement patterns

Take part in outdoor and adventurous activity challenges both individually and within a team

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

For instance, when playing net and wall games in Key Stage One, pupils will refine their movement, coordination and balance when moving with the ball around obstacles. They will then move onto performing simple rallies, with the ball bouncing. Some pupils may then move onto volleying the ball under control.

In Key Stage Two, this progresses to there being the recognised structures of a tennis game, using and applying different skills when trying to win points. The skills from Key Stage One are used in a competitive situation. Pupils' performances are then self-assessed and peer assessed and improvements will be made in the next activity, or coming lessons.

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## **PSHE**

Our Curriculum follows the Jigsaw PSHE scheme of learning.

Our PSHE curriculum is ambitious and accessible for all our pupils.

There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. There are also sessions pinned around mindfulness, allowing children to advance their emotional awareness, concentration and focus.

Jigsaw's units of work are:

Being Me in My World (understanding my place in the class, school and global community)

Celebrating Difference (anti-bullying and diversity)

Dreams and Goals (aspirations, goal setting)

Healthy Me (drugs and alcohol, self-esteem and confidence, lifestyle choices)

Relationships (friends and family, conflict resolution)

Changing Me (RSE, relationships and change)

### **Aims**

To develop the knowledge and skills as well as the values of citizenship in order to keep themselves healthy and safe, as they prepare for life and work in modern Britain.

To learn how to develop and maintain healthy relationships

To learn about a wide range of rights and responsibilities and to understand that actions have consequences and their actions may adversely affect others.

Pupils begin to look at the units of work at a level appropriate to them. We discuss ourselves and our families and how we are all important and individual. We discuss what our ambitions are and how we can reach these goals we set.

Pupils in Key Stage Two are taught RSE and more mature topics, at a relevant level. These encompass County Lines, gangs, drugs, alcohol and growing up. These issues are not taught or discussed in the mixed year group setting, but rather in respective years groups. Other year groups in the class will then look at other more suitable units for them, such as First Aid or visiting an issue particular to that class or school, be it bullying or health and wellbeing.