



Curriculum Policy

Document Control

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Approval		
Meeting	Date	Chair
Teaching & Learning Committee	12.06.12	D. Rodgers
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Introduction

At Wirksworth Junior School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Our curriculum includes not only the formal requirements of the 2014 National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Core values

Our curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We base our curriculum on our core values of **togetherness, perseverance, fairness, respect, aspiration and trust**. We teach these core values through:

- our approach to teaching and learning.
- by modelling from staff.
- by giving pupils examples of people who have shown these core values in their own lives.

We take as many opportunities as possible to embed these core values in everything we do. This may be in assembly, RE, and PSHE, but also in other subject areas.

Aims and objectives – Our overall Intention for our curriculum.

We believe that people learn best in different ways. At our school we provide a rich and varied curriculum which allows children to develop their skills and abilities to their full potential.

Our curriculum aims to:

- Ensure our children have the opportunities to be creative, curious and caring. Making every moment count.
- Teach children how to keep themselves and others safe in school, in the community, online and at home.
- Enable all children to learn and develop their skills to the best of their ability.
- Promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- Promote a love of reading.
- Ensure all pupils meet their full potential.
- Be aware of their local environment and how this can be used to encourage a healthy lifestyle and mind.
- Give pupils the knowledge and resources on how or where to get help when needed.
- Promote and pass on essential knowledge, skills and understanding valued by society.
- Enable children to become confident, resourceful, resilient, enquiring and independent learners.
- Foster children's self-esteem and help them build positive relationships with other people.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Teach children to show respect for all cultures and, in so doing, to promote positive attitudes towards other people.

- Make pupils more aware of, and engaged with, their local, national and international communities.
- Help children grow into reliable, independent and positive citizens.
- Widen children's horizons and raise aspirations, developing their cultural capital, creating a cultural rucksack of learning, skills and experience.
- Pupils to be aware of the rich culture beyond their doorsteps and local community.
- Ensure we prepare the children well to enter the school in year 3 and are ready for the next stage of their learning.

How we achieve these aims and objectives – Our overall Implementation for our curriculum.

- The curriculum is on a two-year rolling program which ensures coverage of the national curriculum.
- High quality books are used which are based around the bespoke curriculum, which help develop empathy and a deeper understanding of the concepts and values covered in the topics.
- Writing and reading also have a two-year program to ensure coverage of different genre types across the school. (See the English policy)
- Maths is taught in mixed ages and follows the White Rose Planning, which embeds a mastery approach to learning. (See the Maths policy)
- Mastery maths is used to ensure all pupils are given an opportunity to meet the year group expectations. This approach uses concrete, pictorial and abstract means to meet lesson objectives.
- We have long-term, medium and short-term planning to meet the needs of the National Curriculum; however short-term planning is adapted to meet the needs of all pupils through regular marking and assessment. Planning is regularly adapted to meet the needs and interests of the pupils. (See Marking and Presentation Policy.)
- Interventions, such as our Little Wandle Rapid Catch-up Programme for phonics, are implemented based on research and assessment of the impact of learning. These are only put in place to meet the needs of pupils who struggle with certain areas, but the school is aware that high-quality first-class teaching allows pupils to progress quicker, rather than poorly-led interventions.
- Assemblies/collective worship is planned to cover our school values and the Modern British Values.
- Tailor made programmes are written to meet academic, behavioural and mental well-being, through nurture, individual educational plans, EHCP and pupil premium plans.
- We enrich our curriculum with a wide range of after school activities, visits and visitors; through our school environment - wildlife pond, sensory garden, nurture and local environment - Stoney Wood, Cromford Mills etc.
- All pupils having the opportunity to take part in Forest School and discover how their local environment can promote a healthy lifestyle and mind.
- We closely tailor our curriculum to the needs of the pupils entering the school and moving on to secondary schools, through strong liaison with our infant feeder schools and Anthony Gell.
- The school leadership is part of the Cluster of Gell Schools to improve communication and transition for pupils.
- Our School Council is elected by the pupils and in our meetings we discuss subjects such as planning fun events; improving the curriculum; evaluating the safety of the school site; and giving out certificates for school values. This is a way to promote the fundamental Modern British values.
- We make use of the wider community from visits from local religious leaders; visiting the memory café; taking part in Wirksworth Carnival and Wirksworth Festival etc.

- Our curriculum is structured such that English and mathematics are taught discretely, but wherever possible, these form part of the integrated, creative curriculum, where children are able to apply their skills. There are additional plans in place to ensure opportunities for Writing Across the Curriculum. Reading and writing skills are practised in our English Key Skills books; pupils publish writing completed in Talk for Writing lessons in their Extended Writing book; and cross-curricular writing is completed in subject-specific exercise books which are monitored by the English and other subject-leaders.
- Topics are planned on a two-year rolling programme. Teachers use the 2014 National Curriculum programmes of study as the main source for planning a topic. These are also used to plan for the progression of skills throughout the school.
- We plan our lessons with clear learning objectives and success criteria, guided by the National Curriculum. These are detailed in our lesson plans along with information about the tasks to be set; key vocabulary that pupils will need to learn and use within both the whole topic and individual lessons; the resources needed; how we scaffold learning to meet individual children's needs, and the challenges set for learners working at Greater Depth; key questions; and the way we assess their work. We evaluate all lessons so that we can modify and improve our teaching in the future.
- To develop embedding learning to the long-term memory we have made links across subjects and year groups. History, art, music, DT and geography are taught in blocks throughout our bespoke Guerrilla curriculum.
- Other subjects are taught discretely, but links are made across the curriculum through the declarative, procedural and experiential skills which are made explicit in the teaching. These are: Computing, Spanish, PSHCE, RE and PE.

Equal opportunities

Staff at Wirksworth Junior School have devised an engaging curriculum plan based upon the programmes of study with careful consideration of the needs of our children. We maintain our belief that learning is lifelong and that the skills and attitudes we instil in the early stages of our children's lives should stand them in good stead for the future.

At Wirksworth Junior School, all teachers are responsible for providing an inclusive curriculum that is differentiated and scaffolded for those with Special Educational Needs or Disabilities (SEND). We have high expectations for all pupils and are committed to ensuring our curriculum complies with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

Our Bespoke 'Guerrilla' Curriculum

- Our curriculum is based on philosophical thinking which enables pupils to become curious about the world, think deeper and create their own thoughts and beliefs through extensive reading and discussions of the subject-specific areas and big questions.
- Our bespoke Guerrilla Curriculum is planned around our school values and concepts which are knitted into the curriculum design. These concepts and values are developed throughout the curriculum to show a deeper understanding of these in different project areas of the curriculum, year groups and subjects. The long-term plan of concepts and values can be seen below.
- The concepts have been carefully-chosen to reflect the curriculum intent. Each concept has links to the national curriculum subject area and philosophical question that is being explored.
- The two concepts: achievements and community were chosen to ensure key knowledge can be explored and built upon as declarative knowledge. Therefore, each subject and philosophical question posed can be compared and referred to on the achievements that can be made and their impact on community.

	Autumn	Spring	Summer
Year 3-4 Year A	How is there freedom in the arts? <u>Art and Music</u> achievements community influence diversity respect trust	How have natural disasters led to change? <u>Geography and DT</u> achievements community change sustainability fairness togetherness	Should we always do as we are told? <u>History</u> achievements community empire invasion aspiration perseverance
Year 3-4 Year B	Why are the arts needed? <u>Art and Music</u> achievements community influence diversity respect trust	How can small actions make a difference? <u>Geography and DT</u> achievements community change sustainability fairness Togetherness	Does slavery still exist? <u>History</u> achievements community empire invasion aspiration perseverance
Year 5-6 Year A	Does migration always lead to conflict? <u>History</u> achievements community empire invasion respect trust	How might we live in the future? <u>Geography and DT</u> achievements community change sustainability fairness togetherness	Is it better to stand out or fit in? <u>Art and Music</u> achievements community influence diversity aspiration perseverance
Year 5-6 Year B	Why have buildings and structures become a significant part of civilisation? <u>History</u> achievements community empire	Do we always appreciate what we've got? <u>Geography and DT</u> achievements community change sustainability	What do the arts tell us about our diverse society? <u>Art and Music</u> achievements community influence diversity

invasion respect trust	fairness togetherness	aspiration perseverance
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- Each subject has **declarative knowledge**- subject-specific facts: the explicit information that pupils need to know by the end of a topic. **Procedural knowledge** – the skills: the knowledge of how to complete a task, and finally the **experiential knowledge** - the experiences which enrich the learning and embed the declarative and procedural knowledge. Maths also has **conditional knowledge** which gives the pupils the ability to reason and solve problems - I know when.
- Each project starts with discussion around a high-quality book (or extract) that is linked to our concepts and values. The Big Question is explored and pupils get the chance to share and discuss their initial thoughts and what they would like to find out. They go beyond their initial thoughts to understand the concepts and values, and what these mean in the context of the Big Project Question.
- Each subject in our bespoke Guerrilla Curriculum has Tier 3 vocabulary, which is developed across the subject areas to once again deepen the knowledge taught and embed the understanding to the long-term memory.
- Each philosophical project leads to an authentic outcome which motivates the children, such as a presentation to a critical audience who are in the real world of work.
- Our bespoke Guerrilla curriculum subjects have been blocked to match our motto: **Creative, caring and curious. We make every moment count.** These subjects are history, art, music, DT and geography. These subjects are matched to skill strands: discovery and caring, curiosity and exploration; creativity and imagination, which relate to our school motto.
- Below you can see how the subjects are grouped together, the focused project skills and the overall intent.

Discovering and Caring - History

- Practical communication through role play, hot seating and using artefacts.
- Critical thinking.
- Taking chances building resilience.
- Expressing opinions about other actions in a sensitive manner.
- Understanding others' views and empathising.

Imagination and Creativity – Art, Music and Drama

- Communication by speaking and listening.
- Courage to stand out and be different (risk-taking).
- Individuality and independence.
- Appreciation of themselves and others.
- Awareness of the global world.
- Inspiration.

Exploration and Curiosity– Geography and DT

- Start with exploring issues.
- Taking risks and keeping safe.
- Inquisitive- asking questions.
- Researching.
- Using the outdoor space.

How is Art taught in our school?

Intent

At Wirksworth Junior School, we value Art as an important part of our pupils' entitlement to a broad and balanced curriculum. Art provides pupils with the opportunities to be creative and to express their individual interests, thoughts and ideas. Art, craft and design embody some of the highest forms of human creativity. We intend for our pupils to be curious about the world we live in, they should be able to think critically and, as they progress, develop a more rigorous understanding of art works. In addition, we want our pupils to care about art and how it reflects and shapes our history and also contributes to the culture, creativity and wealth of our nation. The artists we have chosen to study have been carefully selected to take into account the cultural capital and wider their understanding of the world around them.

Our focus is on:

- Communication by speaking and listening.
- Courage to stand out and be different (risk-taking).
- Individuality and independence.
- Appreciation of themselves and others.
- Awareness of the global world.
- Inspiration.

Implementation

To enable an in-depth approach to our curriculum, we will 'block' our art teaching into one term. Art is part of the 'Creativity and Imagination' strand of our curriculum. To ensure we have skills progression across year groups we have created a skills progression ladder. Pupils will be taught to:

- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history.
- In addition, our pupils are given the opportunity to participate in the famous Wirksworth festival each year.

Our art teaching is part of our 'Big question' projects which are:

Lower Key Stage Two

- ***How is there freedom in the arts?***
- ***What is the purpose of the arts?***

Upper Key Stage Two

- ***What do the arts tell us about our diverse society?***
- ***Is it better to stand out or fit in?***

The knowledge we want the pupils to learn has been carefully selected to ensure they have a broad, deep understanding of artists who have influenced others and techniques which pupils can apply to their own learning. This mapped out across the school. We have also created knowledge organisers so pupils can transfer this knowledge to long term memory.

How is Music taught in our school?

Intent

We hope our pupils will be curious about music which they have listened to, that they will create their own music, whilst learning about pitch, dynamics, rhythm and texture. They will care about the music that they have created and listened to and be able to evaluate it, offering their opinions and respecting the opinions of others. Pupils will learn how music reflects and shapes our history and also contributes to the culture, creativity and wealth of our nation. The musicians we have chosen to study have been carefully selected to take into account cultural capital. We believe music is enjoyable, builds self-esteem and confidence and can help with emotional well-being. Music will be part of the 'Creativity and Imagination' strand of our curriculum. Whilst teaching our music curriculum, we will also look for opportunities to teach pupils our school values – Respect, Perseverance, Togetherness, Fairness, Trust and Aspiration. We intend for our pupils to be curious about the world we live in, they should be able to think critically and as they progress develop a more rigorous understanding of music.

Our focus is on:

- Communication by speaking and listening.
- Courage to stand out and be different (risk-taking).
- Individuality and independence.
- Appreciation of themselves and others.
- Awareness of the global world.
- Inspiration.

Implementation

To enable an 'in-depth' approach to our curriculum we will 'block' the majority of our music teaching into one term. Year 3 and 4 children will culminate in a performance of a Christmas pantomime and Year 5 and 6 children will culminate in an end of year show.

Our music teaching is part of our 'Big question' projects which are:

Lower Key Stage Two

- ***How is there freedom in the arts?***
- ***What is the purpose of the arts?***

Upper Key Stage Two

- ***What do the arts tell us about our diverse society?***
- ***Is it better to stand out or fit in?***

In addition, pupils will take part in whole-school singing every week, where they can embed key-skills throughout the year. We also offer peripatetic instrumental lesson, hand-bell ringing, school orchestra and have close links with the local music centre. To ensure we have skills progression across year groups we have created a skills progression ladder. Children are taught to sing, listen, play, perform and evaluate. The knowledge we want the pupils to learn has been carefully selected to ensure they have a broad, deep understanding of musicians who have influenced others and shaped musical culture. This is mapped out across the school. We have also created knowledge organisers so pupils can transfer this knowledge to long-term memory.

How is History taught in our school?

Intent

“The more you know about the past, the better prepared you are for the future.”
Theodore Roosevelt

At Wirksworth Junior School, we believe that history should enable our pupils to understand the impact people have had on the world and the ways in which societies work. Through history, we can learn to appreciate and respect societies different in time and place from our own. We want our children to develop a coherent picture of British and World history, by developing a chronological understanding of historical periods and exploring the achievements of past civilizations.

The main focus for our history curriculum across the school is:
Discovering and Caring.

Our curriculum content has been carefully chosen to encourage our pupils to develop empathy and show **caring** towards the people and subjects they learn about. Pupils discover how past events affect the lives of people today, and what they can learn from history about caring for themselves and others in the future.

We hope to equip our children with the knowledge and skills they need to be able to express themselves and articulate their thoughts, feelings and ideas about history in **creative** ways. We encourage our pupils to be **curious**, and to ask questions about the lives of others and the wider world.

We aim to ensure that our history lessons include opportunities for pupils to demonstrate the following:

- **Practical communication through role play, drama, hot-seating and using artefacts.**
- **Critical thinking.**
- **Taking chances to build resilience.**
- **Expressing opinions about other’s actions in a sensitive manner.**
- **Understanding other’s views.**

To further enhance the curriculum, we also want our children to know and understand how the school’s core values - *respect, trust, fairness, togetherness, perseverance and aspiration* – have been demonstrated throughout history.

Implementation

To ensure that our pupils are able to learn about significant historical periods in-depth, we have made the decision to ‘block’ the majority of our history teaching into one term per academic year. During their time at Wirksworth Junior School, our pupils will explore significant periods of British and World history, in line with the Key Stage Two National Curriculum.

The foundational knowledge we want our pupils to learn has been carefully selected and mapped out for progression across the school. All of our learning in History lessons is linked to the two main historical concepts of **empire and invasion**, as well as our whole-school concepts, **achievement and community**. Throughout their time at our school, pupils build

upon their prior learning of these concepts to develop a deep understanding of what they have meant in history, and what they mean to us now. We create knowledge organisers to focus our teaching, and for pupils to use as a learning tool to free up working memory; we will encourage our pupils to review, revise and quiz themselves on key historical facts that we hope they will learn and remember.

As pupils develop their knowledge, they are encouraged to use it to make meaningful links and apply their understanding of the historical periods and events they study to complex concepts such as **migration, conflict, wealth and power**, as well as to think in-depth about the 'Big Philosophical Questions' linked to each project area:

Lower Key Stage Two

- *Should we always do as we are told?*
- *Does slavery still exist?*

Upper Key Stage Two

- *Does migration always lead to conflict?*
- *Why have buildings and structures become a significant part of civilization?*

Also, we aim to ensure that pupils recognise the importance of reading across the curriculum by linking our curriculum concepts and big questions to quality texts. Pupils and teachers are encouraged to make links through display and reference to a timeline and world map in every classroom.

We have created skills progression ladders to ensure that pupils are being taught to use and apply historical skills throughout their learning:

- *Chronological understanding*
- *Knowledge and understanding of events, people and changes in the past*
- *Historical enquiry*
- *Historical interpretation*
- *Organisation and communication*

How is Geography taught in our school?

Intent

“Geography explains the past, illuminates the present and prepares us for our future. What could be more important than that?”

Michael Palin

At Wirksworth Junior School, Geography is an important part of our pupils' entitlement to a broad and balanced curriculum, which follows the national curriculum guidance. Geography provides pupils with the opportunities to explore issues on a local, national and international level.

The main focus for our geography curriculum across the school is:

Curiosity and Exploration.

We will be encouraging the children to see how values such as fairness and togetherness can be nurtured within geography through issues such as fair-trade, sustainability and climate change. These values will make up key components within the children's learning.

We also include another four key concepts of: achievement, community, change and sustainability are used to show the children how the past has shaped the world we live in and how our actions, no matter how small, will help shape the future. These concepts are woven into the curriculum design across year groups and subjects to help the learning becoming embedded into the long-term memory.

It is our intention that the children will develop an inquisitive nature, asking questions about the world they live in and how their actions and the actions of others will affect the present and future. Within this project, pupils will have opportunities for:

- * ***Starting projects by exploring issues.***
- * ***Risk-taking and being safe.***
- * ***Being inquisitive- asking questions.***
- * ***Using the outdoor space.***
- * ***Researching.***

The content that has been decided upon will give leave to these aspirations and give the children the opportunity to hone and develop their research skills. Furthermore, the intention is that we optimise our outdoor spaces and provide experiential (fieldwork) opportunities that will enrich and supplement our knowledge and learning.

Implementation

To ensure that our pupils are able to learn and make significant links between curriculum areas, Geography has been linked together within the curiosity and exploration focus which makes up part of our Guerrilla curriculum.

Geography is taught alongside DT in one term, creating links and addressing similar concepts and values.

These are covered through the four big questions.

Lower Key Stage Two

- How have natural disasters led to change?
- Can small actions make a difference?

Upper Key Stage Two

- How might we live in the future?
- Do we appreciate what we have?

We have procedural and declarative skills and knowledge progression ladders across the school to ensure that pupils in geography are being taught progressively and build on their learning. We have grouped our geographical skills into the following geographical areas.

- ***Locational Knowledge***
- ***Place Knowledge***
- ***Human Geography***
- ***Physical Geography***
- ***Geographical skills – maps, atlas, grid references and compass points.***
- ***Geographical skills and field work***

Reading is prioritised across the curriculum by linking our curriculum concepts and big questions to quality texts. Pupils and teachers are encouraged to make links through display and reference to a timeline and world map in every classroom.

Knowledge organisers are used to support pupils to transfer this knowledge to long term memory.

Pupils learn about significant people from a diverse range of backgrounds and with a range of experiences, in order to inspire them and enrich their understanding of how we can make a difference to our world and future.

How is design and technology taught in our school?

Intent

At Wirksworth Junior school, design and technology is an important part of our pupils' entitlement to a broad and balanced curriculum, following the national curriculum. Design and technology provides pupils with the opportunities to explore design and technology and how it has been used to solve problems and improve how we live, and this will be looked at a local, national and world perspective.

The main focus for our design and technology curriculum across the school is:

Curiosity and Exploration.

We will be encouraging the children to use our whole school values of fairness and togetherness and how they are seen and understood in design and technology.

The key concepts of: achievement, civilisation, change and sustainability are used to show the children how the technology has shaped civilisation and changed the world we live in. It looks to show how designing and the use of materials are helping us become more sustainability and alter how we, civilisation, will live in the future.

It is our intention that the children will develop an inquisitive nature, asking questions about the world they live in and how their actions and the actions of others will affect the present and future, and how they can shape that with their own ideas and designs. Within this project, pupils will have the opportunities for:

- Starting projects by exploring issues.
- Risk-taking and being safe.
- Being inquisitive- asking questions.
- Using the outdoor space.
- Researching.

Implementation

To ensure that our pupils are able to learn and make significant links between curriculum areas, design and technology has been linked together within the curiosity and exploration ideal which makes up part of our Guerrilla curriculum.

Design and technology will be taught across one term alongside geography, where links will be made to address similar concepts and values. These values and concepts will be built upon across the year groups and through the subjects.

These are covered through the four big questions.

Lower Key Stage Two

- [How have natural disasters led to change?](#)
- [Can small actions make a difference?](#)

Upper Key Stage Two

- [How might we live in the future?](#)
- [Do we appreciate what we have?](#)

We have procedural skills and declarative knowledge progression ladders across the school to ensure that pupils in design and technology are being taught progressively and build on their

learning throughout the school. We have grouped our design and technology skills into the following areas.

- ***Developing, planning and communicating ideas***
- ***Working with tools, equipment, materials and components to make quality products (including food)***
- ***Evaluating processes and products***

Reading is prioritised across the curriculum by linking our curriculum concepts and big questions to quality texts. Pupils and teachers are encouraged to make links through display and reference to a timeline and world map in every classroom.

Knowledge organisers are used to support pupils to transfer this knowledge to long term memory.

How is RE taught in our school?

Intent

RE teaching at Wirksworth Junior School aims to immerse children in the key faiths which are: Christianity, Hinduism, Islam and Humanists. We also make links with Judaism.

We want children to be curious about and reflect on other faiths, and be respectful of views and opinions of others, within the diverse communities in which we live.

Our teaching of RE will allow children to build up understanding and tolerance of people from different faiths and beliefs.

Implementation

- All children will have access to an hour of RE lessons per week.
- As a school, we use the Derbyshire Syllabus to form our long term and short-term plans.
- Lessons are planned and progress each week, building on prior skills and knowledge.
- Medium term plans, long term plans and progression maps are used to help teachers feel secure with their subject knowledge.
- Assessments are carried out through self-assessment and teacher assessment at the end of each unit of work. This data helps the teacher to know how confident children are within the subject.

How is PE taught in our school?

Intent

PE teaching at Wirksworth Juniors aims to not only teach sport specific skills, but also helps to develop knowledge and understanding of how to lead a healthy lifestyle, build on basic fundamental movement skills, and life skills such as: leadership and communication and sportsmanship.

Within a pupil's school journey, we aim for every child *if they wish to*, to have the opportunity to represent Wirksworth Juniors at a sporting event

Implementation

All children will have access to two PE lessons per week, with their class teacher totalling two hours. The lessons will be a mixture of sport specific skills, outdoor adventurous activities, forest school sessions and a 10-week block of swimming lessons for Year 4s.

Our PE lessons are planned and progress each week, building on prior skills and knowledge, with an athletics block working towards an end of year celebration of sports day.

Medium term plans, long term plans and progression maps are used to help teachers feel secure with their subject knowledge

Assessments are carried out through self-assessment and teacher assessment at the end of each unit of work, and through weekly mini assessments. This data helps the teacher to know how confident children are within the subject.

How is Modern Foreign Languages taught in our school?

Intent

The intention of our Spanish curriculum is to develop an interest in and thirst for learning Spanish and the many fascinating cultures surrounding the language. We hope to embed the essential skills of listening, reading, speaking and writing through a variety of stimulating and confidence building tasks and games. We aim to build the children's 'cultural capital', so that they are aware of similarities and differences between cultures, through vibrant images, music, film, history and food. We hope to lay the foundations for future language learning and to open children's minds to the possibility of travelling, living or working abroad.

Implementation

Our curriculum has been designed to progressively develop skills in Spanish. The children will acquire a bank of Tier 3 vocabulary organized around topics. They ensure development is progressive as they build on previous knowledge from units already studied. All children in KS2 are taught Spanish, through daily interactions, assemblies and displays with year 5/6 having discrete lessons taught throughout the year. This is delivered by the class teacher or another qualified teacher during PPA.

How is Computing taught in our school?

Intent

Wirksworth Junior School believes that Computing and Digital Literacy is a vital part of children's education and has a significant and valuable role in the taught curriculum, as well providing children with necessary skills in a fast-paced technological world.

Within this subject, we aim to provide our children with a depth of computing experiences that are parallel with the whole curriculum, alongside explicit Computing and Digital Literacy lessons that will develop their skills, promote independence and enhance their ability to work with technology competently and safely. Our Computing and Digital Literacy curriculum will develop children's abilities to work with a wide range of software and hardware, learning essential computing skills which they will confidently be able to transfer to current or future technology. Children will develop their understanding of Computing and Digital Literacy with effective teaching through well-planned lessons and independent learning experiences. Children will understand computing skills such as coding, programming, creating a variety of media, such as pictures, animations, videos, games and music and using databases to input and interpret data. The children will be able to use these skills to improve their understanding across the curriculum. Children will also use a variety of relevant modern technology (software and hardware), allowing them to experience, manipulate and create. They will build an understanding of how these systems work and an opportunity to critically assess the benefits and limitations of these technologies.

Implementation

The skills and knowledge that children will develop throughout each Computing and Digital Literacy topic are mapped across each year group using a two-year cycle (mixed-age classes) and throughout the school to ensure progression. The focus of skills in LKS2 will be to ensure children are able to build their understanding and confidence when working with a range of hardware and software. As children progress into UKS2, more advanced skills and more opportunity will be given for them to independently explore a wider range of software/hardware.

Throughout the entirety of KS2 children will be taught explicit Computing and Digital Literacy lessons, using the two-year cycle which is in line with the National Curriculum of England (2014). To enhance understanding, promote skill retainment and raise attainment, their teacher will provide opportunities for children to use technology in other subject areas.

Children will store their ICT work in their own folder adding to it as they progress through the school – allowing a running record of skill progression and an opportunity for teachers to assess learning and understanding.

How is PSHCE taught in our school?

Intent

At Wirksworth Junior School it is our aim to deliver a PSHCE programme which enables pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life as individuals, family members and members of society.

Our PSHCE programme is a whole school approach and not restricted to the classroom. Pupils participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully into the life of the school and community. We are aware that children learn much from the overall ethos of the school, from attitudes of staff and from their relationships.

At Wirksworth Junior School we make every moment count and PSHCE is central to that. Our core school values of aspiration, perseverance, fairness, respect, togetherness and trust, help to shape us as citizens to be secondary school ready and to be a positive and active member of the community of Wirksworth.

Implementation

PSHCE will be delivered by the class teacher with the support of the PSHE leader as necessary. It will also be introduced and explored within whole school assemblies where visiting professionals may provide talks/workshops to pupils.

In addition to this, PSHCE is delivered through a range of class and whole school activities. In the classroom teachers use a resource called PSHCE Matters, published by Derbyshire County Council. It organises learning into half termly blocks over a two-year cycle. These units include:

Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Years 1-6	Being Safe	Difference and Diversity	Bullying Matters	Money Matters	Drug Education	Relationships

Year B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Years 1-6	Being Responsible	Being Me	Being Healthy	Exploring Emotions	Changes	Growing Up

The PSHCE curriculum is enhanced by other resources such as Stonewall, [Education for a Connected World](#) and

Pupils are also given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying day, Internet safety day, community projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the School Council, become a Playground Buddy or even an Anti-stigma ambassador and are encouraged to express their opinions. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts

and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

How is Science is taught in our school?

Intent

Our Science Principles are:

- We have child-led, well planned and well-resourced lessons.
- All children are able to learn.
- We use ICT to open up the World.
- Science is seen all around.

At Wirksworth Junior School, our vision is to ignite pupils' curiosity and encourage them to confidently explore and discover the world around them. Pupils are knowledgeable and inquisitive, using scientific vocabulary to discuss and question the world around us. This enables them to develop a deeper understanding of the world we live into better access it with respect and care as well as becoming creative thinkers.

We recognise the importance of Science in every aspect of daily life, as one of the core subjects taught in primary schools, we give the teaching and learning of Science the prominence it requires. We aim to inspire and excite our children through our practical and exciting curriculum. The children engage in science through progressive weekly lessons developing their planning, enquiry, exploration and investigative skills using the full range of types of scientific enquiry to foster a thirst for working scientifically.

Following on from the successful completion of the Primary Science Quality Mark Award in 2021, it is our intention to continue to build a science curriculum, which develops the learning of Science skills and investigative skills. In addition to the teaching of these Science skills, we also promote and develop transferable skills including observation, communication, teamwork, technology and mathematical skills, through exposure to wider opportunities to broaden their Science capital. We want our children to experience as many WOW moments and to approach unknown and unexplainable phenomena with awe and wonder.

Implementation

To enable the achievement of a greater depth of knowledge, Science is taught weekly in planned and arranged blocks of learning that are progressive throughout the year groups. Through our planning, we incorporate a chance for the pupils to pose relevant questions at the beginning of each topic and complete an end of unit self-assessment, which allows them to learn through a child-led approach.

To prepare the children for life in an increasingly scientific and technological world today and in the future, we ensure to apply our learning to the world and invite STEM ambassadors into school relating to topics, so that children realise that Science is seen all around us. In addition to this, demonstrating the use of scientific equipment such as data loggers and the various working scientifically and enquiry skills enables the children to embed their scientific understanding.

Year 3 /4						
Year A	Animals		Rocks	Forces and Magnets	Light	Plants
Year B	States of Matter	Sound	Animals – Digestive systems and food chains	Living things and their habitats	Electricity	
Year 5/6						
Year A	Properties of materials and changes of state	Earth and Space	Electricity		Living things and their habitats	Growth and development
Year B	Light	Heart, diet and nutrition	Evolution and inheritance	Living things and their habitats	Forces	

We follow the 2014 National Curriculum for Science, which aims to ensure that all children:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Are equipped with the scientific skills required to understand the uses and implications of science, today and for the future.

We have Science Ambassadors in each class and their role includes:

- Promoting a love of science.
- Providing others with help using their own science knowledge.
- Promoting the four key principles of science.
- Discussing what is good about science in our school.
- Working with the Science coordinator to make Science lessons better.
- Challenging misconceptions of who Scientists are and what they do.

How is Forest School taught in our school?

Intent

At Wirksworth Junior School the focus of Forest School is firstly to develop children's collaborative working skills, self-esteem, confidence and practical skills, which can then be transferred to the classroom. Secondly, to make learning practical, fun and enjoyable so that children develop a positive attitude towards school and learning.

Implementation

At Wirksworth Junior School, we aim to offer every child the experience for 1 ½ hours per week, for at least a one and a half terms or equivalent over their school year. This will be rotated to give children the opportunity to experience the changing seasons. In addition to Forest School, we encourage outdoor cross curricular learning throughout the school. Children will experience time in the sensory garden, field to fork activities, growing, cooking and juicing crops. This includes a six-week sailing course for the Year Six pupils.

Assessment – Impact

- Use of SATs at the end of the year 6 will assess the impact of reading, writing and maths teaching and learning.
- Pupils are baseline assessed as they arrive in school so we can meet the needs of pupils and put intervention programs in place if needed, and tailor the learning to the pupils' needs.
- Progress meetings ensure we are tailoring our curriculum to the needs of the pupils. These are held three times a year. (See the Assessment and Target setting policy)
- Please see the Assessment policy for specifics on how we assess children.

The learning environment

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. We also make use of other key areas in the school, including a library and nurture room to enhance our curriculum. To aid learning being moved from the short term into the long-term memory we have timelines which we refer to in every subject and a map to compare major events, where people lived and countries that are being discussed to make links even more specific.

The outside environment, for example sensory garden, pond, forest schools, is also used to stimulate learning. We want to celebrate children's achievements, as well as provide support to further develop their learning. Please also refer to the learning environment policy.

Monitoring and review

We are aware of the need to review the school curriculum policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

The Governing Body's Teaching and Learning Committee is responsible for monitoring the way the school curriculum is implemented.

Subject co-ordinators create long-term plans for their subject and monitor the way their subject is taught throughout the school. Class teachers are responsible for the medium and short-term planning of the curriculum, working in teams. These plans are then shared with the subject co-ordinator. Co-ordinators also have responsibility for the purchase, storage and management of resources.