



ACADEMIC CURRICULUM

STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
HUMANITIES	Geography	<p>To enrich pupils' learning experience by underpinning geographical themes with skills that are transferrable in their education and adult life.</p> <p>To study the “why of where.”</p> <p>To provide opportunities for pupils to learn about human and natural phenomena, and the interaction of both.</p> <p>To enable pupils to become observers and analysts of space, place, and environment on scales from the local to the global.</p> <p>To introduce pupils to a multifaceted discipline that bridges the social sciences, the humanities, and the physical sciences.</p>	<p>Weather UK England Scotland Ireland Wales London Newcastle Edinburgh Cardiff Belfast Maps of the World Continents and Oceans Arctic Ocean Atlantic Ocean Pacific Ocean Indian Ocean Southern Ocean Australia Sydney Aboriginal People Animals Great Barrier Reef Daintree Rainforest Weather and Extreme Weather Climate</p>



	History	<p>To enable pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world.</p> <p>To inspire pupils' curiosity to know more about the past.</p> <p>To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>To help pupils 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.</p>	<p>Autumn Term</p> <p><u>Queen Elizabeth II</u> - focus on Society, Beliefs, Culture and pastimes</p> <p><u>Queen Victoria</u> - focus on Society, Culture and pastimes and Artefacts</p> <p><u>Tim Berners-Lee</u> - focus on Society and Culture and pastimes</p> <p><u>Great Fire of London</u> - focus on Location, Settlements and Artefacts</p> <p><u>Gunpowder Plot</u> - focus on Beliefs, Settlements and Artefacts</p> <p><u>The First World War (Armistice/Remembrance)</u> - focus on Location, Conflict and Society</p> <p>Spring Term</p> <p><u>Christopher Columbus</u> - focus on Location, Travel and exploration and Settlements</p> <p><u>Spanish Armada</u> - focus on Location, Conflict and Beliefs</p> <p><u>The Steam Engine (George Stephenson)</u> - focus on Society, Travel and exploration and Artefacts (local History)</p> <p><u>The First Flight</u> - focus on Location, Travel and exploration and Settlements</p> <p><u>Neil Armstrong</u> - focus on Location, Travel and exploration and Artefacts</p> <p><u>Moon Landing</u> - focus on Location, Travel and exploration and Conflict</p> <p>Summer Term</p> <p><u>Grace Darling</u> - focus on Location, Society and Travel and exploration</p> <p><u>Emily Davison</u> - focus on Location, Society and Artefacts</p> <p><u>Jethro Tull (Agricultural Revolution)</u> - focus on Settlements, Society and Food and Farming</p> <p><u>Industrial Revolution</u> - focus on Location, Society and Food and farming</p>
--	---------	---	---



			<u>American Revolution</u> - focus on Location, Conflict and Travel and exploration
	RS	<p>To enable learners to respond to a global landscape of religious belief and diversity.</p> <p>To help our children and young people to hold balanced and well informed conversations about religion and belief.</p> <p>To engender an interest in exploring, understanding and showing respect for different faiths and cultural diversity.</p> <p>To develop a knowledge and acceptance of religions and worldviews.</p> <p>To examine theology, philosophy and social science within a historical context.</p> <p>To foster the ability to “disagree agreeably”.</p>	<p>Pupils will develop their knowledge and understanding of individual religions and distinctive religious traditions and apply this to considering ways in which religions are similar to and different from each other. In Year 2 they will be looking at both the Christianity and Hinduism.</p> <p>What can we learn about Christianity from visiting a church?</p> <p>How and why is light important at Christmas?</p> <p>How and why is the festival of Holi special to Hindus?</p> <p>How do Christians celebrate Easter around the world? What is the Easter Story?</p> <p>Why is the Bible so special to Christians? What does it mean to belong in Christianity?</p> <p>Who was St Cuthbert?</p>
STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
LANGUAGES AND LITERATURE	English	<p>To instil a life-long love and enthusiasm for reading, writing and the spoken word.</p> <p>To promote an appreciation for the art of effective and eloquent communication.</p>	<p>Writing</p> <ul style="list-style-type: none"> • Using the Year 2 spelling rules and common exception words. • Writing instructions and commands to protect the moon.



		<p>To recognise the value of words above everything and develop a culture of word-consciousness where students are able to use vocabulary effectively.</p> <p>To deliver creative, engaging and innovative lessons which develop curiosity and confidence in writing, reading and oral communication skills.</p> <p>To enable pupils to work independently and as part of a community, supporting one another in their learning journey.</p> <p>To nurture imagination and creativity within our pupils, allowing them to explore their own love and curiosity for language and literature.</p>	<ul style="list-style-type: none"> • Writing a narrative from the alternative perspective of an alien. • Writing in role as a hedgehog, inspired by Hodgehog by Dick King-Smith • Newspaper articles based on extracts from Olga Da Polga by Michael Bond. • Non-chronological reports about Kenya. • Explanation texts about peppered moths. • Food poetry inspired by the work of Jack Prelutsky. • Free verse poems inspired by Michael Rosen and Lilian Moore. <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Classify words into the groups, noun, adjective, verb, adverb and conjunction. • Expands use of vocabulary inspired by the books that they have read. • Understand the properties of a simple sentence. • Use capital letters, full stops, commas and apostrophes consistently and correctly. • Use exclamation and question marks for effect. • Develop a growing vocabulary based on books read. • Understand the differences between subordinating and coordinating conjunctions and use them to extend writing. • Write in a variety of tenses accurately. <p>Reading</p> <ul style="list-style-type: none"> • Applies phonic knowledge to decode unknown words and read common exception words.
--	--	---	---



			<ul style="list-style-type: none"> • Can discuss what has been read with increasing confidence and to include: making inferences from the text, talking about their personal views and opinions, sequencing the events of a narrative, predicting what might happen next. • Is aware of the different ways that non-fiction texts are structured. • Knows a variety of poems and can recite them by heart. <p>Due to previous school closure, extra time has been dedicated to reinforcing spelling rules and their application. Additionally, extra focus is dedicated this academic year to embed new grammar scheme.</p>
	Latin	<p>To foster a love of language and curiosity about the wider world.</p> <p>To support our pupils in developing a rich vocabulary which allows them to express themselves confidently</p> <p>To develop a deeper understanding of the grammatical structures of languages.</p> <p>To enhance our pupils' cultural capital and in so doing their social and academic confidence.</p> <p>To improve our understanding of other cultures, and thereby of our own</p> <p>To give our brains a workout!</p>	<p>Autumn Term Roman Gods- pupils will look at the different Roman Gods that the Junior school classes are named after. Greetings- hello, my name is, how are you? Numbers- 0-10, roman numerals, happy birthday. Colours- learning the names of the colours. Animals- pets, farm and zoo. <u>Saturnalia</u>- winter festival</p> <p>Spring term Seasons- spring, summer, autumn and winter. Weather Life in the ancient world- history of local area and life in Roman times. Places- local Roman settlements, UK Roman settlements Objects in the home Daily routines</p> <p>Summer term</p>



			<p>Hobbies Going to school Greetings- recap Numbers- recap Colours- recap Animals- recap Seasons- recap Hobbies- recap A day in the life of a Roman at Vindolanda.</p>
--	--	--	--

STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
STEM	Computing	<p>To prepare our pupils for an ever changing work climate.</p> <p>To educate our pupils to become good digital citizens.</p> <p>To provide our pupils with creative opportunities to represent their ideas in different forms</p>	<p>Online Safety Preparing for Turtle Logo Using the Internet Computer Art Presentation Skills Using and applying</p>
	Maths	<p>To enable pupils to develop and apply problem solving skills, encouraging a resilient and enthusiastic attitude towards challenge.</p> <p>To encourage pupils to develop their mathematical thinking through a curriculum that develops a deeper understanding as a result of its mastery approach.</p> <p>To inspire an enjoyment in and appreciation of the beauty of mathematics and its appearance in everyday life as well as the impact the skills developed can have</p>	<p>Numbers to 100 Addition and subtraction Money Multiplication and division Statistics Length and height Properties of shapes Fractions Position and direction Problem solving and efficient methods Time Weight, volume and temperature</p> <p>Adaptations to provide catch up for Covid-19 – extra time added to Key instant recall facts (KIRF) practice. Units</p>



			<p>missed/completed over home learning to be given extra time when covered in Year 2- multiplication, division, halves and quarters, numbers to 100, time and money. Position and direction, turns, left and right to be covered in PE sessions.</p>
	<p>Science</p>	<p>To develop in all pupils an appreciation of how Science works and a wider curiosity about the world they live in.</p> <p>To develop the problem solving skills of all our pupils and their resilience in tackling problems in everyday life after they leave education.</p> <p>To harbour in all our pupils a love and passion for Science and to inspire the next generation of Scientists.</p>	<p>Biology Plants</p> <ul style="list-style-type: none"> • Identify, classify and describe their basic structure. • Observe and describe growth and conditions for growth. <p>Habitats</p> <ul style="list-style-type: none"> • Look at the suitability of environments and at food chains. <p>Animals and humans</p> <ul style="list-style-type: none"> • Identify, classify and observe. • Look at growth, basic needs, exercise, food and hygiene. <p>Living things*</p> <ul style="list-style-type: none"> • Investigate differences. <p>Chemistry Materials</p> <ul style="list-style-type: none"> • Identify, name, describe, classify and compare properties and changes. • Look at the practical uses of everyday materials. <p>Physics Light</p> <ul style="list-style-type: none"> • Look at sources and reflections. <p>Sound</p> <ul style="list-style-type: none"> • Look at sources. <p>Electricity</p> <ul style="list-style-type: none"> • Look at appliances and circuits. <p>Forces</p> <ul style="list-style-type: none"> • Describe basic movements. <p>Earth and space</p> <ul style="list-style-type: none"> • Observe seasonal changes.



STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
PRACTICAL AND PERFORMANCE	Art	<p>To foster a love and appreciation for art, craft and design.</p> <p>To enable pupils to interpret the world around them and the numerous images that they will encounter every day.</p> <p>To develop pupils' artistic skills in a range of media.</p> <p>To prepare pupils to achieve success in external examinations.</p> <p>To develop in our pupils transferable skills which prepare them for the world of work.</p>	<p>Autumn Term Turner – Romantic Art Da Vinci, Michaelangelo, Rembrandt, Gainsborough, Warhol – Portraits Gainsborough Focus – Portraits Van Gogh – In the dark of night</p> <p>Spring Term Constable – Love for landscapes O’Keeffe - The beauty of flowers Cezanne – Food</p> <p>Summer Term Mesopotamians – Ancient Art Monet – Impressionist - At the seaside Aivazovsky – Scenes by the Sea</p>
	Design Technology	<p>To build and develop learning which results in the acquisition of knowledge and mastering practical skills.</p> <p>To encourage pupils to use their creativity and imagination, to design, make, evaluate and improve products that solve real and relevant problems.</p> <p>To give pupils opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness.</p> <p>To encourage pupils to become innovators and risk takers, taking inspiration from design, past and present.</p>	<p>Autumn Term Materials: Bonfire work Computing: Firework picture using Paint Design throughout History: Planes Electricals and Electronics To design, make evaluate and improve: Christmas Card To design, make evaluate and improve: Christmas Decoration</p> <p>Spring Term Construction: Photo Frame Mechanics: Levers and Sliders Materials: Mother’s Day Card</p>



			<p>Textiles: Sewing skills linked to Mother's Day Food: Easter Nests</p> <p>Summer Term Take Inspiration from design throughout History: Trains Materials: Fabrics Computing: Paint to design a t-shirt Textiles Design a t-shirt Construction: Fish Tank Mechanics: Catch a fish Food: Fruit Salad</p>
	Music	<p>To make a unique contribution to the learning of pupils at Polam Hall School.</p> <p>To give pupils access to a wide range of practical activities which enables them to progress with their musical skills and knowledge whilst building their confidence as individuals.</p> <p>To teach pupils the styles, genres and traditions involved in music making through a varied programme of study upholding the expressed aims of the National Curriculum.</p>	<p>Musical Skills: To continue building on concepts of the ingredients of music introduced in Year 1. Pupils learn to perform more challenging pieces refining and developing their understanding of Pitch, Beat, Rhythm, Melody, Tempo and Dynamics. Performance and ensemble skills are developed further through singing games, rounds, chants, folk songs and partner songs.</p> <p>Musical Knowledge: To introduce different genres of music pupils perform and appraise pieces in the following styles: South African Music, Christmas Music, Reggae, Ska, Twentieth Century Composers; Ravel, Gershwin and Copland. Pupils are introduced to instrument families and begin to identify instruments of the Orchestra as well as instruments used in Popular Music, World Music and Reggae.</p>
	PE	<p>To offer a broad range of physical activities and sports to stretch and inspire all pupils to their highest possible levels of performance.</p> <p>To establish self-esteem through the development of physical confidence and competence.</p>	<p>Target: to hit a target consistently from different distances, adjusting technique to suit; to make decisions on which target to aim for based on own analysis of ability.; to identify strengths and areas of development.</p>



		<p>To offer competitive sports at a range of levels.</p> <p>To stimulate and maintain pupils' interest and enjoyment in PE in order to lead a healthy active lifestyle.</p>	<p>Tag: to accelerate quickly from stationary to running at speed; to chase someone to tag them; to demonstrate dodging to evade a chasing player.</p> <p>Striking and Fielding: to strike a ball in different directions with varying amounts of force; to field a ball; to think about tactics that could be applied to the game when both striking and fielding; demonstrate decision making during a game; to identify strengths.</p> <p>Net and Wall: to perform the ready position and show quick changes of reaction; to understand how to strike a ball with a variety of equipment; to aim at targets at varying distances and heights; to catch a ball; to identify how performances could be improved.</p> <p>Invasion: to demonstrate the ability to throw and catch a ball whilst stationary and on the move; to perform a variety of throws; to think about the best tactic to use depending on where teammates and opponents are; to understand the role of cold and warm defence; to play enjoyable games.</p> <p>Gymnastics: to design and demonstrate a range of sequences which include travelling, balances and jumps on and off apparatus; to perform an egg roll; to adapt movements to add interest; identify strengths and areas of development.</p> <p>Dance: to create a short dance with clear transitions; to work with a partner to combine actions, adjusting order for fluency; to use different levels and space; to use gestures; to focus on one area of development</p>
--	--	---	--



			<p>Sports Day Athletics: to take part in a variety of events which include sprinting, jumping and throwing activities; to compete competitively and aim to improve their techniques.</p> <p>Swimming: to move in water (for example jump, walk, hop and swim using swimming aids and support). To float and move with and without swimming aids. To feel the buoyancy and support of water and swimming aids and to propel themselves in water using different swimming aids, arms and leg actions and basic strokes.</p>
--	--	--	---

CONCORDIA CRESCIMUS CURRICULUM

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
SPORT AND THE OUTDOORS	<p>To develop skills of teamwork, responsibility and leadership through the experience of a range of sports and outdoor activities.</p> <p>To experience both winning and losing in order to develop resilience, sportsmanship, respect for others and for the rules of the game.</p> <p>To develop lifelong healthy lifestyle habits that improve self-esteem and positive mental and physical health.</p>	<p>Sports' Day Play Time House games and competitions Multi Skills Festival</p> <p><u>Activities Programme</u> Forest School Gardening Multisports</p> <p><u>Extra-Curricular Activities</u> As published termly</p>

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
--------	-------------------	-----------------



CREATIVITY	<p>To develop the skills, confidence and imagination required to solve problems, take risks and innovate.</p> <p>To understand how creative fields, such as the arts, enhance our lives and how they inform our culture, heritage and British Values.</p> <p>To cultivate the ability to express oneself creatively in a range of fields.</p>	<p>House Art Competition House Creative Writing competition</p> <p><u>Activities Programme</u> Art Appreciation Sewing Paper Craft</p> <p><u>Extra-Curricular Activities</u> As published termly</p>
-------------------	---	--

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
PERFORMANCE	<p>To develop the confidence necessary to perform in front of an audience and appreciate the importance of constructive feedback in learning how to improve.</p> <p>To engage in creative collaboration, learning how to work as a team and the importance of individual contributions to a collective effort.</p> <p>To improve communication and language skills so that our pupils can communicate effectively with others with confidence.</p>	<p>Whole Class Assembly Whole year group assembly Infant Production Hymn and Singing Practice</p> <p><u>Activities Programme</u> Drama</p> <p><u>Extra-Curricular Activities</u> As published termly</p>

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
VOLUNTEERING AND MEMBERSHIP	<p>To understand the moral imperative to serve others in order to promote a better and fairer society, developing a lifelong commitment to charity and service.</p>	<p>School Council Representatives Helping Hands Reading Leaders CC Champions</p>



	<p>To develop leadership skills and understand the importance of taking responsibility for others both as a leader and as a member of an organisation.</p> <p>To develop the resilience and the confidence to lead and to serve those who are in need.</p>	<p>Buddies</p> <p>Harvest Festival</p> <p>Remembrance Service</p> <p>Litter Patrol</p> <p>Calendared charitable events such as</p> <p>Pupil-led charitable events</p>
--	--	---

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
WORLD OF WORK	<p>To understand the world of work by experiencing a wide range of interactions with institutions and people from different careers.</p> <p>To develop an understanding of ones' own interests and aptitudes, how these could be used in the world of work and for this to lead to career planning which connects current endeavour in school to future outcomes.</p> <p>To develop high ambitions and expectations for the future, along with good career management and employability skills, influenced by independent careers advice and guidance.</p>	<p>Careers Week activities and assembly</p> <p>Jobs People Do Speakers</p> <p>Jigsaw PSHE Big Question: <i>Can you set a goal and chart the stages of your journey to success?</i></p>

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
NOSCE TE IPSUM - know thyself (PSHE)	<p>To develop the knowledge, skills and attributes needed to manage the critical opportunities, challenges and responsibilities that young people will face as they grow up and in adulthood.</p> <p>To understand how to keep oneself safe from relevant risks such as abuse, sexual exploitation and extremism, including</p>	<p>Autumn 1: <u>Being in my world</u></p> <p><i>Focus word: identity</i></p> <p>What are you looking forward to this year and what may be worrying you?</p> <ul style="list-style-type: none"> • Hopes and fears for the year • Rights and responsibilities



when using the internet and social media and to know how to keep oneself healthy, both emotionally and physically.

To prepare positively for life in modern Britain, promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

There is a whole school approach to teaching PSHE, SMSC and British Values at Polam Hall School and a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.

The six Puzzles (units) are taught across the school and the learning deepens and broadens every year.

Intended outcomes

As a result of our PSHE programme of learning, pupils will:

- develop their knowledge and understanding of citizenship and economic wellbeing, rights and responsibilities, and aspects of law.
- understand the importance of healthy lifestyles and their physical and mental wellbeing, and develop skills and strategies to raise confidence and self-esteem
- know and understand the importance of staying safe

- Rewards and consequences
- Safe and fair learning environment
- Valuing contributions
- Choices
- Recognising feelings

Autumn 2: Celebrating difference

Focus word: tolerance

Why is it important to celebrate difference?

- Assumptions and stereotypes about gender
- Understanding bullying
- Standing up for self and others
- Making new friends
- Gender diversity
- Celebrating difference and remaining friends

Spring 1: Healthy me - mens sana in corpore sano (a healthy mind in a healthy body)

Focus word: respect

What does your body need to stay healthy?

- Motivation Healthier choices
- Relaxation Healthy eating and nutrition
- Healthier snacks and sharing food

Spring 2: Dreams and goals

Focus word: aspirations

Can you set a goal and chart the stages of your journey to success?

How important is perseverance?

- Achieving realistic goals
- Perseverance Learning strengths
- Learning with others
- Group co-operation
- Contributing to and sharing success

Summer 1: Relationships

Focus word: integrity



	<ul style="list-style-type: none"> • be able to recognise the characteristics of healthy and unhealthy relationships • understand why and how their body will develop and change as they grow up. 	<p>What are the different roles and responsibilities in your family?</p> <ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships <p>Summer 2: <u>Changing me</u> <i>Focus word: resilience</i></p> <p>What is a life-cycle?</p> <ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness • Preparing for transition
--	---	--