



# Wider Curriculum Policy

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**Review Date:** July 2023

**Date of next review:** July 2024

**This policy should be read in conjunction with the following policies and documents:**

- Joydens Wood Curriculum
- Art and Design Scheme of Work
- Development Matters (2021): Non-statutory curriculum guidance for the early years foundation stage
- Teaching Learning and Assessment Policy
- Display Policy
- Marking Policy
- SEN Policy

## **Curriculum Intent**

Joydens Wood Infant School's curriculum allows the children to develop independence and expertise through a succinctly planned Progression of Skills and Knowledge. Every element is carefully considered so the children have a strong grasp of how their prior knowledge enables them to be successful in their future learning.

Our Curriculum is designed to ensure our children have a progressive educational journey that enables them to:

- *Develop strong fluency and confidence in the foundations in Literacy and Mathematics*
- *Lead their own learning through child-led and enquiry-based opportunities*
- *Think critically and make links through a cross curricular approach which is underpinned by key texts*

We are proud of our curriculum design as it is ambitious and diverse, enabling all children regardless of their background and barriers to have the right opportunities to flourish in their learning. We provide a 'Nurture' approach for our children who require the curriculum to be delivered in a more holistic and pastoral way.

## **Curriculum Implementation**

The implementation of our curriculum is simple, teachers and leaders must ensure:

- Planning is based on knowledge rich experiences, underpinned by a carefully considered and progressively planned set of skills. The planning is broken down into Medium Term and Short-Term planning.
- Progress is measured by the level of independence, resilience and confidence in the application of skills and vocabulary, this is called 'learning autonomy'. Learning autonomy is defined by our team as 'being able to use and apply skills independently and in a range of situations'. The autonomy enables us to strongly identify when skills transform into knowledge and when they have been committed to long term memory.
- Evidence is measured through a combination of book looks, learning walks, planning scrutiny and teacher, parent and pupil surveys. This feeds into the evaluation of the overall impact of the curriculum.

## **Curriculum Impact**

Everyone is accountable for the curriculum impact through a non-hierarchical structure of responsibility to provide a secure understanding of:

- How the Progression of Skills and Knowledge enables children to use their prior learning to help them to be successful
- Whether any aspects of the curriculum need to be retaught to gain further depth of knowledge and expertise
- How the key texts enable children to acquire high level vocabulary and conceptual understanding

Leaders are responsible for ensuring they have a carefully planned and developed Progression of Skills (PoSK) and policy for each subject area. Leaders are responsible for ensuring all staff involved in teaching and learning have secure subject knowledge and that CPD is implemented without delay.

Teachers and Learning Support Assistants are responsible for tracking the children's progression through the curriculum content and ensuring they are planning regular opportunities to check children's depth of knowledge and learning autonomy. Teachers must ensure that progress is fed back to parents and subject leaders regularly.

Parents are responsible for ensuring they challenge teachers on how their child is progressing through the curriculum and how they can support at home. Parents must have a strong understanding of what has already been taught, what needs to be taught next and how this will help their child in the next stages of their education.

Children are responsible for ensuring they share their views on their learning and reflect on how confident they feel in different aspects of the curriculum. Children must be provided regular opportunities to share their 'Pupil Voice'.

## **Curriculum Overview and Progression of Skills and Knowledge 2022-2023**

This document shares our school's Joydens Wood Curriculum that is succinctly linked to the National Curriculum, Early Years Framework and Development Matters 2021. All statements have been taken from statutory documentation and put into a progressive journey across the course of their infant schooling and beyond. The school follows a cross-curricular approach (where possible) which links to Power of Reading texts from CLPE, the cross curricular approach is broken down into 6 topics which are themed and linked directly to our curriculum. This enables planning to be inspiring and creative whilst ensuring a depth of knowledge and conceptual understanding underpins each topic. Where subjects are taught discretely; Mathematics, RE, PE, PSHE, Computing and Art (Year 2 only), a specific scheme of work is followed.

## **Science**

### **Implementation: Teaching and Learning**

#### **Curriculum Planning**

Science is taught in a cross-curricular way and Teachers are responsible for ensuring that their classes are planned for appropriately. The Joydens Wood Curriculum outlines what topics and skills should be taught by the end of Autumn, Spring and Summer for each year group. Teachers are free to plan Science lessons in a creative and active way, ensuring that the correct key skills from our curriculum are explicitly taught. Outdoor Learning is embedded into the Science Curriculum through Scientific enquiry and is a non-negotiable part of our Science curriculum. Teachers can plan using the Outdoor Learning scheme of work. Science Progression should be evident in each year groups Medium Terms plans and then incorporated into weekly planning, highlighting the vocabulary, skills, and SEN/PP support. The acquisition of Key Scientific knowledge is an integral part of our Science planning and ensuring there is progress, enables children to learn and retain the important, useful, and powerful vocabulary and knowledge needed within each area of Science. It is the Teachers responsibility to inform the Science Leader if they require any additional resources that are not available in the themed curriculum cupboards and Science shed outside. Fundamental Outdoor learning skills, within the scheme of work, have been included to support teachers and all staff in understanding what all children should know and be able to do in order to access further outdoor learning activities and skills. The outdoor learning skills are separated into different categories, relating to health and safety, survival skills, independent outdoor learners, building and constructing and caring for ourselves, animals, and our environment.

#### **Teaching**

At Joydens Wood Infant School, we have an active, cross-curricular, and hands-on approach to Science learning. We encourage children to be inquisitive and to take responsibility for their own learning through the exploration of resources. We ensure that the children are developing the skills to be able to predict, design, test and conclude their own investigations. Our Science Garden, Pond Area and Reception and Year 1's outdoor areas allow outdoor learning to be effective as part of our Science Curriculum and cross-curricular approach. In Year 2, Science should be taught for a minimum of once a week through Enquiry Led learning. EYFS and Year 1 will be exposed to Science daily through the provision. During CIP and Group times in EYFS and Year 1, Science activities and skills should be evident and linked to outcomes in the National Curriculum and Development Matters, based in the Joydens Wood Curriculum.

Science vocabulary should be evident in all classrooms and children should be able to use and apply the Science vocabulary relevant to the topic they are focusing on. Children should also be encouraged to use full sentences and include the key words from the lesson within this.

Early Reading will be promoted through Science by the children reading a range of non-fiction texts and being able to form their own predictions, methods, and conclusions. Early Maths will be promoted through Science by the children being able to show their findings on different graphs and linking Science topics to areas of Maths, shape and measure, number, and time

## **Recording Science**

In Year 2, Science learning should be evident within our topic books and, when appropriate, on children's Dojo portfolios, embedding our cross-curricular approach.

In Year 1, Science learning should be evident within topic books and on Class Dojo, where a cross-curricular approach has been used.

In EYFS, Science should be evident on children's Class Dojo portfolios.

For all year groups, graphs and tables should be written and drawn on squared paper, linking to our Mathematics skills.

Science vocabulary, through key words, should also be used during every lesson and should be evident on planning. This will ensure the children are gaining the skills and depth of knowledge to be able to predict, design, test and conclude.

## **Resources**

Within the school there is a wide range of resources to support the teaching and learning of Science across the school. These are stored in the Curriculum cupboards and garage on the playground and are labelled for easy access. All staff are responsible for keeping the cupboard tidy and ensuring they return resources once they have finished using them. There are also exciting resources for our outside learning environment, which are stored in our shed outside. EYFS and Year 1 provisions have valuable Science resources for the children to choose and explore. These resources should be kept stocked and accessible for all learners.

Every classroom should display Science vocabulary, which will aid learning during lessons. Within EYFS and Year 1, Science displays should be evident in the area in which Science is taking place, displaying key vocabulary, questions and children's learning and pupil voice.

## **Assessment**

Science Assessment will be carried out in the following ways:

- Marking children's work and CIP observations
- Verbal feedback
- Teacher judgement
- Pupil voice

Class Teachers/Science Leader will undertake a pupil voice after each term whereby Science is a focus, in order:

- To ensure consistency of approach across the school.
- To ascertain pupils' understanding of Science and the Science lessons they have taken part in.
- To gain an insight into all pupils' thoughts about the nature of Science.

Teachers should use the Joydens Wood Curriculum, to assess whether a child is working towards, working at, working above and this should take place every half term.

Teachers are to assess the children at the end of the week and use this to inform their future planning, this can be based on Teacher judgement and can be an informal log.

## **Vulnerable Learners**

The Science curriculum will ensure that all children are able to access the learning. All teachers will teach the skills required to access the curriculum and make sure there is depth of understanding. Once these fundamental skills have been taught and understood, the children should be constantly supported and challenged. Careful consideration in the 'barriers to learning' will enable teachers to form a picture as to how a child's life experiences and opportunities hinder their development in Science.

- SEND and EAL pupils: resources and support should be planned to enable all children to have access to the learning. Suitable aids that are relevant to the child in the 'classroom' context should be reviewed for their suitability and impact when the child is accessing Science in other areas and places. Where necessary a risk assessment should be undertaken. All resources should be clearly labelled to allow all children to access them.
- Disadvantaged pupils: children have external circumstances that affect their ability to access the Science Curriculum and experiences. Our School is expected to identify these contributing factors rapidly to ensure every child has the same opportunities to access their learning. This may involve discussing the child's home life with the DSL or FEL.
- In-year admissions and Persistent Absentees: children who have not attended our school previously or have poor attendance are at risk of not being able to access the learning. They may have significant gaps in their skills and knowledge that prevent them from being able to access specific skills/games. All children that are new/returned to school following a period of absence should be carefully monitored to ensure support is implemented without delay. In some cases, it may be necessary to undertake a risk assessment.

## **Cross Curriculum Links**

At Joydens Wood Infant School, we follow a cross-curricular approach to learning, whereby all subjects are intertwined and linked to an overarching theme. The order in which Science topics should be taught are outlined in the Joydens Wood Curriculum, the topics have been chosen to be taught in this order to link to other books, texts and areas of learning across the school. Curriculum days and weeks will be planned for in each term and may include: Science week, science competitions, external visitors, and trips. The curriculum days and weeks will be planned across the school to ensure that there is a challenge for all learners and that the learning is age appropriate. These events support the Teaching, Learning and Assessment cycle, by allowing the Teachers to plan exciting opportunities that allow all children to learn and use this as an assessment tool to inform future planning.

## **Extra-Curricular Activities**

All extra-curricular clubs and activities link to our school's teaching and learning. All clubs are available to all children, so that talents and interests are nurtured.

Termly activities and events are built into the school's calendar to enable all children to have access to our local area and different experiences and competitions, such as visits to the local farms and Joydens Wood woods.

Science week is planned yearly; a broad range of scientific skills are built into the week to give all children the opportunity to showcase their strengths.

## **Impact**

### **The Role of Subject Leader**

The Science Leader is responsible for providing access to the Joydens Wood Curriculum to every teacher and member of staff and ensure they fully understand what is required. This is distributed to year groups for the pre-planning meetings. The Science Leader will undertake learning walks, book looks and pupil voice when science is a focus for that term, to ensure and assess how effective the Science Curriculum is and the next steps. Professional conversations will be made with other subject leaders to evaluate the cross-curricular approach and planning for impact.

The Science Leader will:

- Ensure the Year 1 and EYFS outdoor provision areas encourage Science learning outside the classroom, linking to all topics within Science.
- Monitor the standards of teaching and progression of skills.
- Provide support and training to staff (see CPD below)
- Ensure Outdoor Learning is effective throughout the School.

The Science Leader will audit the effectiveness and use of the resources termly, by observing how the children and Teachers use them during lessons, observing whether the children are using them for the right purpose and know why they are using them and whether the resources that are available are suitable for the needs of our children and supporting the teaching of a broad curriculum.

Progression and the impact of the Joydens Wood Curriculum is measured through a child's ability to explain their understanding of key Science matters using Scientific vocabulary. This can be measured in different ways through teacher judgement, pupil voice, book looks, planning scrutiny and learning walks.

Attainment and progress can be measured across the school using our SIMS system and this data will be analysed to provide key groups of children to support further and investigate whether our Science Curriculum allows these children to access Science as well as challenge them.

Throughout the year the Science Leader will complete the following monitoring across the school:

- Autumn term- observe Science Learning in the environment and classrooms.
- Spring term- provide CPD and training to all staff about how to deliver a broad and thought out curriculum, using the Joydens Wood Curriculum, linking Outdoor Learning. Carry out book looks to ensure consistency and effectiveness of Ideas for Depth cards.
- Summer term- reflect on the impact Science has had over the two terms.
- Throughout the year, undertake pupil voices when Science is a focus for that term and use this to inform planning, teaching and review of Science within the Joydens Wood Curriculum.

## **Art & DT**

### **Implementation: Teaching and Learning**

#### **Curriculum Planning**

Art and Design promotes the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They also have the opportunity to compare ideas, methods and approaches in their own work and that of other children, which

encourages the development of personal, social and health education skills. Furthermore, children will be taught Art and Design skills whilst exploring different texts as set out in the Joydens Wood Curriculum and the Art Scheme of Work Idea Sheets. In addition, Art and design contributes to children's mathematical understanding by providing opportunities to develop the children's understanding of shape, pattern and space through work in two and three dimensions.

We provide a rich environment in which we encourage children to experience art in different forms, including sculpture and many other forms of media. They will also become aware of not only British artists but an array of artists from different countries and cultures who inspire their own creations. Their artwork enables them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of spiritual, moral, social and cultural development.

### **EYFS**

EYFS plan for Art and Design opportunities within the provision. The skills to develop each week, as taken from the Art and Design Scheme of Work are set up in The Art Studio which provides a great environment in which children can develop their skills.

### **Year 1**

Similarly to EYFS, Year 1 teachers will plan for Art and Design opportunities within the provision.

Class Teachers record their planning on a weekly overview grid. The planning is informed by the Art and Design Scheme of Work and this must be adapted to individual needs to provide support and challenge as necessary. In addition, children are taught Art and Design through focused teaching sessions during PPA. This is planned for by Year 1, delivered by a Cover Supervisor.

### **Year 2**

Class Teachers record their planning on the weekly planning document and this ensures a consistent approach across the year group and encourages Class Teachers to plan for the progression of children's skills. In addition, children are taught Art and Design through focused teaching sessions during PPA. This is planned for by Year 2 teachers and delivered by a Cover Supervisor.

### **Teaching**

All lessons are planned and created by Class Teachers, and will be informed by the Art scheme of work and the Joydens Wood Curriculum. Class Teachers are expected to discuss the scheme of work and use this model to inform their planning, however, this can be adapted to support the needs of their cohort.

Art and Design is a cross-curricular subject and at the beginning of each Art and Design lesson there are 'star words' modelled by the Class Teacher and support staff to encourage children to use the correct vocabulary. These 'star words' will then be celebrated throughout the lesson when children use them independently. The lesson model will follow a six part design and the children's artwork will be recorded within either books, art folders and/or Class Dojo. This allows them to plan, design, create and reflect on their own work. In addition, any large scale or 3D pieces will be recorded through an annotated photograph.

In EYFS the children are able to access the Art Studio during CIP and for focussed teaching sessions (group times) as required. Children's work is displayed in the Art Studio and put in the child's portfolio on Class Dojo.

For Year 1 Art and Design is available within the provision on a daily basis for the children to access independently. Class Teachers plan group times which provide children with the opportunity to explore the vocabulary associated with Art and Design. During group times, Class Teachers model skills which are then applied and consolidated by the children during

their 'child initiated play'. Teachers can take photos of their artwork and designs or 3D pieces and upload to the child's Dojo portfolio, where it will be kept and celebrated with parents.

### **Resources**

Class Teachers are responsible for ordering in any specialised materials which are not used on a daily basis. These will be kept in the classroom with excess resources in the stock cupboard.

### **Assessment**

Assessment forms part of the planning, teaching and learning which takes place throughout the year by questioning, observing pupils developing skills and discussing their creative ideas. Each piece of work will provide the opportunity to explore a newly learnt skill or provide the opportunity to develop a previously learnt skill. Assessment in Art and Design considers the child's level of skill and grasp of concepts, use of key vocabulary and how the child builds on links from prior concepts, skills and experimentations.

Staff are provided with the scheme of work, which informs assessment and planning. In addition, the document enables Class Teachers to assess each child individually within a skill and ensures coverage across the year of the key skills. During focussed teaching time with a Cover Supervisor, professional discussion with the Class Teacher is used to inform and reflect upon the children's progress throughout the year.

In EYFS and Year 1, Art and Design work completed in Child Initiated play is photographed and uploaded onto Class Dojo Portfolios with observation annotations and next steps provided in relation to Expressive Arts and Design. Year 1 also have an Enquiry Led book to record their plans, designs and art work. In Year 2, each child is provided with an Art folder which allows them to store their plans, designs and create their artwork during teacher taught and PPA lessons. The Class Dojo Portfolios, foundation books and Art folders are used to inform the Class Teachers of progress and areas that require further development.

### **Vulnerable Learners**

Every child has access to art and design experiences which are differentiated to ensure the needs of all children are met. Vulnerable learners are supported through greater differentiation of tasks and materials made available. We strive to meet the needs of all pupils with special educational needs and of those learning English as an additional language, disabilities, disadvantaged pupils, in-year admissions, persistent absentees. We assess the needs of each child, using a variety of techniques, and we take action to enable the child to learn as effectively as possible. Intervention through Quality First Teaching will be put in place and extra differentiation is provided as required.

It is the Class Teacher's responsibility to respond to all children's diverse learning needs and set suitable challenges which can be accessed by every child. As a result, the school strives to overcome potential barriers to learning and assessment for individuals and groups of children. The Cover Supervisor is to check with the Class Teacher as to the suitability of the planned taught session in PPA and it is the Class Teacher's responsibility to provide differentiated plans, if required.

### **Impact**

#### **The Role of Subject Leader**

Working collaboratively with other colleagues in school, the Art and Design Subject Leader establishes high expectations for all children to access resources independently and to make skills based progress. The Subject leader will:

- Develop the Art Studio to encourage independence for all children within EYFS



- Monitor the standards of teaching and progression of skills
- Provide support and training to staff (see CPD below)
- Ensure displays are kept neat and maintained to a high standard

Throughout the year the Art and Design Subject Leader will complete the following monitoring across the school:

- Autumn term: Learning walks across the school to ensure Art and Design is being taught effectively
- Spring term: observe Class Teacher/Cover Supervisor during Art and Design lessons, provide feedback and conduct a pupil voice survey to obtain children's opinions on the subject.
- Summer term – reflect on impact of Art and Design over the previous two terms and update Class Teachers with any changes to display requirements.

## **History**

### **Implementation: Teaching and Learning**

#### **Curriculum Planning**

The History leader contributes towards the Joydens Wood Curriculum to ensure skills are taught in a progressive and cross curricular way throughout the year. This supports the subject of History as all staff are clear on expectations, from delivery to planning, and understanding how to link it with other subjects.

Teachers use the following model to plan:

Joydens Wood Curriculum



Medium Term Plans



Weekly Planning

All planning for History should include: the History Skills that are going to be taught, key vocabulary for that skill and how SEN/PP will be supported.

#### **Foundation Stage**

History in the Foundation Stage is taught within the specific area of “Past and Present in Understanding the World”, which reflects skills from Development Matters (2021). The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world through the following programme of topics:

Autumn Term		Spring Term		Summer Term	
Awesome Inventions!	We are on a Mission...	Our Amazing Planet!	Let's Grow!	Worms, Webs and Wings...	Zoom, Zoom, Zoom we are going to the moon!

EYFS loosely follow the school's above topics but are largely child led, based on their current interests. Despite this, pupils are still encouraged to talk about their families and past

and present events in their lives. They begin to gain knowledge and understanding of the world through:

- Photographs/artefacts
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

Planning in the Foundation year is shown through the team's weekly overview and when this is taught e.g. during group time or as enhancements. The area of History should be related to that term's CLPE text and subject focus link e.g. Autumn term is linked to Inventors. Teachers should aim to do a whole class introduction (with History skills planned through group times) to each new history topic and demonstrate what is available and expected of the pupils when in this history area.

### **Key Stage 1**

The new 2014 National Curriculum at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide range of vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above, through teaching about the people, events and changes outlined below, teachers may introduce pupils to historical periods that they will study more fully at Key Stage 2.

By the end of Year 2 pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

### **Teaching**

Story, drama and narrative are central to history teaching and are a natural resource in which sequence, causation and change can be explored. For younger children, in particular, providing children with experiences in relation to history are a fundamental building block for developing language, a chronological environmental understanding and a stimulus to inspire the children to apply these skills independently.

History teaching should cause pupils to ask "How do we know?" and provide them with experiences of working with different source materials, documents, photographs, maps, artefacts, oral testimony, videos, secondary interpretations as well as visits.

Pupils should be encouraged to be imaginative when working with evidence while at the same time respecting it. They should be able to offer hypothetical explanations of past events, supported by carefully reasoned proof, and to test them by comparing sources, discussion and argument.

In Year 1 the expectation is also that History is taught during the identified terms through the provision, Group Time or as part of the CLPE Text/Non-Fiction focus.

In Year 2, History will be taught weekly through enquiry led learning. This involves the children being taught in a slightly adapted '6-part step' way which is based on the school's maths lessons (see maths policy). This involves the whole class starting with a 'do now' activity which will usually introduce them to any key vocabulary to use within the lesson. This may be partner or group led. The whole class will then come together for the 'new learning' and may sometimes use the 'talk task' element if needed. Pupils will then work through their 'independent learning' activity, which again may be individual, in pairs or as a group.

### **Recording**

Recording History in the Foundation Stage will happen in the pupil's online Class Dojo portfolios with observations and photos.

Year 1 pupils will also have observations and photos relating to History posted onto their Class Dojo. In addition, the pupils will record History in their topic books with clearly planned history skills detailed in the Learning Objective. Any group work will be evidenced on the class's story page of Class Dojo.

In Year 2 pupils will record the majority of their history work in their topic books with a dated learning objective at the top of the page detailing the skill based learning. This work is to be marked in line with the Teaching, Learning and Assessment Policy. For any whole class, group work or practical activities teachers will take photos and post these on the class's story page of Class Dojo with the learning objective and a related comment on the learning.

Key vocabulary is heavily promoted across the school and history vocabulary should be demonstrated and used across all three year groups to ensure all pupils of all ages are exposed to a rich and varied subject specific words. As previously mentioned, this vocabulary should not be restricted to just History lessons but be seen and heard across the curriculum and during child-initiated play.

### **Resources**

History resources are stored in the school's curriculum cupboards, adapting the themes of the year and linking to our cross-curricular approach. History resources should be used during lessons to expose the children to different era's and enhance their understanding of the skills taught. Within each classroom pupils should always have easy access to non-fiction books and artefacts particularly related to the current topic.

As our school planning and teaching is cross curricular displays do not have to be solely focused on History. However, key vocabulary for History should be clearly on display for pupils to access during the focus term and corridor displays should celebrate an element of History through pieces of work, photos or vocabulary. Any displays should tie in with the school's display policy and be changed at least each half term.

### **Assessment**

All pupils' work is regularly marked and assessed against the Joydens Wood Curriculum, whereby this should be used as formative assessment to support the children during the lesson and aid future planning. In addition, our curriculum will also be used to inform summative assessments and linked to teacher judgement. Pupils are encouraged to improve their own learning performance through the school marking policy enabling the depth of knowledge and committing key vocabulary to long term memory.

In the Foundation Stage and Year 1 teachers will upload observations which include a differentiated next step, linking to Understanding the World (EYFS) or normally linking to the Joydens Wood Curriculum (Year 1).

In Year 2 and Year 1 teachers will mark all History pieces, using the green and pink highlighters. Pupils will then be given the opportunity to self-edit their work using their purple pen.

History will be moderated within and across year groups before a data drop. This will aid teachers to compare different levels of pupil's work across classes and also allow Year 1 teachers to share work with Year 2 teachers at the end of the year to moderate pupil's levels. Year groups will give feedback to the subject leader who will then use this information to make any necessary adaptations.

### **Cross Curriculum Links and Extra Curricular Activities**

A cross-curricular approach to History allows a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics. A study which crosses subject boundaries allows for investigations that engage children's imagination. It also gives teachers opportunities to encourage active enquiry, taking the initiative, and discussion and debate by children. This enables them to identify patterns of information between subjects that will help to enforce key knowledge. One clear link is between History and Geography. If we are learning about a specific country in Geography, studying that country's civilisation and origins in History is a great way for pupils to become engaged with learning by creating their own links between different subjects. Great examples of this include learning about Greece in Geography and the Ancient Greeks in History. We could even expand this to include a study of ancient Greek Gods in Religious Education lessons.

In all cross-curricular topics, History particularly provides an ideal context for extending children's literacy, in speaking and listening, reading and writing.

### **Vulnerable Learners**

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, race or gender, are given full access to the Joydens Wood Curriculum. In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the needs that apply to children being taught in the class. For pupils with SEN, tasks are differentiated accordingly so that all pupils are included. There are occasions when the resources may be different from those of the class but these will be in keeping with the pupil's needs.

More able and talented pupils will be identified and their work differentiated accordingly. Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to:

- setting suitable learning challenges
- responding to the diverse learning needs of pupils
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- The above principles are considered in medium and short term planning.  
Teaching assistants may support individuals or groups of children within the lessons.

For each History lesson teachers will include a recap of the specific knowledge or skills taught during the previous lesson. This will enable not only all pupils to have a reminder, but any pupils who have high levels of absence and Pupil Premium children to fill in the gaps and be able to continue in the sequence of learning. In addition, the Joydens Wood Curriculum has been written to ensure there are smooth progression links and History skills and knowledge are being built up across the year. The History curriculum also supports Pupil Premium children and makes History an inclusive subject, by exposing children to events and artefacts that they might not ordinarily have access to.

## **Impact**

### **The Role of Subject Leader**

History will be monitored by the History subject lead. Monitoring will take place across the school in the focus terms identified in our curriculum. This will include learning walks and meetings with year group teams to discuss planning or give feedback and undertake moderations of planning (weekly and medium term plans). Writing books, Class Dojo and plans will be monitored to ensure that the key skills are being effectively taught and match the needs and abilities of the pupils.

The History subject leader will keep their leadership log up to date to show what developments, responsibility and impact they have had. The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, History subject leader, School Council and all teaching staff to ensure appropriate coverage of the curriculum and teaching of key skills are being implemented.

## **Geography**

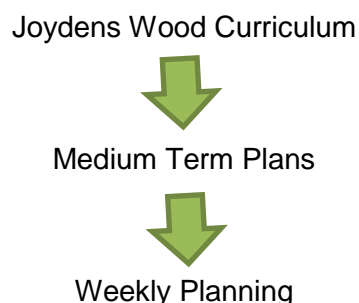
### **Implementation: Teaching and Learning**

#### **Curriculum Planning**

In the Joydens Wood Curriculum we have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Teachers use the following model to plan:



All planning for Geography should include: the Geography Skills that are going to be taught, key vocabulary for that skill and how SEN/PP will be supported.

## Teaching

The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world through the following programme of topics:

Autumn Term		Spring Term		Summer Term	
Awesome Inventions!	We are on a Mission...	Our Amazing Planet!	Let's Grow!	Worms, Webs and Wings...	Zoom, Zoom, Zoom we are going to the moon!

### Foundation Stage

EYFS loosely follow the school's above topics but are largely child led, based on their current interests. Early Years explore geographical themes and content through the Understanding of the World. This involves guiding the children to develop a sense of the natural world, as well as people, culture and communities through opportunities to explore, observe and find out about people, places, technology and the environment.

### Key Stage 1

During Key Stage 1 pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs. Pupils should develop knowledge about the world, the United Kingdom and their local area. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

By the end of Key Stage 1, most children will be able to:

- Describe the main features of localities and recognise similarities and differences.
- Recognise where things are and why they are as they are.
- Express their own views about features of an environment and recognise how it is changing.
- Find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources.

Teachers should be teaching Geography depending on the topic as seen on the Joydens Wood Curriculum. High quality non-fiction texts and narrative are central to Geography teaching and are a natural resource in which children learn about different places and environments. For younger children, in particular, they can provide a vehicle for developing language, children can be taught to listen carefully and critically. This ties in to our aim of transferable knowledge from subject to subject, so we would want to see Geography vocabulary being used where applicable, for instance, in reading comprehensions. In order to do this, teachers ensure that some of the non-fiction texts that are used in the Guided Reading hours are geographical in nature. For reading links we have matched the high quality texts used in class to the topic each half term, which is evident on our curriculum.

Key vocabulary is heavily promoted across the school. Teachers share 'Star Words' at the beginning of each lesson. Geographical vocabulary should be developed and shared across all three year groups to ensure all pupils of all ages are exposed to a consistently rich and varied list of relevant words to use in their Geography learning. The vocabulary should not be restricted to just Geography lessons but be seen and heard across the curriculum to tie the topic learning together.

## **Recording**

Recording Geography in the Foundation Stage will happen in the pupil's online Class Dojo portfolios with observations and photos.

For recording in Year 1 pupils will have any observations and photos relating to Geography on their Class Dojo portfolio, in addition to recording in their topic books with Geography links detailed in the Learning Objective. Any group work will be evidenced on Class Dojo.

In Year 2 pupils will record the majority of their Geography work in their topic books with a dated learning objective at the top of the page detailing the learning. This work is to be marked following the school's marking policy. For any whole class, group work or practical activities teachers will take photos and upload these onto Class Dojo along with the learning objective and a related comment on the learning.

Graphs and tables should be written and drawn on squared paper, linking to our Mathematics skills.

## **Resources**

Teaching and learning in Geography is supported by a wealth of resources. All classes have class computers and I-pads, interactive whiteboards with access to the Internet and opportunities to use laptops. Teachers need to give children sufficient opportunities to develop real competence in map skills using visual resources and presentations from a wide range of software and internet sites, including Google Earth or YouTube.

A wide range of resources to support the teaching and learning of Geography across the school are stored in the 'Curriculum Cupboards' and garage on the playground such as non-fiction texts, globes, maps, compasses. All staff are responsible for keeping the cupboard tidy and ensuring they return resources once they have finished using them.

There are resources for our outside learning environment, which are stored in our shed outside. EYFS and Year 1 provisions have valuable Geography resources for the children to choose and explore. These resources should be kept stocked and accessible for all learners.

For Years R there should be a Geography display board in the room which focuses on Geography. In Years 1 & 2 each class should have a display board devoted to Geography learning and celebrating the children's work. As our school planning and teaching is cross curricular the display does not have to be solely a Geography display board but rather show work and resources relating to that term's topic. However, key vocabulary for Geography should be clearly displayed for pupils to access. Corridor displays should celebrate an element of Geography through pieces of work, photos or vocabulary. Any displays should tie in with the school's display policy and be changed at least each half term.

## **Assessment**

Class teachers continually monitor and evaluate the work of their pupils on a day to day basis. This informs planning, target setting and teaching. Teachers will mark the children's Geography learning following our Marking Policy and give verbal feedback throughout the lessons. Next steps should be provided for all children, which can be accessed by all learners, to extend their learning. Assessment will be through verbal feedback and teacher judgement by the Joydens Wood Curriculum.

Class teachers/Geography Leader will undertake a pupil voice after focus term in order:

- To ensure consistency of approach across the school.
- To ascertain pupils' understanding of Geography and the Geography lessons they have taken part in.
- To gain an insight into all pupils' thoughts about the nature of Geography.

Teachers should use the Joydens Wood Curriculum for Geography to assess and inform planning, to make sure that our Geography learning is relevant and appropriate to each individual child and class. The progression of skills across the Geography subject establishes a clear vision of what teachers expect pupils to achieve in Reception then in Year 1 and Year 2, and that it builds upon each year key skills.

### **Cross Curriculum Links**

Cross curricular outcomes in Geography are specifically planned for, with strong links between Geography and Literacy lessons because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the English and Guided Reading hours are geographical in nature. Geography in our school also contributes to the teaching of Mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use graphs to explore, analyse and illustrate a variety of data. In History and RE, geographical knowledge is essential in order to place events and themes in context. Geography also contributes significantly to the teaching of personal, social and health education (PSHE). We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study, again promoting fundamental British Values. The nature of the subject means that children have the opportunity to take part in debates and discussions.

Our Geography curriculum enables children to develop knowledge and skills through extra-curricular activities which include school trips.

### **Vulnerable Learners**

The Geography Curriculum will ensure that all children are able to access the learning. All teachers will teach the skills required to access the curriculum and make sure there is depth of understanding. Once these fundamental skills have been taught and understood, the children should be constantly supported and challenged. Careful consideration in the 'barriers to learning' will enable teachers to form a picture as to how a child's life experiences and opportunities hinder their development in Geography.

- SEND and EAL pupils: resources and support should be planned to enable all children to have access to the learning. Suitable aids that are relevant to the child in the 'classroom' context should be reviewed for their suitability and impact when the child is accessing Geography in other areas and places. Where necessary a risk assessment should be undertaken. All resources should be clearly labelled to allow all children to access them.
- Disadvantaged pupils: children have external circumstances that affect their ability to access the Geography Curriculum and experiences. The school is expected to identify these contributing factors rapidly to ensure every child has the same opportunities to access their learning. This may involve discussing the child's home life with the DSL or FEL.
- In-year admissions and Persistent Absentees: children who have not attended our school previously or have poor attendance are at risk of not being able to access the learning. They may have significant gaps in their skills and knowledge that prevent them from being able to access specific skills/games. All children that are new/returned



to school following a period of absence should be carefully monitored to ensure support is implemented without delay.

## **Impact**

### **The Role of Subject Leader**

The Geography Leader is responsible for providing access to the Joydens Wood Curriculum to every member of staff and ensures they fully understand what is required. This is distributed to year groups for the pre-planning meetings. The Geography Leader also provides resources that are available in school and regularly monitor whether the resources are being used effectively. The Geography Leader will undertake learning walks, book looks and pupil voice to ensure and assess how effective the Geography Curriculum is and the next steps. Professional conversations will be made with other subject leaders to evaluate the cross-curricular approach and planning for impact.

The Geography Leader will audit the effectiveness and use of the resources, by observing how the children and teachers use them during lessons, observing whether the children are using them for the right purpose and know why they are using them and whether the resources that are available are suitable for the needs of our children and supporting the teaching of a broad curriculum.

Progression and the impact of the Joydens Wood Curriculum are measured through a child's ability to explain their understanding of key Geography matters using Geographical vocabulary. This can be measured in different ways through teacher judgement, pupil voice, book looks, planning scrutiny and learning walks.

Attainment and progress can be measured across the school using our SIMS system and this data will be analysed to provide key groups of children to support further and investigate whether our Geography Curriculum allows these children to access Geography as well as challenge them.

Throughout the year the Geography Leader will complete the following monitoring across the school:

- Autumn term- observe Geography learning in the environment and classrooms.
- Spring term- provide CPD and training to all staff about how to deliver a broad and thought out curriculum, using the Joydens Wood Curriculum.
- Summer term- carry out book looks to ensure effectiveness of Progression of Skills and Knowledge.

The Geography Leader will keep their leadership log up to date to show what developments, responsibility and impact they have had.

### **Continued Professional Development**

The Wider Curriculum Leader will keep up to date with any changes to each of the above mentioned subjects and will continue to develop their own CPD. The subject leader will also carry out their own development through reading (journals, articles, books) and collaboration with other schools through visits and relevant courses.