



Hunnyhill Primary School

Date of Review	October 2020
Next Review Due	February 2022
Staff Responsibility	Headteacher
Notes / Source	
Signed by Chair of Governors	<i>P Stevens</i>

Curriculum Policy

Rationale

This Policy aims to give an overview of the subjects taught at Hunnyhill in line with the National Curriculum. The ethos surrounding learning in this school can be found in the Teaching & Learning Policy; the practicalities are contained in the Staff Information Book. EYFS, English, Mathematics and Calculation have separate policies.

Science

The national curriculum for science aims to ensure that all pupils:

- 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 knowledge required to understand the uses and implications of science, today and for the future.

Art and Design

The national curriculum for art and design aims to ensure that all pupils:

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

Design & Technology

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

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Geography

The national curriculum for geography aims to ensure that all pupils:

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

History

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Modern Foreign Languages (French)

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Children should use Computing to:

- communicate and handle information
- design, develop, explore and evaluate models of real or imaginary situations. The national curriculum for computing aims to ensure that all pupils:
 - can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
 - can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
 - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Music

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

P.E.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- Provide a curriculum that satisfies the needs of the National Curriculum.
- Provide an out of school hours programme of activities which extends and enriches curriculum provision and provides opportunity for activities to enable pupils to make progress.
- Establish community links and pathways for pupils to encourage life-long participation.
- Develop a whole school approach to the physical development of each pupil enabling them to fulfil their potential.
- Provide an environment in which pupils are committed to PE and sport and make them a central part of their lives both in and out of school.
- Develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport.
- Ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence.
- Ensure that pupils know and understand what they are trying to achieve and how to go about doing it.
- Challenge pupils to select and use skills, tactics and compositional ideas.
- Provide opportunities for pupils think about what they are doing and make appropriate decisions for themselves.
- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges.
- Develop an environment in which pupils have the confidence to get involved in PE and sport.
- Allow pupils the opportunity to take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group.
- Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.

- Establish good habits and awareness of safety and personal hygiene
- Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.
- Ensure that pupils enjoy PE, school and community sport.
- Provide links to other areas of the curriculum and wider school.