

# ***Highgate Community Primary School***

## ***Curriculum Policy***



***2021-2023***

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# Curriculum at Highgate Community Primary School

*Our curriculum is designed with knowledge at its heart to ensure that children develop a strong vocabulary base and understanding of the world. The curriculum promotes long-term learning and we believe that progress means knowing more and remembering more. We have developed a curriculum built on current research regarding how memory works to ensure that children not only have access to 'the best that has been thought and said' but are taught this in a way that ensures children can remember the curriculum content in future years. We make use of knowledge organisers to ensure children know exactly which information is expected to be learned over the course of their study in a particular subject. One of the central aims of the curriculum is to ensure that our pupils are both "interesting and interested". We want them to be 'interesting' to talk to, because they know a great deal about the world and 'interested' in finding out more. We understand that knowledge is 'sticky', in other words, the more pupils know the easier it is for them to know more. This is why we place particular emphasis on children knowing by heart and building rich webs of knowledge as they progress through the curriculum.*

***'A good plan is like a road map: it shows the final designation and usually the best way to get there.'***

*We are invested in curriculum design and make sure have a clear **focus** on the subject knowledge to be learned in each subject and designed their lessons around that. We plan a sequence of lessons in a block to ensure that learning flows and has clear sequential sequence with key knowledge and skills.*



*Engagement*



*Knowledge*



*Retrieval  
Practice*

# *Highgate Community Primary*



*Progress*



*Support for  
All*

## *Curriculum Policy Overview*



*Deepening  
Concepts*



*Drivers*



*Reading*



### **Drivers**

*As a result of the children being taught the Highgate Curriculum, our children will be:*

- ☐ **Inspired**
- ☐ **Excited**
- ☐ **Ambitious**
- ☐ **Knowledgeable**
- ☐ **Articulate**



### **Knowledge**

*The curriculum is knowledge-rich. Subject knowledge is prioritised so that children can gain a deep understanding of the concept.*

*Knowledge organisers are used to set out the key knowledge that children need to learn, rehearse and store in their long term memory to become fluent with the material.*

*A question based approach to learning is used. This helps teachers to see what pupils need to know in order to answer the question. Pupils are able to make connections and see the bigger picture and this helps knowledge enter the long term memory.*

*Subject knowledge is explicitly taught. Children are expected to learn it, be tested on it and have opportunities to produce something which gives an indication as to the extend of which they have mastered the knowledge.*

*Staff are well-read, have a depth of knowledge in their subject area and regularly update their own subject knowledge.*



### **Progress**

*The sequence of learning is carefully planned so that skills and knowledge is built on coherently throughout a sequence of lessons and also year-on-year. Topics within subjects are blocked so that lessons flow and are coherent. A question approach is used where lessons carefully build on each other.*

*Whole school progression maps are used in each subject to clearly show progression and how learning connects.*

*Pace of learning is appropriate for deep learning to take place. High quality verbal feedback plays a fundamental role in supporting children's progress over time.*

*Domain specific skills are taught (and over-practised) discretely – no compromises are made by trying to force curriculum links.*

*Pupils books show clear progression in learning and show pupils have reflected and applied their new knowledge.*

*End of unit outcomes demonstrate the learning that has taken place.*



### **Support for All**

*All children are entitled to the richness and enjoyable difficulty of authentic material.*

*Pupils with SEND will receive full access to the curriculum. They will receive the support they require both academically and with their personal development, in line with the school's SEND Policy.*

*Support comes through live conversations and feedback which benefits groups and individuals. At Highgate we use resources such as the 'Clicker App ' 'C pen' to support learners to access learning . Teachers are confident, flexible and skilled enough to support children as they require it (David Didau).*

*Children receive Quality First Teaching where their needs are met through small-step instruction. Effective modelling of worked examples and non-examples reduces the chance of misconceptions.*



### Deepening Concepts

*Key concepts are identified in all subjects. The understanding of these key concepts are deepened every time they are re-visited, within subjects, across subject and in subsequent years. In this way, key concepts and vocabulary are reinforced because new words and concepts are encountered repeatedly in meaningful contexts*

*Using progression maps and knowledge organisers, teachers make a conscious effort to link prior learning and to build on existing understanding.*

*All pupils deserve the opportunities to tackle challenging material. Challenge is for everyone.*

*Mastery is gained as a result of revisiting knowledge frequently, with practice comes proficiency.*



### Retrieval Practice

*Children are required to reactivate previously acquired knowledge. There is evidence regular, low stakes testing secures knowledge in the long-term memory.*

*This is achieved through Super Six knowledge quizzes. They are driven by the development and use of knowledge organisers which set out the key knowledge and vocabulary which children need to retain.*

*Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.*

*Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.*

*The majority of subjects lessons start with a super six quiz with two question based on past learning, three based on current learning (including a vocabulary question) and ones based on last lesson learning.*



### Engagement

*Children explore the curriculum in fun, engaging and exciting ways. The good use of a stimulus can help inspire children and provide an incite into new ideas and subject matter at the start of a session or unit.*

*There is awe and wonder in the classroom, but it is the substance of the subject that is awesome and wondrous.*

*Visits and visitors are used to 'cement' the curriculum, enhance and deepen the curriculum*

*Events are celebrated throughout the year, celebrating diversity and achievement.*

*There are opportunities for children to pursue interests and develop skills beyond the regular curriculum through a range of clubs and extra curricula activities.*

*Children are given opportunities to develop the cultural capital they need to succeed in life. British values are promoted throughout the curriculum*



### Reading

*A focus on reading throughout the curriculum develops a learners' confidence and enjoyment in reading.*

*Teachers and children value speaking. The development of talk underpins everything else. Children are encouraged to use full sentences. This progresses in to high quality writing.*

*Teachers deliberately build children's vocabulary. This works to close gaps between children from language rich backgrounds and those who are not. It is also a deepening and extension of knowledge.*

*Children are given opportunities to read widely across the curriculum subjects.*

***Highgate Community Primary School***



***Individual Subject Overviews***



# Reading at Highgate Community Primary School



## Highgate Curriculum Drivers

**Inspired** – Children will be introduced to a variety of texts and narratives, both fiction and non-fiction to engage their interest. Through a weekly structure of lessons children will disseminate a text and focus on specific learning points. By using a range of texts, we intend to pique the interest of all students in the classroom ensuring everyone is engaged.

**Articulate** – Children will discuss a text in depth, they will identify unfamiliar vocabulary, perfect their spoken reading through echo reading and develop specific skills to broaden their knowledge as a reader. They will explore the importance of visualising a text and building an image in their mind.

**Ambitious** – Children will be exposed to a range of genres, including narratives, non-fiction and poetry. They will develop a range of skills such as inference to delve deeply into a text. They will also develop their language skills, using broad, varied and unfamiliar vocabulary. Children will be expected to develop their reading skills by performing texts aloud.

**Curious** – Through exposing children to a range of texts, children will have a better understanding of the genres that interest them, allowing them to be inspired by a range of different authors and writing styles.

**Excited** – Allowing children to become familiar with a range of texts will help develop their love for reading. Reading for pleasure is key to engaging children and developing their reading skills. Children's love for reading will be further developed through events such as World Book Day, where reading is celebrated.

**Knowledgeable** – Children will be taught a range of skills, such as how to decipher unfamiliar vocabulary, inference skills; being able to find the hidden meaning in a text, retrieval skills; finding key information in the text to develop their answers. They will learn to make predictions, develop their explanations by understanding the gist of the text and make visualisations. Through this breadth of knowledge children will have a bank of skills to help them understand any text and genre.



## Sequencing of Content

Learning is sequenced so that knowledge, skills and understanding builds on previous learning. The skills are recapped throughout the year and across year groups.

Planning is carefully sequenced so that children are introduced to fiction, non-fiction and poetry texts. They are then able to apply the skills to all genres.

The lessons are sequenced to cover all of the key skills and big ideas.



## Deepening Concepts

Concepts are deepened over time as the same skills are recapped and covered in varying detail depending on year group.

Children will have an opportunity to practise each of the key skills so that their knowledge is built upon each year.



## Big ideas

**Vocabulary** – developing skills to understand the meaning of unfamiliar words and phrases.  
**Inference** – Finding the hidden meaning in the text.

**Retrieval** – Finding key information in the text through skimming and scanning.

**Predictions** – Using inference to decipher what will happen next.

**Visualisation** – Building an image in your mind.

**Gist** – A detailed summary including inferences from the text.

**Close Reading** – Examining elements of the text in detail.

**Reading for pleasure** – Developing children's love of reading.



## Retrieval Practice

Lessons are taught following a structure each week that enables children to recap prior knowledge and new vocabulary. By learning each skill children will develop a bank of knowledge to help them progress with their understanding of reading.

Children will review previous skills and knowledge learnt in reading each year.

Children will take part in a 30 minute reading lesson each day.





# Writing at Highgate Community Primary School



## Highgate Curriculum Drivers

**Inspired** – Children are exposed to a wide range of text types such as narratives, reports, information pages, letters and instructions. Children are introduced to interesting texts that are chosen to engage the children in their learning. Following a talk for writing structure children are given the opportunity to learn the text by heart and retell.

**Articulate** – Children study a text in depth, learning the structure of a text and the skills they need to use to develop their writing. Through the use of Talk for Writing, children have the opportunity to plan their writing and develop their initial ideas; draft and write, whilst deepening their understanding of grammar and vocabulary, develop description and build cohesion; and evaluate and edit their writing, assessing the effectiveness of what they have written.

**Ambitious** – Children are encouraged to use a wide and varied vocabulary, by understanding how grammar and vocabulary choices can change and enhance meaning. They are exposed to a range of texts and encouraged to vary their sentence types and structures. They are also encouraged to edit their work to ensure they are achieving their best in writing.

**Curious** – By introducing children to a variety of text types, children have a good understanding of the types of writing they enjoy and build a toolkit of what they need to include to achieve a good piece of writing.

**Excited** – Allowing children to develop their own ideas for their final piece of writing encourages their enjoyment of writing. This allows children to develop their creativity and their include their own interests. Texts are chosen bearing in mind the interests of the students to ensure they are engaged.

**Knowledgeable** – Children learn new grammatical skills in each year group as well as introducing new vocabulary. The children will develop their knowledge of sentence structures and conjunctions. Children will also learn the structure of a range of text types, both fiction and non fiction. Teachers plan engaging lessons that allow children to develop their writing skills and then give children the opportunity to use and develop their skills in their writing. Children are also given the opportunity to draft and edit their work, before creating a final piece.



## Sequencing of Content

Learning is sequenced so that knowledge, skills and understanding builds on previous learning. The skills are recapped throughout the year and across year groups.

Planning is carefully sequenced so that children can learn new skills and develop these skills so they can use them correctly and confidently in their writing.



## Deepening Concepts

Concepts are deepened over time as the new skills are introduced. Each year group develops and recaps learning from the previous years.

Children are introduced to a variety of texts types each year, building on what they had learned about the text type from the previous year.

Children have the opportunity to develop their knowledge of key skills before embedding these in their writing.



## Big ideas

**Spelling**

**Handwriting and presentation**

**Composition**

**Vocabulary**

**Grammar**

**Punctuation**



## Retrieval Practice

Each lesson allows children to revisit and retell the text they have learned. Children will also have the opportunity to learn and use new key vocabulary.

They will be able to recap the skills they have learned in previous lessons so that they feel confident to use them in their writing independently.





# Maths at Highgate Community Primary School



## Highgate Curriculum Drivers

**Inspired** – At Highgate Community Primary School, we aim to empower children with a positive attitude to ‘I can do’ the maths. We encourage children to develop their knowledge and understanding of mathematics and aim for all pupils to enjoy, achieve and become confident, efficient mathematicians.

**Articulate** – Teachers at Highgate aim to teach maths skills in across the curriculum as well as teach discrete lessons. Our teachers use the Power Maths scheme of work to guide the planning of maths lessons however we change lessons and add steps and challenges to the lesson plans as appropriate to meet our pupil’s needs.

**Ambitious.** At each stage of learning, pupils should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time. It is not about just being able to memorise key facts and procedures, which tends to lead to superficial understanding that can easily be forgotten. Pupils who are mastering the maths will be able to select which mathematical approach is most effective in different scenarios once they have become secure in the maths that they are learning.

**Curious** – Teachers provide different contexts for children to explore the same mathematical idea and multiple representations of this idea, including concrete, pictorial, informal jottings and abstract.

**Excited** – *Allowing children to use a range of strategies and resources enables children to feel good about their own abilities in maths because we value all methods. Children’s love for maths will be further developed through events such as Times Table Rock Stars challenge days and NSPCC Maths Day.*

**Knowledgeable** – At Highgate we are teaching with a mastery approach which means that we are teaching so that a pupil can represent the maths in multiple ways, they will have the mathematical language to communicate their maths ideas and they will independently apply the concept to new problems in unfamiliar situations



## Sequencing of Content

Maths lessons are taught starting with links to prior learning then they will build on new learning with planning in small steps that help children on a clear journey through their maths learning by mastering one step at a time.

Units are sequenced so that knowledge is built upon within year a year group and to the next.



## Deepening Concepts

Pupils who grasp concepts rapidly will be challenged through ‘digging deeper opportunities’. These rich and sophisticated problems will require reasoning and putting their new learning in a new context, before learning any other new content. Precise questioning is used to deepen understanding and help identify the underling mathematical structure or help children to make links between other areas of maths.



## Big ideas

Following the National Curriculum for Mathematics (2014), at Highgate we aim to ensure that all pupils: become **fluent** in the important aspects of mathematics, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

**reason** mathematically by following a line of enquiry, conjecturing relationships and generalisations, developing an argument, justification or proof using mathematical language.

**solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



## Retrieval Practice

### Fast Maths

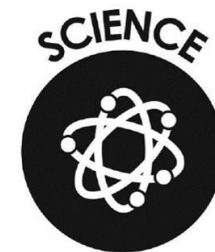
Fast maths sessions are delivered in short bursts every day throughout the week, in all year groups. These sessions aim to:

- Practise number facts.
- Revise something that the class learnt last term.
- Revise something that the class learnt last week.

The new curriculum relies heavily on efficiency and known number facts. These sessions help to develop and secure this knowledge as well as revise previous learning from past concepts.



# Science at Highgate Community Primary School



## Highgate Curriculum Drivers

**Inspired** – children will be taught about scientific discoveries in the past. They will consider how these discoveries have changed the world today. Learning about significant scientists such as Michael Faraday.

**Articulate** – being able to formulate a hypothesis about a concept and support it with scientific understanding is important. Children will be required and supported in articulating their thoughts and reasoning with clarity and precision. Children will be taught and expected to use correct science vocabulary and subject specific vocabulary linked to the unit being taught. They will be able to use and understand it and talk as a scientist.

**Ambitious** – technical vocabulary will be shared from a young age. Children be expected to know and use the language accurately and work like a scientist. Science teaching provides the foundations for understanding the world through the disciplines of biology, chemistry and physics.

**Curious** – children will experience and observe phenomena. Children will be encouraged to recognise patterns and ask their own questions. They will work scientifically when conducting experiments to help them understand more about a process or observation. The more they learn, the more questions they'll have!

**Excited** – learning will be fun. There will be a lot of practical, hands-on learning that will involve the children actively learning and even getting messy. They will be stimulated by their discoveries and the implications of their results.

**Knowledgeable** – knowledge will be revisited and tested regularly. Children need to know technical scientific knowledge in order to understand and process some of the more abstract concepts. Learning from the previous unit/term will be referenced so that children can build on existing understanding.



## Sequencing of Content

Units are sequenced so that knowledge and understanding builds on previous units.

Prior learning is referenced at the start of new units so that foundations of learning are used.

Key concepts are interleaved throughout the curriculum so that they are regularly revisited.



## Big ideas

We ensure that children know and understand 'big ideas' in Chemistry, Physics, Biology and Earth Science e.g.

- ❑ Physics (P1) The universe follows unbreakable rules that are all about forces, energy and matter.
- ❑ Chemistry (C3) Matter can change if the arrangement of these building blocks changes.



## Deepening Concepts

Concepts are deepened over time as they are referred to throughout learning.

Links are made throughout the year but also between year groups.

Working scientifically is focused on every year with regular experiments and investigations to test a hypothesis.



## Retrieval Practice

Children take part in regular retrieval practice activities.

Retrieval quizzes focus on what was taught last week, last month, last term and last year.

Remembering information and knowledge is celebrated and is part of the Highgate culture.



# History

## at Highgate Community Primary School



### Highgate Curriculum Drivers

**Inspired** – historical figures such as and Neil Armstrong, Captain Cook and Queen Victoria will be studied. Children will learn about their historical impact to the past and societies today. Children will be inspired by visual, hand on learning wherever possible. Teachers will provide opportunities to handle and explore real artefacts and resources.

**Articulate** – children will be taught precise, vocabulary such as ‘artefact’ and ‘civilisation’. They will be able to use and understand it and talk as a historians. They will apply this to debate about the impact of events in history.

**Ambitious** – the depth of knowledge is challenging, for example looking at the significance of WW2 and it’s impact on the local area to discovering why Vera Schauffeld sought refuge .

**Curious** – we teach using a knowledge and enquiry approach. Using the approach children look at evidence , ask questions ,suggest hypothesis and develop fuller answers. Examples of our enquiry approach include ‘Should we actually celebrate ‘Bonfire Night’?’ and ‘Was the ‘Great Fire of London’ actually great?’ Teachers think carefully about what needs to be taught to answer the big and smaller questions

**Excited** – children have opportunities to throw themselves in to history! Opportunities such as the visiting an authentic workhouse, to visiting the New Walk museum and examining real mummies! The local area will be used when ever possible such as visits to Beaumanor Hall which was requisitioned by the War Office in 1940 and set up as a Y Station

**Knowledgeable** – historical knowledge is shared with the children and prioritised in the teaching process. From knowing about Victorian working conditions; to Anglos Saxons and WW2 In KS1, children will learn to use sources to build their knowledge and explain the significance of people and events from the past. In KS2, children will learn to apply their growing knowledge to describe, compare and explain how and why people’s actions and events from the past have shaped our lives today.



### Sequencing of Content

The Highgate history progression map ensures that pre-requisite knowledge is considered and linked to new learning.

A range of eras are taught across phases, giving opportunity to refine understanding of chronology.

Local history is heavily considered.



### Big ideas

- ☐ Chronology, similarity and difference
- ☐ Change and continuity
- ☐ Cause and consequence
- ☐ Using sources and evidence
- ☐ Significance
- ☐ Interpretation
- ☐ Perspective



### Deepening Concepts

Substantive historical concepts are deepened, such as;

monarchy, power, leader, government, law, achievement, artefact, BD, AD, civilisation, settlement, landmark, agriculture, production industry, civilisation, settlement, trade, religion, society, democracy



### Retrieval Practice

Children take part in regular mini-quizzes and retrieval activities to strengthen their memory.

Learning dove-tail so that learning can be retrieved and applied.

Remembering information and knowledge is celebrated and is part of the Highgate culture.



# Geography

## at Highgate Community Primary School



### Highgate Curriculum Drivers

**Inspired** – images, video and real-life experiences will show children the beauty of geography. We will inspire the children by looking at significant landmarks across the continents in KS1 and more specific landmarks such as the Sugar Loaf mountain in Brazil. Children will be passionate about the world they live in.

**Articulate** – children will be taught precise, technical vocabulary; and they will apply this to debate about the big issues in geography. Children will be taught the knowledge and vocabulary to talk as geographers. Children will be encouraged to see things from different view points i.e. Debate the positive and negative impact of volcanic eruptions.

**Ambitious** – Geography lessons will make sure that children understand, in depth, different cultures and civilizations in the world and how trade and climate change will affect the world.

**Curious** – children will ask questions about the world they live in. They will want to know how human geography has been affected in their locality by studying Leicester. Likewise, they will want to know more about South East Brazil and the dangers to the rainforest.

**Excited** – children will have opportunities to experience geography first-hand. They will study our locality and attend trips to geographically significant places. We will explore the marvel of our world!

**Knowledgeable** – geographical knowledge is shared with the children and prioritised in the teaching. Committing to making sure children know (and remember) where places in the world are and how to use a map to find them, supports them in further deepening their understanding of concepts like trade and migration.



### Sequencing of Content

The Highgate progression overview ensures that pre-requisite knowledge is considered and linked to new learning.

A range of concepts are taught across phases, giving opportunity to deepen understanding throughout.

Local geography is heavily considered.



### Big ideas

- ☐ Location Knowledge
- ☐ Place Knowledge
- ☐ Human and Physical Geography
- ☐ Geographical Skills and Fieldwork



### Deepening Concepts

Geographical concepts are deepened through the build up of knowledge.

**EYFS** Local studies and Seasons and Weather **Y1** Local studies and UK **Y2** Continents and Hot and Cold Regions **Y3** Climate Change **Y4** Rainforest **Y5** Changes to the Mediterranean, Volcanos and Mountains **Y6** Change to the regions of the UK



### Retrieval Practice

Children take part in regular mini-quizzes and retrieval activities to strengthen their memory.

Learning dove-tail so that learning can be retrieved and applied.

Remembering information and knowledge is celebrated and is part of the Highgate culture.



# Design Technology

## at Highgate Community Primary School



### Highgate Curriculum Drivers

**Inspired** – Designing and making activities in which children design and make 'something' for 'somebody' for 'some purpose'. We will link influential designers exposing the children to the great designers, building their cultural capital. Learning sequence will start with a clear problem or design brief for children to work towards meeting.

**Articulate** – technical vocabulary will be shared from a young age. Children be expected to know and use the language accurately and work like a designer. . Children will use the correct language through out the design and making stage and also be able to confidently evaluate their end product.

**Ambitious** – Design and Technology lessons give children the opportunity to develop skills, knowledge and understanding of designing and making functional products. We feel it is vital to nurture creativity and innovation through design. Children will be given sufficient breath to enable them to learn practical skills and provide then with the knowledge to make products move, light up , are structurally sound, and meet the requirements of health and safety. Children will be given time to test, refine and develop their designs, check it works and improve if needed.

**Curious** – Children like making decisions for themselves and doing practical work. They love creating products they can see, touch – and even taste – for themselves. They feel proud to have done so. They are curious as to how to solve the design brief and address any problems with the design to ensure it works.

**Excited** – children will have opportunities to experience DT first-hand. There will be a lot of practical, hands-on learning that will involve the children actively learning. There will be exciting design briefs to excite children about how to solve the issue

**Knowledgeable** – Children acquire and apply knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality and health and safety.



### Sequencing of Content

The Highgate progression overview ensures that pre-requisite knowledge is considered and linked to new learning.

Building a picture of what children know, understand and can do in each D&T project is essential for moving their learning forward. Each planner lists the 'key learning' in designing, making, evaluating and technical knowledge and understanding that most children.



### Deepening Concepts

Building on current good practice, each Project Planner includes three types of activity:

- Investigative and Evaluative Activities (IEAs) where children learn from a range of existing products and find out about D&T in the wider world;
- Focused Tasks (FTs) where they are taught specific technical knowledge, designing skills and making skills;
- Design, Make and Evaluate Assignment (DMEA) where children create functional products with users and purposes in mind



### Big ideas

- ☐ Understanding contexts, users and purposes
- ☐ Generating, developing, modelling and communicating ideas
- ☐ Planning
- ☐ Practical skills and techniques
- ☐ Own ideas and products
- ☐ Existing products
- ☐ Key events and individuals



### Retrieval Practice

Skills and knowledge are built and revisited over units and year groups.

Children will apply the same skills while learning new ones for example in food design the skills of chopping will be acquired and then reapplied in subsequent year group.



# Art

## at Highgate Community Primary School



### Highgate Curriculum Drivers

**Inspired** – Children will be exposed to a wide range of artists and art movements. They will be given time to talk about different artists and their work and see and learn a range of art techniques. Children will use this knowledge to complete their own sketchbook ideas and final pieces.

**Articulate** – Children will be given time to talk about art in depth. They will explore their thoughts, feelings and ideas linked to art work. Children will be encouraged to develop and articulate their own opinions about a range of artwork. Children will be confident enough to talk through their creative process and reflect on their finished work. Children are encouraged to 'read' the artworks using visual clues, Becoming visual detectives to develop visual literacy

**Ambitious** – Children will be exposed to a range of artists, movements and genres, where some pieces challenge children to think deeply and make links and connections. Technical and subject specific language will be shared with all children. Children will be expected to work like artists.

**Curious** – Art will be fun. Children will be encouraged to ask questions about the artwork and the different techniques. They will be encouraged to explore and experiment with different techniques and media. Art will be hands on, practical and exploratory.

**Excited** – Children will have opportunities to experiment with different techniques first hand. Children will enjoy learning about the different art and artists and exploring what inspired them. Children will be excited to incorporate their own ideas through their artwork.

**Knowledgeable** – Children will be taught about individual artists, their work, context and influences. If children are working in the style of Monet, this is a great opportunity to learn about the range of his output, his life and his legacy. Teachers will plan for authentic connections between topics and possible art work to apply previously learnt knowledge, deepening links and making connections for example when learning about plants in science, children can look at the work of David Hockney and the different ways in which he has represented plants and through art. Children learn about carefully selected paintings and artists.



### Sequencing of Content

Learning is sequenced so that knowledge, skills and understanding builds on previous learning. Whole School progression maps make this clear. Prior learning is referenced at the start of new units so that foundations of learning are used.

Planning is carefully planned to ensure children receive a broad and balanced art curriculum which exposes them to a wide range of artists, art movements and genres.



### Deepening Concepts

Knowledge and skills are carefully planned and sequenced to build within year groups and between year groups to ensure they are built upon and deepened

Key skills are weaved throughout the curriculum so that they are regularly revisited.



### Big Ideas

- Developing Skills – applying the formal elements
- Generating Ideas – the use of sketch books and inspiration from others
- Formal Elements – e.g. line, shape, form, tone, texture, pattern, colour and composition
- Knowledge of Artists e.g. David Hockney and William Morris
- Evaluating - Recognising and describing key features of their own and the work of others



### Retrieval Practice

Children will review previous skills and knowledge learnt in art before beginning a new art unit.

Children will take part in weekly Super 6 Reviews which will require them to retrieve art knowledge.



# Music at Highgate Community Primary School



## Highgate Curriculum Drivers

**Inspired** – Lessons are inspired by a range of genres of music from Fusion to Gospel. Also, we teach children about key composers and pieces of music building their cultural capital. Music has a prominent place in the curriculum. There is balance of musical teaching and practical musical activities. Teachers work to develop a love and appreciation of music from different cultures and genres.

**Articulate** – Key words will be taught to the children such as ballad, chord and harmony. Children be expected to know and use the language accurately and talk as a musician. Children will be able to talk about different styles and express their own tastes, likes and dislikes articulately.

**Ambitious** – Children are taught to be musicians. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children.

**Curious** – Children will be curious to find out about different genres asking questions to deepen their knowledge. Developing a love of music and beginning to build up their own preferences in musical taste.

**Excited** – Singing is at the heart of all the musical learning engaging children with music. Playing instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument.

**Knowledgeable** – Children will learn about the background of different genres of music developing their knowledge of a wide range of genres and their influences. Additionally we teach children about significant composers through the use of 'Ten Pieces'. BBC Ten Pieces opens up the world of classical music to 7-14 year olds.



## Sequencing of Content

Our approach teaches musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Our lessons teaches strands of musical learning from Reception to Upper Key Stage 2 in an order, which plans opportunities to embed a deep learning, knowledge, understanding and skills.



## Deepening Concepts

Over time, children can develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.



## Big ideas

- ☐ Listening and Appraising
- ☐ Musical Activities
- ☐ Singing
- ☐ Playing instruments
- ☐ Improvisation
- ☐ Composition
- ☐ Performing



## Retrieval Practice

Each lesson incorporates games which recap the dimension of music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation through repetition.

Skills and knowledge are built and revisited over units and year groups.



# Physical Education at Highgate Community Primary School



## Highgate Curriculum Drivers

**Inspired** – Children will be exposed to a broad range of physical activities and be encouraged to be physically active for sustained periods of time. They will be given time to work collaboratively within different physical education disciplines and see, learn and develop a range of physical techniques. Children will use this knowledge to complete their own games, dance moves and gymnastic sequences.

**Articulate** – Children will be given time to talk and discuss about physical movements and actions in depth, balanced with the need to be physically active to develop these skills. They will explore their thoughts, feelings and ideas linked to healthy living and transferring these skills to an active lifestyles. Children will be encouraged to develop and articulate their own ideas about a range of games, dance and gymnastics. Children will be confident enough to talk through their creative process and reflect on their finished work.

**Ambitious** – Children will be exposed to a range of physical activities: games of differing types, athletics, gymnastics, swimming and dance where some pieces challenge children to move or think more deeply and make links and connections with varying sports people or themes. Technical and subject specific language will be shared with all children. Children will be expected to work like active sports/ dance individuals, building stamina and greater endurance.

**Curious** – PE will be fun. Children will be encouraged to ask questions about the activities and the different techniques needed. They will be encouraged to explore and experiment with different techniques and body movements. PE will be hands on, practical, active and exploratory.

**Excited** – Children will have opportunities to experiment with different physical techniques first-hand. Children will enjoy learning about the different PE areas and sports/dance personalities, exploring what inspired them. Children will be excited to incorporate their own ideas through their creation of their own games, sequences and dance moves. Children will be excited to compete against others, dealing with winning and losing, and learn how to encourage others.

**Knowledgeable** – Children will be taught how to play a range of games, the skills that underpin them and the physical movements needed to be successful. The children will know how to create sequences in dance and gymnastics, using themes and presentation techniques to refine and improve what they have created. The children will be taught how to live an active and healthy lifestyle that includes physical activity and sports.



## Sequencing of Content

Learning is sequenced so that knowledge, skills and understanding builds on previous learning. Whole School progression maps make this clear. Prior learning is referenced at the start of new units so that foundations of learning are used.

Planning is carefully planned to ensure children receive a broad and balanced a PE curriculum which exposes them to a wide range of games of differing types, athletics, gymnastics, swimming and dance.



## Deepening Concepts

Knowledge and skills are carefully planned and sequenced to build within year groups and between year groups to ensure they are built upon and deepened

Key skills are weaved throughout the curriculum so that they are regularly revisited.



## Big ideas

- Performance, Challenge and Evaluation
- Health and Fitness
- Fair and Co-operative Play
- Technique



## Retrieval Practice

Children will review previous skills and knowledge learnt in PE before beginning a new PE unit through opened ended activities to help recall previous physical understanding/ knowledge.

Children will be asked about different techniques that have been used before in each lesson.





# Religious Education at Highgate Community Primary School



## Highgate Curriculum Drivers

**Inspired** – Children will be introduced to a range of major religions, allowing them to build their cultural capital through learning about beliefs, traditions, stories and special places from religions around the world. They will be inspired by well-known religious leaders, figures and festivals.

**Articulate** – There are many opportunities for discussion in our RE lessons. Children are encouraged to develop and share opinions about different religious practises through questions. They will learn to use religious terminology and concepts in their discussions, such as faith, belief, eternal and commitment.

**Ambitious** – Children will be introduced to a range of religions and beliefs which will allow them to make links and comparisons between different beliefs and practises. We aim for our children to become respectful, tolerant and supportive of others' beliefs and traditions.

**Curious** – Children will be encouraged to ask questions about different religious practises and traditions and to develop their own thoughts and opinions on a range of topics. Our lessons are built around a key question which encourages the children to think deeply, make connections and build understanding of other cultures and beliefs.

**Excited** – RE lessons will be exciting! Children will be exposed to different beliefs and practises through stories, role play and religious artefacts. RE lessons will be interactive with children encouraged to participate in discussions and ask inciteful questions.

**Knowledgeable** – Within and across each year group, children will build a deep knowledge of major religions, including their beliefs, practises and traditions. They will be able to apply their knowledge by participating in discussions using key religious terminology.



## Sequencing of Content

*Within each year group, children will learn about two or three major religions and concepts to build a rich knowledge and understanding as well as make comparisons between religions.  
Children revisit these religions and concepts across year groups to build links and further their knowledge and understanding.*



## Big ideas

- ☐ SMSC
- ☐ British Values
- ☐ Mindfulness
- ☐ Critical thinking skills
- ☐ Understanding and tolerance



## Deepening Concepts

*Through our RE topics, children are introduced to key religious concepts, such as incarnation, salvation, God, creation and gospel.*

*These concepts are revisited across year groups and topics for children to deepen their understanding.*



## Retrieval Practice

*Major religions and concepts (e.g. incarnation/salvation) are revisited within and across year groups to enable children to develop their knowledge and understanding further.*

*Each topic begins with a key question, which is revisited in each lesson for children to build their knowledge across the topic.*



# P.S.H.E at Highgate Community Primary School



## Highgate Curriculum Drivers

**Inspired** – Children are introduced to the many changes that occur during both their lives and the lives of others. They will begin to understand more about the world around them, including other cultures and families. They will be inspired to become well-rounded, healthy citizens who help others around them. They will learn about inspirational citizens, charities and organisations around the world.

**Articulate** – In PSHE lessons, conversation and discussion is actively encouraged. Children are eager to share their thoughts, opinions and feelings in a range of topics and situations. They listen carefully and learn tolerance of others' views and begin to develop balanced arguments and understanding of range of issues.

**Ambitious** – We aspire for our pupils to be the best individuals that they can be. Through our PSHE curriculum we aim for them to become grounded, independent, respectful citizens who will improve the world around them. Children will be exposed to a range of issues to make them think deeply about how to develop both themselves and others.

**Curious** – Children will be encouraged to ask questions, develop opinions and make decisions for themselves. They will be curious to discover and understand more about the world and people around them, including how people think, behave and feel.

**Excited** – PSHE lessons will be engaging and exciting for all children! They will enjoy discovering more about the world and will be eager to develop and share their opinions, thoughts and feelings through a range of topics and issues. They will use scenarios and role play to demonstrate their new knowledge and understanding.

**Knowledgeable** – Through PSHE, our pupils' knowledge of the world around them will mature across each year group. They will have a deeper knowledge of their own lives, as well as the beliefs, cultures and relationships of others.



## Sequencing of Content

Topics are taught across alternate year groups, with all themes being taught across two years.

The topics link together to enable children to revisit their prior learning and build upon their existing knowledge.



## Big ideas

- ☐ Myself and My Relationships
- ☐ Healthy and Safer Lifestyles
- ☐ Citizenship
- ☐ Economic Wellbeing



## Deepening Concepts

Knowledge is built over time in topics across alternate year groups.

Skills and concepts are built across all topics within and across year groups where children learn to identify, describe, understand and explain their knowledge of each topic.



## Retrieval Practice

Skills and knowledge are built and revisited over units and year groups.

In each lesson, children are given the opportunity to revisit skills and knowledge from the previous lesson and form opinions on what is being taught.



# Languages at Highgate Community Primary School



## Highgate Curriculum Drivers

**Inspired** – Children will be introduced to French and French-speaking cultures. Each unit begins with opportunities to build their cultural capital through learning about French landmarks, food, songs, art and a range of famous French figures from sport, art, history, music and science. They will be inspired through the interactive approach of our lessons which immerses them into the French language and culture.

**Articulate** – In each topic, children will be introduced to core vocabulary which they will add to their repertoire of French words. They will learn to use these with increasing confidence and accuracy building from words, to phrases and complex sentences. They will learn the correct pronunciation of French words and sounds and will be able to hold conversations with each other confidently.

**Ambitious** – Children will become resilient, independent learners who enjoy language learning and acquire language learning skills and strategies that allow them to succeed, including what to do when faced with unfamiliar language. Our language learning aims to lay the foundations for further foreign language learning.

**Curious** – In our French lessons children will be encouraged to use dictionaries to find the meaning of new words. They will ask questions about where words originate from. They will also be curious to find out about the lives of people in French-speaking countries and make comparisons with their own lives.

**Excited** – French lessons will be fun! There will be many opportunities for interactive, exciting learning through games, songs and stories. Children will be excited to use their new language learning and become confident linguists!

**Knowledgeable** – Children will learn about a range of everyday topics which are relevant to their daily lives. They will gain a cultural awareness of French and Francophone countries and make comparisons to their own lives. They will build their vocabulary, knowledge and grammar skills across each year group and will be able to apply this knowledge into their language work.



## Sequencing of Content

Learning is sequenced to progress across each year group of KS2, with activities building on previous learning throughout.

Speaking, listening, reading, writing and grammar skills are built upon across each unit of work and across year groups enabling the children to revisit and build upon prior knowledge.



Big Ideas

- ☐ Speaking
- ☐ Listening
- ☐ Reading
- ☐ Writing
- ☐ Grammar skills
- ☐ Cultural Awareness



## Deepening Concepts

Lessons include a range of activities linked to each of the key skills, as well as interactive games to allow the children to practise their new language.

Grammar skills will be built upon in each year group, enabling children to make links and apply their learning to their speaking, listening, reading and writing activities.



## Retrieval Practice

Each lesson includes an interactive animation which introduces children to the core vocabulary in each unit. These are revisited in each lesson to allow children to recall their previous vocabulary learning.

Unit storyboards and flashcards are used in each lesson to allow children to revisit previously learnt core vocabulary and to apply this in various contexts.



# Computing at Highgate Community Primary School



## Highgate Curriculum Drivers

**Inspired** – Children are surrounded by technology in their everyday lives. We aim to inspire children by exposing them to a range of digital software, allowing them to design, create and manipulate programs. Children will be inspired to apply this learning across all of their subjects.

**Articulate** – Children will learn subject-specific vocabulary and will be able to use this to articulate their understanding of how a range of digital platforms work. They will ask questions to develop their own understanding and take part in topical discussions linked with online safety.

**Ambitious** – Through teaching computing we equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in an effective way.

**Curious** – Children will be curious to discover a range of programs and technologies that they can use in everyday contexts. They will be encouraged to ask questions to deepen their knowledge and to develop their understanding of how to use technology safely and respectfully.

**Excited** – Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this. Children will use a wide range of devices, including laptops, ipads and Bee-Bots.

**Knowledgeable** – Across each year group, key concepts and topics will be revisited to allow children to deepen their prior knowledge. They will be able to use subject-specific vocabulary to explain and use a range of programs and make links between different softwares.



## Sequencing of Content

Topics are repeated year on year to enable the children to build upon their prior knowledge and make links.

They are able to make connections and deepen their understanding of technology around them and how to keep safe online.



## Big ideas

The Primary Computing Program of Study is split into three key areas:

- ☐ Computer Science
- ☐ Information Technology
- ☐ Digital Literacy



## Deepening Concepts

Within each topic, children are learning skills linked to key computing concepts, such as algorithm, debugging, logic, data and networks.

They deepen their knowledge of these concepts each year and are able to apply this to create, organise and manipulate digital software.



## Retrieval Practice

Each topic is repeated across the year groups to allow children to revisit prior learning and to build upon this, making links.

Children use the same programs year on year, such as 2Code, 2DIY and 2Calculate which allows them to become experts on a range of software.

# Curriculum at Highgate Community Primary School



## **Legal framework**

*This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:*

- *The Education Act 2002*
- *The Children Act 2004*
- *The Equality Act 2010*
- *DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'*
- *DfE (2013) 'The national curriculum in England'*
- *DfE (2017) 'Statutory framework for the early years foundation stage'*
- *DfE (2019) 'School attendance'*

***This policy operates in conjunction with the following school policies:***

- *Homework Policy*
- *Assessment Policy*
- *Equal Opportunities Policy*
- *PSHE Policy*
- *Extended Services Policy*
- *Relationships and Health Education Policy*
- *More Academically Gifted and Talented Policy*
- *SEND Policy*

## **Equal opportunities**

*There are nine protected characteristics outlined within the Equality Act 2010, these are:*

- *Age*
- *Disability*
- *Gender reassignment*
- *Marriage and civil partnership*
- *Pregnancy and maternity*
- *Race*
- *Religion or belief*
- *Sex*
- *Sexual orientation*

*The school's curriculum will celebrate diversity and the leadership team and teachers have a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics. The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.*

