



**Bruche Primary School Academy  
and WPAT  
Curriculum Manual of Instruction  
with Careers Pathways**



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We have built a knowledge rich and humanity rich curriculum.

With this mastery principle in mind, we have woven our areas of learning into a "Curriculum Story" for each year group from Year 1 to 6. This gives all learning a meaningful context; learning flows from one topic to another through conceptual awareness and understanding; below are the concepts that are a 'golden thread' through our curriculum and children's knowledge.

**Cause and Consequence**

**Change and Continuity**

**Significance and Difference**

**Context and Chronology**

**Diversity**

**Democracy**

**Similarity**

The Curriculum at Bruche Academy School gives children opportunities to learn, build on and develop new skills, concepts and knowledge. Children experience a wide range of subjects and activities that allow them to explore different topics and learning styles in detail. Through our careers based learning approach, all children develop their cultural and identity capital. Through all of our lessons we encourage children to invest in their interests and what their career aspirations are.

Our partnership working with Chester Zoo and Ignite, allows our children to engage in a curriculum which puts social justice and conservation at the heart. We aim to create hope for our children, in a world that has many challenges. Our children will develop greater understanding of the world in which they live in and will gain secure geographical knowledge in the context of human experience and explore key concepts. Through the work that we do children will be able to form their own views of the world based on fact and understand why prejudices may occur. Where appropriate, they will be able to question things that they may read, hear or see in the media. They will be able to engage in conversation with their families, helping to pivot perceptions and break down stereotypes. Our children will be empowered to turn their empathy into action and believe that they can make a difference in the world in which they live.

### **Career Pathways - The World of Employment**

At Bruche we are committed to ensuring that all our pupils from Nursery to Year 6 have high quality experiences in career opportunities, and that they progress onto High school, sixth form or high quality apprenticeships after High school with clear career goals in mind. Our innovative use of Virtual Reality headsets brings the world of employment to life.

We believe that giving our pupils the best careers education and guidance is vital to improving their motivation so that, by the time they enter year 11 in Kings Leadership Academy, Birchwood High School or Sir Thomas Boteler High School, they are much more ready to continue to follow their aspirations in the World of Employment. Please click on our badge for more details



**We have also achieved the Primary Career Mark.**

For our curriculum on page document please click on our badge



<b>English</b>	
Nursery: Available in continuous provision every day Reception: Available in continuous provision every day Year 1: 5 phonics lessons a week, guided reading Year 2: 5 lessons a week (5 hours) are dedicated to English lessons. Shared reading sessions KS2: 5 lessons a week (5 hours) are dedicated to English lessons. Shared reading sessions	
<b>What skills, aims and interests are needed to be successful for this subject?</b>	
<ul style="list-style-type: none"> <li>• Reading skills: Comprehension, critical reading, analysis, summary and synthesis.</li> <li>• Writing skills: Creative, imaginative and writing to present a viewpoint.</li> <li>• Spoken Language: Presentational and speaking skills.</li> </ul>	
<b>What will I study?</b>	
<ul style="list-style-type: none"> <li>• Pupils will read high quality, challenging texts.</li> <li>• The text types will include <b>literature</b>, <b>literary non-fiction</b> and other <b>non-fiction writing</b> such as reports, reviews and journalism (both printed and online).</li> <li>• Basic literacy skills (spelling, punctuation, grammar).</li> <li>• Delivering formal presentations and holding interesting discussions.</li> </ul>	
<b>How will English be assessed?</b>	
<ul style="list-style-type: none"> <li>• For all year groups moderation of writing will take place partnered with another colleague (in school and across WPAT).</li> <li>• NFER reading tests to be completed across year groups. Shared reading lessons will assess pupils understanding.</li> <li>• Grammar and spelling tests in class.</li> </ul>	
<b>Homework/Independent Learning and Extended Learning:</b>	
<ul style="list-style-type: none"> <li>• Use of personal reading libraries ensuring a wide variety of texts; Independent reading book, challenge book and non-fiction book.</li> <li>• Reading comprehension tasks.</li> <li>• Producing pieces of writing.</li> <li>• Preparation and practice for speaking and listening tasks.</li> </ul>	
<b>How would I use this subject in the future?</b>	
<ul style="list-style-type: none"> <li>• English is a critical subject into higher education, working life, and provides pupils with essential communication skills.</li> <li>• Pupils will go on to study English at High School (Kings Leadership Academy, Birchwood High, Sir Thomas Boteler), 6<sup>th</sup> Form and college (Kings Leadership Academy, Priestley College, Carmel College and then at university (see below).</li> </ul>	
<b>What are the top 5 universities currently for this subject?</b>	<b>Jobs you could do with a English degree</b>
<ol style="list-style-type: none"> <li>1. Durham</li> <li>2. University College London</li> <li>3. Cambridge</li> <li>4. St Andrews</li> <li>5. Bristol</li> </ol>	<ol style="list-style-type: none"> <li>1. Journalism</li> <li>2. English teacher</li> <li>3. Freelance Writer</li> <li>4. Social media manager</li> <li>5. Lawyer</li> <li>6. Librarian</li> </ol>
<b>Companies you could work for include;</b>	<b>Famous people who have studied this subject at university;</b>
<ul style="list-style-type: none"> <li>• Sky</li> <li>• ITV</li> <li>• Warrington Guardian</li> <li>• Government Ministry of Justice</li> <li>• Pearson</li> </ul>	<ul style="list-style-type: none"> <li>• Emma Watson</li> <li>• Stephen Fry</li> <li>• Steven Spielberg</li> <li>• Kanye West</li> </ul>
<b>We currently hold the Primary Quality Mark for English.</b>	

## Mathematics

Nursery: Available in continuous provision every day

Reception: Available in continuous provision every day

KS1: 5 lessons a week (5hours) + Multiplication tables

KS2: 5 lessons a week (5 hours) + Multiplication tables

### What skills, aims and interests are needed to be successful for this subject?

- Be **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, 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, and 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.

### What will I study?

- Number
- Measurement
- Geometry
- Statistics
- Algebra
- Ratio and Proportion

### How will Mathematics be assessed?

- For 3, 4, 5 year groups termly NFER tests will be used. Year 2 and year 6 will complete statutory tests in the summer term and will use past tests as practice materials.
- Times tables will be learnt across school (see appendix 1) in a statutory sequence
- Assessment grids in pupil's books will be used to track attainment and progress every two weeks.
- Outcomes will be analysed through book scrutiny by teachers, teaching assistants, partnering up with other teachers across WPAT for standardization and moderation
- Feed forward marking will be used to challenge and deepen learning. Target setting will come through everyday feed forward marking (Every piece of work can be improved) No static targets will be set.
- Retrieval activities will be completed throughout the year for short and long term memory.

### Homework/Independent Learning and Extended Learning:

- One weekly math's enrichment club as part of our enrichment curriculum at dinnertimes is an opportunity for pupil's to complete mathematics outside.
- Homework is set every week and consists of practice papers, mathematical problem solving and challenges. Consolidation activities may also be given when appropriate. For KS1 children homework is sent home in a homework book. For KS2 children homework is uploaded to Microsoft Teams to complete
- How to... Math's videos and clips are also available on the school website ([here](#)) for parents to support their children with homework.
- Maths videos and clips are also available for every topic which allows pupils to study at home and are suited to IOS and Android devices. These are emailed out to all pupils when the topic is being covered.

<ul style="list-style-type: none"> <li>• TT rock stars may also be used to help extend home learning or revision periods for Times tables.</li> <li>• Revision materials will be provided by the school in the form of practice papers, videos and revision booklets (Year 6). Revision booklets will not be given to Year 2 children.</li> </ul>	
<p><b>How would I use this subject in the future?</b></p> <ul style="list-style-type: none"> <li>• Mathematics is an essential qualification when you go on to study the subject further at (Kings Leadership Academy, Birchwood High, Sir Thomas Boteler), 6<sup>th</sup> Form and college (Kings Leadership Academy, Priestley College, Carmel College and then at university (see below). Mathematics is also an essential qualification for life. Number skills are required in almost all everyday situations, such as working out bills, calculating your salary, shopping, dealing with mortgages and investments. Thinking like a mathematician will help to improve your problem-solving and decision-making skills.</li> </ul>	
<p><b>What are the top 5 universities currently for this subject?</b></p> <ol style="list-style-type: none"> <li>1. Cambridge</li> <li>2. Oxford</li> <li>3. Imperial College London</li> <li>4. St Andrews</li> <li>5. Warwick</li> </ol>	<p><b>Jobs you could do with a Mathematics degree</b></p> <ol style="list-style-type: none"> <li>1. Research</li> <li>2. Medicine</li> <li>3. Teaching</li> <li>4. Design and Architecture</li> <li>5. Computer Gaming</li> <li>6. Accountancy</li> <li>7. Science &amp; Engineering</li> <li>8. Sport Science</li> <li>9. Intelligence Analyst</li> </ol>
<p><b>Companies you could work for include;</b></p> <ul style="list-style-type: none"> <li>• Royal Navy</li> <li>• Deloitte</li> <li>• Allianz Insurance</li> <li>• MI5</li> <li>• EA Sports</li> <li>• Sky Sports</li> </ul>	<p><b>Famous people who have studied this subject at university;</b></p> <ul style="list-style-type: none"> <li>• Christopher Wren</li> <li>• Marie Curie</li> <li>• William Gladstone</li> <li>• Lewis Carroll</li> <li>• Michael Jordan</li> <li>• Rowan Atkinson</li> </ul>
<p><b>We currently hold the Primary Quality Mark for Mathematics</b></p>	



## Science

Nursery: Available in continuous provision every day  
Reception: Available in continuous provision every day  
KS1: 1 hour 45 minutes a week  
KS2: 2 hours a week

### What skills, aims and interests are needed to be successful for this subject?

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

### What will I study?

All year groups will 'Work Scientifically'

### EYFS will study;

### Understanding the World — The Natural World:

Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### Continuous provision:

Water tray (floating, sinking, absorbency of materials)  
Sand tray/pit (consistency of materials, role play)  
Bug hunts (mats/logs to turn over, wild flowers and long grass)  
Construction area (junk modelling, different types of materials)  
Growing area (seeds, plants, minibeasts)  
Mud kitchen (consistency of materials, scented herbs, stones, minibeasts)  
Sound (musical instruments and sound)  
Small world (different animals, props, dolls' house)  
Playdough area (birthday props/cake decorations to encourage talk about changing and growing)

### KS2 will study;

Plants  
Animals, including humans (Years 3, 4, 5,6)  
Rocks  
Light (Years 3 and 6)  
Forces and magnets (Years 3 and 5)  
Living things and their habitats (Years 4, 5, 6)  
States of matter  
Sound  
Electricity (Years 4 and 6)  
Properties and changes of materials  
Earth and space  
Evolution and inheritance

<p><b>KS1 will study;</b>  Plants (Years 1 and 2)  Animals, including humans (Years 1 and 2)  Everyday materials  Seasonal changes  Living things and their habitats (Year 2)  Uses of everyday materials (Year 2)</p>	
<p><b>How will Science be assessed?</b></p> <ul style="list-style-type: none"> <li>• Retrieval activities will be used to assess what pupils can remember</li> <li>• Outcomes will be analysed through book scrutiny by teachers, teaching assistants, partnering up with other teachers across WPAT for standardization and moderation exercises.</li> <li>• Feed forward marking will be used to challenge and deepen learning. Target setting will come through everyday feed forward marking (Every piece of work can be improved)</li> <li>• Pupils will be asked to predict and reflect on their scientific observations.</li> </ul> <p><b>Homework/Independent Learning and Extended Learning:</b></p> <ul style="list-style-type: none"> <li>• One weekly Science enrichment club as part of our enrichment curriculum at dinnertimes is an opportunity for pupil's to continue working scientifically outside.</li> <li>• Science videos and clips are also available for every topic which allows pupils to study at home and are suited to IOS and Android devices. These are emailed out to all pupils when the topic is being covered.</li> </ul>	
<p><b>How would I use this subject in the future?</b></p> <ul style="list-style-type: none"> <li>• Good grades in science is an essential qualification and you will go on to study the subject further at (Kings Leadership Academy, Birchwood High, Sir Thomas Boteler), 6<sup>th</sup> Form and college (Kings Leadership Academy, Priestley College, Carmel College and then at university (see below). The main skills you will utilise from achieving a science degree are, Problem solving skills, Organisational skills, Project management, Practical skills, Mathematical skills, Analytical skills, Time management, Research skills and an ability to communicate information effectively.</li> </ul>	
<p><b>What are the top 5 universities currently for this subject?</b></p> <ol style="list-style-type: none"> <li>1. Cambridge</li> <li>2. Oxford</li> <li>3. Durham</li> <li>4. Imperial College London</li> <li>5. Edinburgh</li> </ol>	<p><b>Jobs you could do with a Science degree</b></p> <ol style="list-style-type: none"> <li>1. Heath sciences (doctor, nurse, sports physiotherapist)</li> <li>2. Engineering (aerospace engineer, robotics engineer, architect)</li> <li>3. Life sciences (veterinarian, dentist, marine biologist)</li> <li>4. Physical sciences (pilot, forensic science, geoscientist)</li> <li>5. Science Teacher</li> <li>6. Forensic Scientist</li> <li>7. Environmental consultancy</li> </ol>
<p><b>Companies you could work for include;</b></p> <ul style="list-style-type: none"> <li>• AstraZeneca</li> <li>• Alder Hey Hospital</li> <li>• Cheshire Police – CSI</li> <li>• Microsoft</li> </ul>	<p><b>Famous people who have studied this subject at university;</b></p> <ul style="list-style-type: none"> <li>• David Attenborough</li> <li>• Brian Cox</li> <li>• Jonathan Van-Tam</li> <li>• Dr Catherine Green</li> </ul>



- **Universal Robots**

- **Professor Sarah Gilbert**
- **Rosalind Franklin**

**We currently hold the Primary Quality Mark for Science**

## Spanish

Nursery: 10 minutes a week

Reception: 15 minutes a week

KS1: 20 minutes a week

KS2: 30 minutes a week

### What skills, aims and interests are needed to be successful for this subject?

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

### What will I study?

- To listen attentively to spoken language and show understanding by joining in and responding
- To explore the patterns and sounds of language through songs and rhymes and link the spell, sound and meaning of words
- To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- To speak in sentences, using familiar vocabulary, phrases and basic language structures
- To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- To present ideas and information orally to a range of audiences
- To read carefully and show understanding of words, phrases and simple writing
- To appreciate stories, songs, poems and rhymes in the language
- To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- To write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- To describe people, places, things and actions orally and in writing
- To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

### How will Spanish be assessed?

- Spanish will be taught and assessed in every year group from Nursery to Year 6 using benchmark descriptors and tracking grids. The expertise of our Spanish teacher will be used to support in these assessments.

### Homework/Independent Learning and Extended Learning:

- Pupils in KS1 and KS2 will use Language Explorers (JLN), where pupils will revise a list of vocabulary relating to the topic being taught. In KS2 pupils will complete a piece of either spoken or written work based on the content they are learning.
- Independent learning will be facilitated using Click2Teach through the school week.

**How would I use this subject in the future?**

- Good grades in Spanish is an essential qualification if you are planning to go onto study the subject further at (Kings Leadership Academy, Birchwood High, Sir Thomas Boteler), 6<sup>th</sup> Form and college (Kings Leadership Academy, Priestley College, Carmel College and then at university (see below). The study of one language at High school can facilitate and help promote the learning of other languages. Pupils may need a GCSE in a language when applying to certain universities. A language qualification may also add to your employability profile with over 1/3 of businesses wanting people specifically for their language skills.

**What are the top 5 universities currently for this subject?**

1. Durham
2. Cambridge
3. St Andrews
4. Oxford
5. Southampton

**Jobs you could do with a Spanish degree**

1. Translator/Interpreter
2. Foreign Service Officer
3. International Lawyer
4. Overseas Journalist
5. Pilot
6. Fashion Designer
7. Immigration/Customs Official
8. Export/Import Business Manager

**Companies you could work for include;**

- International aid worker
- BBC
- Sky
- UK Government - Foreign Office
- UK Government - Home Office

**Famous people who have studied languages at university;**

- JK Rowling
- Paula Radcliffe
- Mark Zuckerberg
- Novak Djokovic
- Ellen MacArthur

**We currently hold the Primary Connecting Classrooms International Award and Primary Languages Award**

## Geography

Nursery: Available in continuous provision every day

Reception: Available in continuous provision every day

KS1: 1 hour a week

KS2: 1 hour a week

### What skills, aims and interests are needed to be successful for this subject?

- 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.

### What will I study?

- Pupils will develop knowledge about the world, the United Kingdom and their locality. They will 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.
- Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### How will Geography be assessed?

- We are members of the Geography Association and use their quality resources to support the assessment of Geography.
- **Through Active geography:** pupils will DO geography, rather than just listen to it, by being engaged in practical activities in and beyond the classroom.
- **Geographical voice:** pupils will have ample opportunity to engage in discussion, debate and oral presentation, rather than just writing about the geography they are doing (so that it is geographical knowledge and understanding, not literacy, that is being assessed).
- Retrieval activities will be used to assess what pupils can remember
- Feed forward marking will be used to challenge and deepen learning. Target setting will come through everyday feed forward marking (Every piece of work can be improved)

### Homework/Independent Learning and Extended Learning:

- We will use the principles found [here](#) to deliver Geography homework and independent learning.
- When Geography homework is set it will be;

<ul style="list-style-type: none"> <li>• Inclusive so it encourages pupils to be creative and think independently about geography and what it means to them, and</li> <li>• Meaningful so it is clearly linked to what pupils are learning in later lessons or consolidates previous learning.</li> </ul>	
<p><b>How would I use this subject in the future?</b></p> <ul style="list-style-type: none"> <li>• Good grades in Geography is an essential qualification if you are planning to go onto study the subject further at (Kings Leadership Academy, Birchwood High, Sir Thomas Boteler), 6<sup>th</sup> Form and college (Kings Leadership Academy, Priestley College, Carmel College and then at university (see below). Geography is one of the most exciting, adventurous and valuable subjects you can study. It helps you to make sense of our changing world and places around you, meaning it is always up-to-date and relevant. Many of the world's current challenges are related to geography, and require the skills and insight from the geographers of the future to help us to understand them</li> </ul>	
<p><b>What are the top 5 universities currently for this subject?</b></p> <ol style="list-style-type: none"> <li>1. Durham</li> <li>2. Cambridge</li> <li>3. St Andrews</li> <li>4. Oxford</li> <li>5. Southampton</li> </ol>	<p><b>Jobs you could do with a Geography degree</b></p> <ol style="list-style-type: none"> <li>1. Accountancy</li> <li>2. Market research</li> <li>3. Management consultancy</li> <li>4. Aid work</li> <li>5. Landscape architecture</li> <li>6. Field studies work</li> <li>7. Environmental consultancy</li> <li>8. Civil engineering</li> <li>9. Cartography</li> <li>10. Surveying</li> <li>11. Town planning</li> <li>12. Teaching</li> <li>13. The tourist industry</li> </ol>
<p><b>Companies you could work for include;</b></p> <ul style="list-style-type: none"> <li>• Ordnance Survey</li> <li>• Department for Environmental Food &amp; Rural Affairs</li> <li>• The Wildlife Trusts</li> <li>• British Army</li> <li>• Travel reporter</li> </ul>	<p><b>Famous people who have studied this subject at university;</b></p> <ul style="list-style-type: none"> <li>• Prince William, Duke of Cambridge</li> <li>• Theresa May</li> <li>• Michael Palin</li> <li>• Milton Almeida dos Santos</li> <li>• Alexander von Humboldt</li> </ul>
<p><b>We currently hold the Primary Quality Mark for Geography</b></p>	

## History

Nursery: Available in continuous provision every day

Reception: Available in continuous provision every day

KS1: 1 hour a week

KS2: 1 hour week

### What skills, aims and interests are needed to be successful for this subject?

- 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.

### What will I study?

- Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will 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. They will use a wide vocabulary of everyday historical terms. They will also 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 will understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Pupils will develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will also regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children will understand how our knowledge of the past is constructed from a range of sources.

### How will History be assessed?

- We are members of the History Association and use their quality resources to support the assessment of History.
- Retrieval activities will be used to assess what pupils can remember
- Feed forward marking will be used to challenge and deepen learning. Target setting will



come through everyday feed forward marking (Every piece of work can be improved)

- We will use quality questioning both to assess and to advance children's learning. We will actively involve all children in their own learning through, for instance, discussion and debate with peers and teacher; assessing, reviewing and reflecting on their own Historical performance.

**Homework/Independent Learning and Extended Learning:**

When we set homework for History it will facilitate;

- Progression in children's depth of understanding in history
- Progression in the key concepts relating to history
- Progression in children's independent research skills

**How would I use this subject in the future?**

- Good grades in History is an essential qualification if you are planning to go onto study the subject further at (Kings Leadership Academy, Birchwood High, Sir Thomas Boteler), 6th Form and college (Kings Leadership Academy, Priestley College, Carmel College and then at university (see below). History will help to accelerate progress in English, as well as the other Humanities subjects. The ability to think critically and provoke questioning of events both past and present is a life skill of premium importance.

**What are the top 5 universities currently for this subject?**

1. Durham
2. Cambridge
3. Oxford
4. St Andrews
5. London School of Economics

**Jobs you could do with a History degree**

1. Academic librarian
2. Archaeologist
3. Museum/gallery curator
4. Historian
5. Genealogist
6. History teacher
7. Underwater archaeologist
8. Writer and editor
9. Conservator

**Companies you could work for include;**

- The British Museum
- English Heritage
- The National Archives
- The National Trust
- Harvard University

**Famous people who have studied this subject at university;**

- Joe Biden
- Winston Churchill
- Anita Roddick
- Lord Sebastian Coe
- Lauryn Hill

**We are currently working towards achieving Primary Quality Mark for History**

## Music

Nursery: Available in continuous provision every day

Reception: Available in continuous provision every day

KS1: 40 minutes + 25 minutes singing a week

KS2: 40 minutes + 25 minutes singing a week

### What skills, aims and interests are needed to be successful for this subject?

- 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### What will I study?

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

### How will Music be assessed?

- Retrieval activities will be used to assess what pupils can remember
- We will use Music Mark assessment tasks
- A collection of video and/or audio files will be recorded to be compared to show progress over time.

### Independent Learning and Extended Learning:

- School offer 1:1 tuition in a range of instruments including guitar, keyboard and piano.
- Our school choir (open to all pupils) sing regularly at community events across Warrington.
- Each year our school choir participate in the Warrington Primary Arts Network performance at the Parr Hall with fifty other schools. Rehearsals and performances are conducted after school.
- Every week from 14:50 – 15:15 the whole school take part in singing practise with our

specialist music teacher.	
<p><b>How would I use this subject in the future?</b></p> <ul style="list-style-type: none"> <li>• Good grades in music is an essential qualification if you are planning to go onto study the subject further at (Kings Leadership Academy, Birchwood High, Sir Thomas Boteler), 6th Form and college (Kings Leadership Academy, Priestley College, Carmel College and then at university (see below). Music is an academic subject, and colleges and universities look on it very favourably. This qualification shows you are creative, dedicated and can work with other people. These are all skills that are very sought after by employers.</li> </ul>	
<p><b>What are the top 5 universities currently for this subject?</b></p> <ol style="list-style-type: none"> <li>1. Oxford</li> <li>2. Leeds</li> <li>3. Durham</li> <li>4. Cambridge</li> <li>5. Birmingham</li> </ol>	<p><b>Jobs you could do with a Music degree</b></p> <ol style="list-style-type: none"> <li>1. Performer</li> <li>2. Music Education (e.g. teacher or Tutor)</li> <li>3. Arts Administration</li> <li>4. Theatre work</li> <li>5. A&amp;R, Promotion &amp; Booking</li> <li>6. Artist Management</li> <li>7. Music Producer</li> <li>8. Producer</li> <li>9. DJ</li> <li>10. Marketing Executive</li> <li>11. Radio work</li> </ol>
<p><b>Companies you could work for include;</b></p> <ul style="list-style-type: none"> <li>• Royal Opera House</li> <li>• Universal Music Group (UMG)</li> <li>• Amazon Studios</li> <li>• Radio 1</li> <li>• Wire FM</li> </ul>	<p><b>Famous people who have studied this subject at university;</b></p> <ul style="list-style-type: none"> <li>• Ed Sheeran</li> <li>• Jamie Foxx</li> <li>• Andrew Lloyd Webber</li> <li>• Sir Elton John</li> <li>• Adele</li> </ul>
<p><b>We currently hold the Music Mark which recognises high quality music education in school</b></p>	

## Physical Education (PE)

Nursery: Available in continuous provision every day

Reception: Available in continuous provision every day

KS1: 2 hours a week

KS2: 2 hours a week

### What skills, aims and interests are needed to be successful for this subject?

- 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.

### What will I study?

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.
- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

### How will PE be assessed?

- Using our chosen tracking software we assess children on three key domains, Performance (Skill based) Personal/social (Knowledge based) Competition- Self and against others (Resilience based).
- We assess against a list of skills, knowledge and behaviours which form into our robust and concise end points for each Key stage.
- AFL strategies are in place and are tracked topic by topic.
- Summative assessments are collated at the end of each term, these are then combined with the curriculum's outcomes and are averaged into an overall score which is shared with the PE Lead, Class teacher and SLT.
- Evidence is collected through pictures, videos and pupil conferences this is then stored on our tracking system.

**Independent Learning and Extended Learning:**

- A range of after school clubs are available to all children including Jujitsu, Multi skills, football and rugby.
- School has a very successful football team who play in competitions and matches against schools from across Warrington.
- School hire its own swimming pool every year to deliver curriculum swimming to all children from Year 1 to Year 6. Children can also access the pool after school for top up lessons which will improve their swimming ability.
- School have excellent links with community sports clubs which many of our children take part in.
- We have exercise equipment on our school playground for all children to access.

**How would I use this subject in the future?**

- Good grades in PE is an essential qualification if you are planning to go onto study the subject further at (Kings Leadership Academy, Birchwood High, Sir Thomas Boteler), 6th Form and college (Kings Leadership Academy, Priestley College, Carmel College and then at university (see below). This subject will help anyone interested in working in the sports industry.

**What are the top 5 universities currently for this subject?**

1. Durham
2. Birmingham
3. Bath
4. Exeter
5. Loughborough

**Jobs you could do with a PE degree**

1. Physiotherapist
2. Sports psychologist
3. PE teacher
4. Sports coach
5. Personal trainer
6. Sports Nutritionist
7. Performance coaches.

**Companies you could work for include;**

- Manchester United (Manchester )
- Barcelona Football Club (Spain)
- Set up your own fitness company
- Warrington Hospital (NHS)
- Royal Air Force
- Bupa

**Famous people who have studied this subject at university;**

- Victoria Pendleton
- John McFall
- José Mourinho
- Peter Phillips - member of the British Royal Family
- Kate Howey MBE

**We are currently hold the afPE Quality Mark for PE and the Gill Parry Best Practice Award**

## Art and Design

Nursery: Available in continuous provision every day

Reception: Available in continuous provision every day

KS1: 24 hours + 6 hours PAN a year

KS2: 24 hours + 6 hours PAN a year

### What skills, aims and interests are needed to be successful for this subject?

- 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.

### What will I study?

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

### How will Art and Design be assessed?

- Retrieval activities will be used to assess what pupils can remember
- Feed forward marking will be used to challenge and deepen learning. Target setting will come through everyday feed forward marking (Every piece of work can be improved)
- We will use quality questioning both to assess and to advance children's learning. We will actively involve all children in their own learning through, for instance, discussion and debate with peers and teacher; assessing, reviewing and reflecting on their own artistic performance.

### Independent Learning and Extended Learning:

- Pupils can join an extra-curricular Art session in order to develop ideas to the highest of standards. Sketchbook development is a crucial part of pupils learning. Our dinnertime enrichment programme will involve first-hand drawings, Painting, sculpture, collage and textiles and researching Artists and further practice of techniques taught in class. We

### How would I use this subject in the future?

- Good grades in Art is an essential qualification if you are planning to go onto study the subject further at (Kings Leadership Academy, Birchwood High, Sir Thomas Boteler), 6th Form and college (Kings Leadership Academy, Priestley College, Carmel College and then at university (see below). Creative young people with artistic flair will always be in demand and there are many employment opportunities available.



<p><b>What are the top 5 universities currently for this subject?</b></p> <ol style="list-style-type: none"> <li>1. Cambridge</li> <li>2. Oxford</li> <li>3. University College London</li> <li>4. University of Edinburgh</li> <li>5. King's College London</li> </ol>	<p><b>Jobs you could do with an Art and Design degree</b></p> <ol style="list-style-type: none"> <li>1. Artist</li> <li>2. Teacher</li> <li>3. Designer (Product, Fashion, Graphic, Shoe, Games)</li> <li>4. Architect</li> <li>5. Sculptor</li> <li>6. Makeup Artist</li> <li>7. Photographer</li> </ol>
<p><b>Companies you could work for include;</b></p> <ul style="list-style-type: none"> <li>• BBC</li> <li>• The National Gallery</li> <li>• AMV BBDO</li> <li>• Gucci</li> <li>• Burberry</li> <li>• ITV</li> <li>• Sky</li> </ul>	<p><b>Famous people who have studied this subject at university;</b></p> <ul style="list-style-type: none"> <li>• John Lennon</li> <li>• Tracey Emin</li> <li>• Quentin Blake</li> <li>• Marc Jacobs</li> <li>• Calvin Klein</li> </ul>
<p><b>We are currently working towards achieving the Arts Mark</b></p>	

## Computing

Nursery: Available in continuous provision every day

Reception: Available in continuous provision every day

KS1: 1 hour a week

KS2: 1 hour a week

### What skills, aims and interests are needed to be successful for this subject?

- 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.

### What will I study?

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### How will Computing be assessed?

- Retrieval activities will be used to assess what pupils can remember
- We are members of The NCCE (National Centre for Computing Education) which will also be used to support the assessment of pupil's attainment and progress in computing.

- We will use quality questioning both to assess and to advance children's learning. We will actively involve all children in their own learning through, for instance, discussion and debate with peers and teacher; assessing, reviewing and reflecting on their own computing performance.

**Independent Learning and Extended Learning:**

- Working with the National Centre for Computing Education (NCCE) we offer high-quality computing activities for pupils of all ages, which can be scheduled by teachers and parents as part of the school day (if in lockdown or at home) or as extended learning. A timetable of sequential, topic-led activities and live Q&A sessions with NCCE experts will be available.

**How would I use this subject in the future?**

- Good grades in computing is an essential qualification if you are planning to go onto study the subject further at (Kings Leadership Academy, Birchwood High, Sir Thomas Boteler), 6th Form and college (Kings Leadership Academy, Priestley College, Carmel College and then at university (see below).

**What are the top 5 universities currently for this subject?**

1. Cambridge
2. Imperial College London
3. Oxford
4. St Andrews
5. Bristol

**Jobs you could do with a Computing degree**

1. Software Developer
2. Games Developer
3. Computer Technician
4. IT Consultant
5. Database, Network or Systems Administrator

**Companies you could work for include;**

- Google
- Apple
- Microsoft
- Nintendo
- Virgin Media/ Sky
- Beats Electronics

**Famous people who have studied this subject at university;**

- Mark Zuckerberg
- Anita Borg
- Will.i.am
- Bill Gates
- Andre Young

**We are currently working towards achieving the NCCE Quality Mark**

## **Personal, Social, Health and Economic Education (PSHE), Relationships and Sex Education and (RSE)**

Nursery: Available in continuous provision every day  
Reception: Available in continuous provision every day  
KS1: 30 minutes a week (to include RSE)  
KS2: 30 minutes a week (to include RSE)

### **What skills, aims and interests are needed to be successful for this subject?**

During key stages 1 and 2, our PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through our school. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps our pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

### **What will I study?**

Core theme one: Health and wellbeing

Core theme one: Relationships

Core theme one: Living in the Wider World

Our Programme of Study sets out learning opportunities for each key stage, in each core theme, organised under subheadings. These learning opportunities are used flexibly to plan our programme according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding. Learning from one area may be related and relevant to others. Whilst our framework distinguishes three separate core themes, there will be extensive overlap, so when planning our units, we may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes. Our PSHE education addresses both pupils' current experiences and preparation for their future. Our Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education.

Our Programme of Study identifies a broad range of important issues, but we prioritise quality over quantity (so that our PSHE lessons are not simply a series of one-off, disconnected sessions) whilst ensuring that our programme reflects the universal needs of all pupils as well as the specific needs of the pupils in your school or community. When planning and ordering topic areas for our pupils, we start with identifying their needs. We ensure our pupils recognise their PSHE education is relevant and applicable across many important areas of their lives.

Unlike many other subjects, much of the specific knowledge taught in our PSHE lessons changes regularly, for example as a result of legal changes, medical or technological advances. We therefore recognise it is important to ensure that all information used to develop pupils' knowledge on any aspect of our PSHE education is up to date, accurate, unbiased and balanced.

**How will PSHE and RSE be assessed?**

- Pupils will have opportunities to reflect on their learning and its implications for their lives.
- We will use baseline assessments to gauge prior knowledge and understanding
- Assessment for learning will be used over the course of a lesson or series of lessons
- We will use endpoint assessments and the support of PSHE Association

**Independent Learning and Extended Learning:**

- Through our use of Picture News and The Economist Educational Foundation (Formerly Burnett News) resources our children are discussing controversial local and world events including 'Do walls divide us or protect us?' Other topics our children have discussed and contributed to online are 'Fake News and Democracy,' 'Syria' 'Year of the Women' and 'Palestine.' All classes throughout KS1 and KS2 have timetabled lessons dedicated to discussing these events. Children are encouraged to develop and articulate their own opinions which are recorded in our awe and wonder books and on our graffiti wall.

**How would I use this subject in the future?**

- Good grades in PSHE is an essential qualification if you are planning to go onto study the subject further (Citizenship) at (Kings Leadership Academy, Birchwood High, Sir Thomas Boteler), 6th Form and college (Kings Leadership Academy, Priestley College, Carmel College and then at university (see below). PSHE (personal, social, health and economic) education is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. PSHE education helps pupils to stay healthy, safe and prepared for life – and work – in modern Britain.

**What are the top 5 universities currently for this subject?**

1. Worcester
2. Cumbria
3. Keele
4. Wolverhampton
5. Nottingham

**Jobs you could do with a PSHE and RSE degree**

1. PSHE Teacher
2. Social worker
3. Family support worker
4. Cognitive-Behavioral Therapy counsellor
5. Mental health support worker

**Companies you could work for include;**

- Warrington Borough Council
- You could run your own counselling service
- Kings Leadership Academy
- Birchwood High School
- NHS
- Bupa

**Famous people who have studied this subject at university;**

- Ronald Reagan
- Michelle Obama
- Kofi Annan
- Cate Blanchett
- Meg Whitman (Ebay)

**We currently hold the SMSC Quality Mark at the Gold level**

## Religious Education (RE)

Nursery: Available in continuous provision every day  
Reception: Available in continuous provision every day  
KS1: 45 minutes a week  
KS2: 45 minutes a week

### What skills, aims and interests are needed to be successful for this subject?

Our RE provision is legal as it follows the Lancashire agreed syllabus for Religious Education 2021 we use this agreed syllabus to plan and teach lessons. Whilst Religious Education is a subject of the basic curriculum, it supports the values, aims and purposes which underpin the breadth of the National Curriculum. It supports learning across a range of subjects as well as broader educational aims. Specifically:

- Personal, social, relationship, health and citizenship education.
- Spiritual, moral, social and cultural development.
- British Values (Promoting fundamental British Values as part of SMSC in schools Nov 2014 Department for Education).
- Community cohesion.
- The Prevent Duty (Revised Prevent Duty Guidance for England and Wales. March 2015 HM Government).
- Reading and writing skills.
- The arts: music, art, and drama
- History and geography

### What will I study?

#### EYFS

Christianity.

Comparisons with other religions and worldviews which represent the school/local community.

#### KS1

Progressive study of Christianity, Islam and Hinduism. Encountering Judaism, Sikhism, Buddhism and non-religious worldviews.

#### KS2

Progressive study of Christianity, Islam and Hinduism. Encountering Judaism, Sikhism, Buddhism and non-religious worldviews.

### How will RE be assessed?

- We will evaluate how pupils are doing and ascertain standards of attainment.
- We will enable teachers to adapt and adjust their teaching to ensure that learning supports progression.
- We will achieve summative attainment results at the end of KS1 and KS2 using the 'End of Key Stage Expectations' document from Lancashire RE Syllabus as a guide.

### Independent Learning and Extended Learning:

- Pupils will be encouraged to think independently, consider and ask questions, sift arguments and explore alternatives as they reflect and develop a sense of personal meaning. This will support the development of communication, reasoning and critical thinking skills and deal with morality and ethics. Teachers will also aim to create a 'safe space' where pupils are free to express their own religious or non-religious identities. The skills to manage controversial and sensitive issues need to be mastered as part of curriculum implementation. We will support the development of communication, reasoning



and critical thinking skills and deal with morality and ethics. Teachers will aim to create a 'safe space' where pupils are free to express their own religious or non-religious identities. The skills to manage controversial and sensitive issues will be mastered as part of curriculum implementation.

**How would I use this subject in the future?**

- Good grades in RE is an essential qualification if you are planning to go onto study the subject further (Citizenship) at (Kings Leadership Academy, Birchwood High, Sir Thomas Boteler), 6th Form and college (Kings Leadership Academy, Priestley College, Carmel College and then at university (see below).

**What are the top 5 universities currently for this subject?**

1. Cambridge
2. Oxford
3. Liverpool Hope
4. Durham
5. Glasgow

**Jobs you could do with an RE degree**

1. Charity fundraiser
2. Charity officer
3. Secondary school teacher
4. Human Rights lawyer
5. Politics

**Companies you could work for include;**

- United Nations
- CAFOD
- Oxfam
- NHS
- Sky

**Famous people who have studied this subject at university;**

- Martin Luther King
- Aung San Su Kyi
- Matt Groening
- Hugh Bonneville
- Yann Martel

**We currently hold the RE Quality Mark at the Gold level**

## Design Technology

Nursery: Available in continuous provision every day  
Reception: Available in continuous provision every day  
KS1: 1 hour a week  
KS2: 1 hour a week

### What skills, aims and interests are needed to be successful for this subject?

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.

What will I study?

#### EYFS

Your child will learn through first-hand experiences. They will be encouraged to explore, observe, solve problems, think critically, make decisions and to talk about why they have made their decisions. Here are some of the typical learning experiences your child will have:

Constructing, Structure and joins, Using a range of tools, Cooking techniques, Exploration and Discussion. All children will be given opportunities to discuss reasons that make activities safe or unsafe, for example hygiene, electrical awareness, and appropriate use of senses when tasting different flavourings

When designing and making in KS1, pupils should be taught to:

#### Design

- Design purposeful, functional, appealing products for themselves and other users based on Design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing’
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

#### Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

When designing and making, pupils in KS2 should be taught to:

#### Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products.

**Cooking and nutrition**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

**Key stage 1**

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

**Key stage 2**

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

**How will Design Technology be assessed?**

The D&T Association recommends that schools use the following principles, which are consistent with the Government's initial thinking. A formative assessment system will help;

- Pupils to have opportunities to reflect on their learning.
- Retrieval activities, which will be used to assess what pupils can remember
- We will use quality questioning both to assess and to advance children's learning. We will actively involve all children in their own learning through, for instance, discussion and debate with peers and teacher; assessing, reviewing and reflecting on their own design technology performance.

- We will set out steps so that pupils reach or exceed the end of key stage expectations.
- We will judge whether pupils are on track to meet end of key stage expectations
- We will pinpoint aspects of the curriculum where pupils are falling behind and recognise exceptional performance and provide teachers with support for addressing this.
- We will support planning and teaching for all pupils
- We will report to parents and, where pupils move to other schools, provide clear information about each pupil's strengths, weaknesses and progress

**Independent Learning and Extended Learning:**

- There will be ample opportunities for children to extend their learning of Design Technology including at dinnertimes with our extended curriculum activities. These will include construction activities, project work, water and sand activities, water fall activities, Lego and channelling water play.
- We may set project homework for some year groups.

**How would I use this subject in the future?**

- Good grades in Design Technology is an essential qualification if you are planning to go onto study the subject further at (Kings Leadership Academy, Birchwood High, Sir Thomas Boteler), 6th Form and college (Kings Leadership Academy, Priestley College, Carmel College and then at university (see below). Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they will develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

**What are the top 5 universities currently for this subject?**

1. California Institute of Technology (US)
2. Cambridge
3. Oxford
4. Imperial College London
5. University of Manchester

**Jobs you could do with a Design Technology degree**

1. Product designer
2. Graphic designer
3. Advertising design director
4. Production designer (film, television, theatre)
5. Car designer
6. Furniture designer/ restorer

**Companies you could work for include;**

- Apple
- Microsoft
- Google
- BMW
- The Repair Shop (BBC1 programme)

**Famous people who have studied this subject at university;**

- Alan Rickman
- Peter Capaldi
- Kalpana Chawla
- Alfred Hitchcock
- James Dyson

**We are currently working towards achieving the DT Quality Mark**

## Appendix 1 – Teaching Multiplication tables

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	When counting objects, children should be able to group in ones, twos, fives and tens and record the total.					
<b>Year 1</b>	Experience of counting in 1's, 2's, 5's and 10's					
<b>Year 2</b>	x1	(x1) x2	x5	(x5) x10	x0	Revision and retrieve
<b>Year 3</b>	(x2) x4	(x4) x8	x3	(x3) x6	(x3) x12	Revision and retrieve
<b>Year 4</b>	x9	x7	x11	x12	Revision	Assessment
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Retrieve x12</li> <li>• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</li> <li>• Multiply and divide numbers mentally drawing upon known facts.</li> <li>• Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</li> <li>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li> </ul>					
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</li> <li>• Perform mental calculations, including with mixed operations and large numbers.</li> <li>• Identify common factors, common multiples and prime numbers.</li> </ul>					

Short term memory retrieval activities will take place at the end of every half term, long term retrieval activities will take place at the end of every term.

Appendix 2

Bruche Academy School – Curriculum												
Our guiding principle is to deliver a first class education through partnership, innovation, school improvement and accountability												
<b>Core values</b>		<b>Children First</b> We have high expectations for every child. Everything we do as an organisation is in the interest of children first and foremost			<b>Resilience</b> We are unrelenting in our pursuit of excellence whether it is for educational outcomes or for the business function of the MAT			<b>Pioneering</b> We are passionate about learning about practice that will improve our children’s lives and their outcomes				
<b>Curriculum Aims</b>		To develop the character of a child through well-chosen experiences		To prepare them for life with skills/ knowledge that equips them to be successful in their life		To have an understanding of their personal, local, national and global responsibility		To ignite a passion that sustains and inspires them to live their lives to the full				
<b>Botheredness</b>		Why Warrington?			Careers Pathways			Humanity (In partnership with Chester Zoo)				
<b>Evidence informed pedagogy</b>		Interleaving Spaced learning & retrieval		Vocabulary		Knowledge progression model		Meta cognition		Growth mindset		
<b>Personal Development</b>		SMSC		Spiritual		Moral		Social		Cultural		
		Promoting British Values		Democracy		Rule of law		Individual liberty		Mutual respect Tolerance		
		Critical skills	Problem solving	Communication		Perseverance	Critical Thinking		Organisation			
<b>EYFS overarching principles</b>		Unique child		Positive relationships		Enabling environments		Children develop/ learn in different ways and at different rates				
<b>EYFS Framework</b>		<b>Prime areas</b>					<b>Specific areas</b>					
		Communication and Language	Physical development	Personal, Social and Emotional Development		Literacy		Maths	Understanding the world		Expressive Arts and Design	
<b>National curriculum</b>	RE	English	Maths	Computing	Art & Design	D & T	Geography	History	MFL	Music	PE	Science
	Personal, Social, Health and Economic Education (PSHE) and RSE											



**DEFINITIONS**

<b>Evidence informed pedagogy</b>	<p><b>Interleaving</b> Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of materials, within a single study session</p> <p>Spaced learning Series of short intense training sessions separated by short intervals in which learners do a completely different activity.</p>	<p><b>Vocabulary</b> Knowledge and abilities involved in knowing a word, with generalisation being the ability to define a word application the ability to select or recognise situations appropriate to a word; breadth the knowledge of multiple meanings; precision the ability to apply a term correctly to all situations and to recognise inappropriate use; and availability the actual use of a word in thinking and discourse. Ref: Impact Issue 3, page 6. Cronbach 1942</p>	<p><b>Retrieval</b> Regular, efficient recall of knowledge</p> <p>Knowledge progression model Rich web of knowledge with thoughtfully designed assessment practise</p>	<p><b>Meta-cognition</b> The awareness individuals have of their own knowledge, their strengths and areas to develop, and their beliefs about themselves as learners</p>	<p><b>Growth mind-set</b> Belief that intelligence can be developed and you can get smarter through hard work and the use of efficient strategies and help from others</p>
<b>SMSC</b>	<p><b>Spiritual</b> Exploring beliefs and experience; respecting faiths, feelings and values; enjoying learning about oneself, others and the surrounding world; using imagination and creativity; reflect</p>	<p><b>Moral</b> Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>	<p><b>Social</b> Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the</p>	<p><b>Cultural</b> Appreciating cultural influences; appreciating the role of Britain's parliamentary system; participating in culture opportunities; understand, accept, respect and celebrate diversity.</p>	

**Appendix 4**  
**Career Pathways**  
**(Part of the curriculum offer at Bruche Primary School Academy)**

1.	A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2.	Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.
3.	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4.	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5.	Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6.	Experience of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7.	Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8.	Personal guidance	Every student should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

We define careers education as learning to make informed decisions. Our students face decisions about their futures that include work,

The interconnection of careers and PSHE enables our students to learn social rules, emotional awareness and management, establishing and managing relationships with



others, recognising and expressing preferences, and building skills and confidence at self-advocacy.

### **USING THE BENCHMARKS**

A well-structured careers programme, framed by the Benchmarks, that provides encounters and experiences of work, enables students to make decisions, or participate in decision-making, and base these decisions on first-hand experience.

By assessing ourselves against the Benchmarks, we have identified opportunities to strengthen our careers programme.

**See below.**

## Mapped Gatsby Benchmarks with activities

	Gatsby Benchmarks	Linked outcomes to Quality in Careers Standard	Possible activities linked to Gatsby Benchmarks and Quality in Careers Standard
1.	A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<p><b>Year 1</b> Different types of employment</p> <p><b>Year 2</b> Different types of employment and employment skills</p> <p><b>Year 3</b> Work life behaviours and gender stereotypes</p> <p><b>Year 4</b> Finance and labour market information</p> <p><b>Year 5</b> CV writing workshop</p> <p><b>Year 6</b> Budgeting and interview skills. Which careers will suit you?</p>
2.	Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.	<i>Labour market information describes the condition of the labour market, past and present, as well as future projections. We will make clear where work opportunities are increasing or decreasing, what occupations exist, what pupils need to study to become a professional in that occupation, what is required to take up an occupation, how one can find a job, change job or progress in a career.</i>
3.	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<p>Destination Data reporting.</p> <p>Each pupil completes an aspirations questionnaire each year.</p> <p>Students from Year 5 onwards have access to a personalised account with "World Class schools" that allows them to discover and investigate a variety of careers based on their responses to 'I am, I feel, I Learn' characteristics. We remind pupils 'You are World Class because of who you are, how you feel, and how you learn. This app lets you upload a range</p>

			of evidence, which your teacher checks, to demonstrate that you are World Class.
4.	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	Pupils in all year groups learn explicitly how each subject links to careers and which careers it supports. Linking learning to careers is done explicitly in every lesson in every classroom.
5.	Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	A programme of guest speakers in assembly and to individual classes. Sessions specific to the needs of certain groups have been organised. The Picture News is used as a tool for all year groups to find out more about careers. We have developed a number of links with businesses that routinely support the careers initiatives including Asda, Tesco, Amazon, Dominoes, The Hut Group, Warrington Wolves, Chester Zoo, Total Jobs, The National Trust and Sci-Tech Daresbury.
6.	Experience of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	Through the use of our Virtual Reality (VR) Headsets we are able to access many work place experiences and we have developed our own videos.  Some of these workplace experiences include; <ul style="list-style-type: none"> <li>• Working in the Royal Air force</li> <li>• Being a Sports Coach</li> <li>• Being an Architect</li> <li>• Being a Fire Fighter</li> <li>• Working in Retail</li> <li>• Being a Police Officer</li> </ul>

			<ul style="list-style-type: none"> <li>• Being a Pilot</li> <li>• Working as an Engineer</li> </ul> <p><a href="https://the-ebp.co.uk/discover-reality">https://the-ebp.co.uk/discover-reality</a></p> <p><b><i>We are able to provide an accessible representation of a range of careers through this highly engaging, safe and inclusive delivery model. Through these experiences, our pupils will get a feel and understanding of what job roles entail and support them to make informed choices about their career pathways for future year.</i></b></p>
7.	Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<p>Local providers of Secondary education are invited to attend and to present to pupils moving to further education within 2 years (Year 5 and Year 6). Speakers are invited to engage with our pupils through a programme of events in assembly time and class time.</p> <p>We work very closely with our Secondary High School partners in Warrington but also local selective schools in the North West.</p> <p>Extra-curricular activities are routinely advertised and promoted amongst our pupils to help them develop a deeper understanding of the wider impact of their subject knowledge, especially through sport, The Arts and Music and Health and Well-being.</p>

8.	Personal guidance	<p>Every student should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.</p>	<p>All Year 6 pupils have a 'Exploring Possibilities' meeting with their teacher before leaving Bruche. This will include discussing the following;</p> <ul style="list-style-type: none"> <li>• Thinking about what jobs and roles to pursue.</li> <li>• Understanding learning pathways and how to access and succeed in them.</li> <li>• Recognising the relationship between learning, qualifications and work.</li> <li>• Building awareness about workplaces, workplace culture and expectations.</li> <li>• Analysing and preparing for recruitment and selection processes.</li> </ul>
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