

## **Ashbury meadow Primary School Global Team Curriculum Policy.**

The new Primary Curriculum, September 2014 states

'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been taught and said: and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.'

At Ashbury Meadow we have developed three curriculum teams to enhance learning throughout the school, through a creative and thematic approach. Personal, social and health education (PSHE), spiritual, moral, social and cultural education (SMSC) and special educational needs (SEN) are threaded through each curriculum team's work. Each team has a key person responsible and meets half termly to discuss how to promote, plan and drive forward key areas of learning.

The global team is responsible for history, geography, MFL, religious education and PSHE. We passionately believe in a creative approach to learning, so it would be purposeful and meaningful for pupils and so they could apply their key skills across the curriculum.

Through the curriculum we aim to promote:

Creativity

Curiosity

Cross-curricular learning

Collaboration

Communication

Through our team based curriculum groups we aim to:

Ensure all core and foundation subjects are explored at an appropriate depth and level of challenge, ensuring progression across the school.

Enthuse staff, students and parents through team based activities, such as Global week.

Allow for exciting 'wow' events to take place and ensure the constant reinforcement of SMSC.

Develop staff capacity through the role of middle managers working collectively to develop, monitor and evaluate a given subject and ensure a broad and balanced curriculum is being taught.

Raise the profile of subjects throughout the school by termly group focuses.

Ensure accessibility to students of all abilities.

At Ashbury Meadow Primary School we respect and celebrate the diversity of our pupil population and strive to ensure that children know where they have come from and how their lives have been shaped by other countries and cultures as we prepare them for life in modern Britain. We value our local community as a resource and ensure it is used to support learning where appropriate.

## Subject Statements.

MFL – statement

Aims

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

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

Key stage 2: Foreign language – Spanish

Teaching will be focused on enabling pupils to make substantial progress in one language. The teaching will provide an appropriate balance of spoken and written language and will help lay the foundations for further foreign language teaching at key stage 3. It will aim to enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing

- 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

## History

### Philosophy

At Ashbury Meadow Primary School, we view History not only as simple facts and dates but encourage pupils to become detectives who explore the past in an exciting way. History is taught mainly through a topic based approach and gives pupils a chance to explore a wide range of sources from which the past may come alive.

History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real artefacts and wherever possible arrange visits to relevant sites of historical interest in the region or invite specialists to Ashbury Meadow for in-school workshops.

### Aims

History teaching offers opportunities to:

- Fire pupils' curiosity about the past in Britain and the wider world.
- Encourage thinking about how the past influences the present.
- Help students develop a chronological framework for their knowledge of significant events and people.
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and world.
- Develop the skills of enquiry, investigation, analysis, evaluation and presentation.

### Geography

A high quality geography education should inspire in pupils a curiosity and fascination of the world and its' people, that will remain with them the rest of their lives. We will ensure we use our local area and diverse population as resources to support our pupils' learning and develop their sense of awe and wonder.

### Aims

The new National Curriculum for geography aims to ensure that all pupils

- Develop contextual knowledge of the location of globally significant places- both terrestrial and marine- including their defining physical and human characteristics and how these provide 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 data collected from fieldwork

Interpret a range of geographical sources of information

Communicate geographical information in a variety of ways, including maps and writing at length.

The following broad 'dimensions' of progress – what it means to 'get better' at geography – indicate how geography learning progresses throughout school:

- moving outwards from the familiar to the less familiar
- acquiring greater fluency with 'world knowledge'
- working with increasingly complex and/or abstract ideas and generalisations
- using data that becomes more multivariate
- investigating people-environment relations
- applying geographical thinking to new contexts and situations
- becoming more precise (in language, ideas, skills), and making distinctions
- becoming more comfortable with 'grey areas' where answers are not so clear cut
- connecting information and ideas, and building (not just receiving) new knowledge
- drawing on increasing breadth of content and contexts
- understanding the importance of perspective, recognising a range of values and views.

Progression also encompasses breadth as well as depth. The curriculum should offer a breadth of experiences that work together to deepen understanding.

### Religious Education

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

RE will be taught using The Focus Education Learning Challenge Curriculum, alongside the agreed syllabus for Manchester

We aim that Religious Education will:-

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other religions within the school community, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social values
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

### **Spiritual, moral, social and cultural development**

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

### **Personal development and well-being**

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

### **Community cohesion**

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at

**The school community** – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

**The community within which the school is located** – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

**The UK community** – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

**The global community** – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

