

Palace Wood Primary School

Curriculum Policy



Written by	Rebecca Cooper
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This policy has been impact assessed by Clare Cairns in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Introduction

When we talk about 'our curriculum' at Palace Wood, we are speaking specifically about all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities organised in order to enrich the experience of our children. Our curriculum has been designed to be knowledge and skills balanced with locality in mind. It also includes the 'hidden curriculum', ensuring children have ample opportunity to learn from the way they are treated, think about expectations and explore boundaries in a safe environment. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

Our school curriculum at Palace Wood Primary School is underpinned by our school values (compassion, courage, curiosity and challenge). The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Palace Wood Primary School is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims and objectives

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 thought 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.

The aims of our school curriculum at Palace Wood Primary School are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success
- Be independent thinkers/learners who are able to seek solutions creatively and cooperatively
- Develop an 'enquiring' mind and ask questions

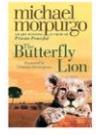
- Be confident enough to take risks in their learning
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- Be able to listen and articulate responses showing consideration to others
- Be polite and courteous
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning
- Understand and respect diversity
- Be aware of and recognise their own learning needs and be involved in planning future steps
- Develop a sense of self-esteem: be well balanced and healthy individuals

Organisation and planning

At Palace Wood Primary School, we plan our curriculum in two phases, long and medium-term. Resources for lessons are created from medium-term planning which are monitored by curriculum and subject leaders across the school. We review our long-term plan on an annual basis and use current research to support decisions made. We also have agreed Teaching and Learning principles, which underpin how we approach our curriculum.

Our long-term curriculum maps indicate which subjects are taught to which year in which terms. Over the course of an academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Staff in year groups, and as Subject Leaders, have pulled together areas of learning from different curriculum subjects, which ensures a spiral approach from Year R – Year 6. These overviews are published on our school website.

Example of our 2023-2024 Term one overview:

 						
Big Questions: What makes a 'community'? What do we need communities for? How do you show unity with your family/friends, the world? How do you know you are part of a community?						
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PRIMARY ENGLISH TEXT						
HISTORY AND GEOGRAPHY						
	<p>Place Knowledge and Human and Physical Geography (Project Work)</p> <p>Comparing human and physical features of Madras and the Rock of Madras in India.</p> <p>•What is the difference between a city, town and village?</p> <p>•Where are your communities in relation to...</p>	<p>Place Knowledge and Human and Physical Geography (Project Work)</p> <p>Comparing human and physical features of the Islands and the Fish Tea Plantation in Malawi.</p> <p>•What is the difference between a city, town and village?</p> <p>•Where are your communities in relation to...</p>	<p>Place Knowledge and Human and Physical Geography (Project Work)</p> <p>Comparing human and physical features of the England and North America.</p> <p>•Are they in the Southern or Northern Hemisphere?</p> <p>•How does time differ in your region compared to the UK?</p> <p>•What impact does this have on...</p>	<p>Place Knowledge and Human and Physical Geography (Project Work)</p> <p>Comparing human and physical features of the Wales and Europe.</p> <p>•Are they in the Southern or Northern Hemisphere?</p> <p>•How does time differ in your region compared to the UK?</p> <p>•Does any of your region fall within the Tropics of Cancer/ Capricorn?</p> <p>•What impact does this have on...</p>	<p>Place Knowledge and Human and Physical Geography (Project Work)</p> <p>Comparing human and physical features of the Scotland and Asia, Sweden and Brazil.</p> <p>•What is longitude and latitude?</p> <p>•Are they in the Southern or Northern Hemisphere?</p> <p>•How does time differ in your region compared to the UK?</p> <p>•Does any of your region fall within the Tropics of Cancer/ Capricorn?</p>	<p>Place Knowledge and Human and Physical Geography (Project Work)</p> <p>Comparing human and physical features of the Northern Ireland, Sweden and Brazil.</p> <p>•What is the longitude and latitude of your community?</p> <p>•Are they in the Southern or Northern Hemisphere?</p> <p>•How does time differ in your region compared to the UK?</p>
	<p>•Where are your communities in relation to the North Pole, South Pole and the Equator?</p> <p>Events Beyond Living Memory</p> <p>Taking a look at historical events which have brought the community together.</p> <p>How did the Great Fire of London affect the community?</p> <p>How did ancient public health?</p> <p>How many buildings were destroyed?</p> <p>How much did it cost to fix the damage?</p> <p>How many people were left homeless?</p> <p>Headlines Project</p> <p>https://www.metmuseum.org/learn/organize-a-headline-event-to-raise-money-for-madrasa-churches-water-shelter</p> <p>•How can we help to tackle homelessness in our community?</p> <p>•What can we do to make the lives of those less fortunate a little better?</p>	<p>Changes Within Living Memory</p> <p>Taking a look at historical events which have brought the community together.</p> <p>•How did the Great Fire of London affect the community?</p> <p>•How did ancient public health?</p> <p>•How many buildings were destroyed?</p> <p>•How much did it cost to fix the damage?</p> <p>•How many people were left homeless?</p> <p>The World Wide Web</p> <p>Who was Tim Berners-Lee?</p> <p>How did the invention of the internet change our communities?</p>	<p>Does any of your region fall within the Tropics of Cancer/ Capricorn?</p> <p>•What impact does this have on communities?</p> <p>Study of Community in Two Ancient African Civilisations</p> <p>Which civilisation had a stronger sense of community?</p> <p>Rome or Ancient Egypt.</p> <p>The World Wide Web</p> <p>Who was Tim Berners-Lee?</p> <p>How did the invention of the internet change our communities?</p>	<p>Roman Community</p> <p>•How have the following things introduced by the Romans impacted our lives?</p> <p>•Roads</p> <p>•Food</p> <p>•Temples</p> <p>•Baths</p> <p>•Bridges</p> <p>•Sport</p> <p>•Language</p> <p>•Technology of the age</p>	<p>•What impact does this have on communities?</p> <p>Community Migration</p> <p>National Geographic</p> <p>https://www.nationalgeographic.org/our-communities/migration-story/</p> <p>https://www.nationalgeographic.com/uk/our-communities/migration-story/</p> <p>•What are push and pull factors?</p> <p>•What are the push and pull factors in our community?</p> <p>•Why would someone migrate to our community?</p> <p>Main Task: Conduct an interview with a person in the community who migrated.</p> <p>Can we identify the similarities and differences between the migration stories in our community?</p> <p>•Update community in Madrasa</p>	<p>Does any of your region fall within the Tropics of Cancer/ Capricorn?</p> <p>•What impact does this have on communities?</p> <p>Changes Within Living Memory</p> <p>Taking a look at historical events which have brought the community together.</p> <p>Castle 18</p> <p>How did the community impact communities around the world?</p> <p>WW2</p> <p>How did communities survive during WW2?</p> <p>•For peace</p> <p>•Current financial crisis</p> <p>Who is supporting the community? Create a page on our school website which highlights all support networks on the local area.</p> <p>•The Queen's Death</p>
SCIENCE	<p>Animals, including humans</p> <p>•What common animals do we share our community with?</p> <p>•What do these animals eat?</p> <p>•Are they dangerous? Why?</p> <p>The Great Animal Race</p>	<p>Uses for Everyday Materials</p> <p>How have the following materials changed our communities?</p> <p>Concrete</p> <p>Plastic</p> <p>Steel</p> <p>Paper</p> <p>Wood</p> <p>Investigation: We need a material to build a pyramid. It needs to be strong. Test the materials discussed to see...</p>	<p>Plants</p> <p>https://community.org.uk/</p> <p>Trip to 'GEMMINGS' in Hebrides</p> <p>to learn about what they do and how to care for plants.</p> <p>•What do plants need to grow?</p> <p>•What is the lifecycle of a flowering plant?</p> <p>•What are the different parts of flowering plants and their functions?</p> <p>•How is water transported within plants?</p>	<p>Living Things and Their Habitats</p> <p>•What plants and animals can we find around our school?</p> <p>•How does this change throughout the year? Why?</p> <p>•How can these living things be grouped?</p> <p>•Do animals live in social groups?</p> <p>•Are animals community driven?</p>	<p>Living Things and Their Habitats</p> <p>•Develop an understanding of the life cycle of a variety of animals.</p> <p>•Are all animals' lives-the same?</p> <p>•How do these compare to amphibians, insects and birds?</p>	<p>Evolution and Inheritance</p> <p>•Have living things changed over time?</p> <p>•What happens when dogs crossbreed?</p> <p>•Are all animals' lives-the same?</p> <p>•What is evolution?</p> <p>•Who was Charles Darwin?</p> <p>Visit: Darwin House Book: The Pigeon's Path</p>

	<p>What animals can we find around our school?</p> <p>Find and record. Make photographs to represent our findings.</p> <p>Seasonal Changes</p> <p>Record weather on a chart at the beginning of each day. Evaluate changes at the end of the year.</p>	<p>Which is the most appropriate?</p> <p>Can we manipulate materials to change their properties (bending, twisting, etc.)?</p>	<p>*'G' Box - 20/20 estate</p> <p>https://www.2020estate.com/</p> <p>Maybe subscribe for the year in order to get a good understanding of seasonality.</p> <p>Research research centres (apple, pear, cherry)</p> <p>https://appleid.com/terms</p>			
ART AND DT	<p>Art</p> <p>Self and family portraits inspired by Pablo Picasso</p> 	<p>DT</p> <p>Let's Break Bread</p> <p>How do we make bread? Where does flour come from?</p> <p>How did different civilisations grind their grain to make flour?</p> <p>Why was wheat so important to so many different communities?</p> <p>What is a quern stone?</p> <p>Let's make our own rotary quern.</p> <p>Children design their rotary quern using based on what they have learnt. Children then make their rotary quern from clay. The class decides upon their favourite and it is made by the class on of cones. We use the quern to grind grain (to eat).</p>	<p>Art</p> <p>Looking at the work of contemporary artist, Kehchi Sitatani.</p>  <p>Discussing and evaluating art inspired by African culture.</p>	<p>Art</p> <p>Exploring the work of Susan Kaye</p>  <p>Creating our own futuristic animal artwork inspired by Susan Kaye's work.</p>	<p>DT</p> <p>Food</p> <p>How does food bring communities together?</p> <p>How has immigration changed the food we eat?</p> <p>Project: Organise a 'food fair' in order to celebrate diversity in the community.</p> <p>Create our own 'Palace Wood fish'</p>	<p>Buildings</p> <p>How have residential buildings changed over time?</p> <p>Exhibition</p> <p>Children to build create an exhibition to demonstrate how houses in the UK have change over the past 100 years.</p> <p>https://www.constructionupdate.co.uk/2020/11/30/how-houses-have-changed-over-the-past-100-years</p>
MUSIC		<p>Ethnomusicology</p> <p>A study of music from Celtic culture</p> <p>Creates our own music inspired by Celtic communities.</p>	<p>Ethnomusicology</p> <p>A study of music from African culture</p> <p>Creates our own music inspired by African communities</p> <p>Charity: Music Action International</p> <p>http://www.musicaction.org.uk/why-we-care-of-faithful-ability-sharing-in-the-world-music-lesson</p>	<p>Ethnomusicology</p> <p>A study of music from Chinese culture</p> <p>Creates our own music inspired by Chinese communities.</p>	<p>Ethnomusicology</p> <p>A study of music from Arabic culture</p> <p>Looking into the present of music. How does music make the world a better place?</p> <p>Charity: Sounds of Change</p> <p>http://www.soundschange.org/</p>	<p>Ethnomusicology</p> <p>A study of music from Indian culture</p> <p>What is the role of music in celebrations such as Diwali?</p>
R.E	<p>What makes certain places sacred?</p> 	<p>What does it mean to belong to a faith community?</p> 	<p>Why are festivals important to religious communities?</p> 	<p>How do people from religious and non-religious communities celebrate key festivals?</p> 	<p>If God is everywhere, why go to a place of worship?</p> 	<p>What would we need in our community to make all religions feel that they are welcome?</p> 
PROJECT WEEK	<p>Each year group to play TWO COMPLETE COLOURS. IDENTIFY THEIR COLOURS AND IDENTIFY THEIR FRIENDS.</p>					

Our medium-term plans are produced by our year groups teams termly. Each plan will use the termly overviews in order to break down the learning weekly. These plans will specifically highlight key learning objectives, lesson content and teaching approaches. These plans are reviewed by our curriculum and subject leaders to ensure curriculum coverage and amended as necessary.

Excerpt of a 2023-2024 Year 6 Term one medium-term plan:



Medium Term Plan

Year 6

Term 1: COMMUNITY

	<p>English</p> <p>Key Texts: Key Text 1: <i>Thief</i></p>		<p>History / Geography</p> <p>Geography: <i>Human and Physical Features</i></p> <p>History: <i>Changes Within Living Memory</i></p>	<p>Science</p> <p>Evolution and Inheritance</p> <p>Visit: <i>The Natural History Museum</i> Book: <i>The Peppered Moth</i></p>	<p>Art / DT</p> <p>Buildings</p> <p>How have residential buildings changed over time? Exhibition Children to build create an exhibition to demonstrate how houses in the UK have change over the past 100 years.</p>	<p>Maths</p> <p>White Rose</p> <p>Place Value Four Operations</p>
	<p>Writing</p> <p>Fiction: <i>Setting Descriptive Action</i> Non-Fiction: <i>Recount</i></p>	<p>Novel Study and Oral Fluency</p>				
w/b 04.09.23 Kent Test 07.09.23	<p>Spelling</p> <p>Revise and assess knowledge on words from the statutory word list. Learn strategies for learning the words from the statutory word list.</p> <p>Writing</p>	<p>Novel Study</p> <p>Teacher to start the class read of <i>Thief</i> by Malorie Blackman. Children to explore who the main character, Lydia, is?</p> <p>Tasks: Role on the wall</p>	<p>L1: History</p> <p>Covid</p> <p>L1: I understand the impact of the pandemic on communities in the UK.</p> <p>Objectives</p>	<p>L1: I can recognise that living things produce offspring of the same kind.</p> <p>Objectives:</p> <p>1) Recognise that living things produce offspring of the same kind, but normally</p>	<p>L1: I can describe how houses' key features have changed over the past 100 years in the UK.</p> <p>Objectives:</p> <p>1) Children draw on disciplines such as maths, engineering</p>	<p>Number and Place Value</p> <p>within 10,000,000.</p> <p>L1: I can recognise numbers to 1,000,000 Children will learn about the place value of numbers up 1,000,000. They will learn to read and write these numbers fluently</p>

Inclusion

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation

to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets, which are deliberately ambitious. At Palace Wood, we will provide scaffolded materials to enable these children to meet the expectations for all.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents.

If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice. In most instances if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

The role of the Subject Leaders

The role of these is to:

- provide a strategic lead and direction for the subjects;
- support and offer advice to colleagues on issues related to the subjects;
- monitor pupil progress in those subject areas;
- provide efficient resource management for the subjects.

Subject Leaders are released each term in order to work through their annual action plan. It is their role to keep up to date with developments in their subjects, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each team reviews the curriculum plans for their subjects, ensures that there is full coverage of the National Curriculum, learning objectives are clear and that progression is planned into schemes of work. The leader may also keep a portfolio of children's work, which they use to show the achievements of children at each key stage and to give examples of expectations of attainment.

Subject Leaders work to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational need and the gifted and talented.

They will also look for opportunities to enrich the curriculum through experiences such as educational visits or using the local area.

Monitoring and review

The Senior Leadership Team use a wide range of approaches to monitor planning, such as, learning walks, attend PPA sessions and hold regular discussions with staff about planning.

Subject Leaders ensure that assessment is used to promote learning. They check that the medium term plans and lessons for each subject lead to a broad and balanced curriculum taking into account the needs of different learners. They ensure that clear learning objectives are identified in plans and that children receive consistent and developmental feedback on their work and that marking is in line with the school policy.