



Curriculum Policy

Curriculum Policy for Millbrook Junior School

Aims of Teaching Curriculum

- To provide 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.
- To provide exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The importance of the curriculum

At Millbrook Junior School we follow the Cornerstones Curriculum. We feel that children learn better when their interests and fascinations are allowed to flourish, where they are encouraged to explore subjects in a variety of ways and are viewed in terms of their strengths, not their weaknesses. Our curriculum is based on a four-stage teaching philosophy: Engage, Develop, Innovate, Express. Below is a brief description of these four stages.

Engage

Start with a memorable experience. Begin observations, research and setting questions. Fully engage with the new topic.

Develop

Improve knowledge and understanding. Develop and practise new skills. Explore, make and do.

Innovate

Apply skills and knowledge in real-life contexts. Solve real or imagined problems through learning. Gain inspiration from creative activities.

Express

Become performers, experts and informers. Link learning back to starting points. Share and celebrate achievements.

Coverage

The table below shows the Imaginative Learning Projects (ILP) that take place in each year group. In the subject details below the unit number is cross referenced with the national curriculum statement which is covered in that particular ILP.

Year	Unit	ILP
3	1	Tribal Tales
3	2	Tremors
3	3	Flow
3	4	Heroes and Villains
3	5	Urban Pioneers
3	6	Scrumdiddlyumptious
4	7	Misty Mountains Sierra
4	8	Playlist
4	9	I am Warrior
4	10	Blue Abyss
4	11	Traders and Raiders
5	12	Scream Machine
5	13	It's all Greek to Me
5	14	Pharaohs
5	15	Allotment
5	16	Time Traveller
6	17	Revolution
6	18	World War 1
6	19	Frozen Kingdom
6	20	A Child's War
6	21	Hola Mexico

History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

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

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

History	Year 3	Year 4	Year 5	Year 6
Changes in Britain from the Stone Age to the Iron Age	1			
The Roman Empire and its impact on Britain	1, 2	9		
Britain's settlement by Anglo-Saxons and Scots	1	11		
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	1	11		
A local history study	5			
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	6, 5	9, 10	16	17, 19, 20
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China			14	
Ancient Greece – a study of Greek life and achievements and their influence on the western world			13	
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.				21

Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

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

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

Geography	Year 3	Year 4	Year 5	Year 6
Locational knowledge				
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	2, 3	7, 9, 11	14, 15	20, 21
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	2, 3, 5	7, 9, 11	15, 16	17, 20
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	3	7, 10	15	19, 21
Place knowledge				
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	5	7, 9	12,13, 15	19, 21
Human and physical geography				
describe and understand key aspects of:				
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	1, 2, 3, 5, 6	7, 9, 10, 11	12, 14, 15	19, 21
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	1, 3, 5, 6	7, 9, 10, 11	14, 15	19, 20, 21
Geographical skills and fieldwork				

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	1, 2, 5, 6	7, 8, 9,10, 11	12, 14, 15, 16	17, 19, 21
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	2, 3	7, 9, 11	15	19
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	1, 3, 5	7, 11	15	

Languages

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

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.

At Millbrook Junior School, we use the Catherine Cheater scheme of work for Years Three to Six. This scheme has been designed to meet all the aspects of the National Curriculum for Languages

Music

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

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

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

Music	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to:				
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	2, 4, 6	8, 11	13	17, 20, 21
improvise and compose music for a range of purposes using the inter-related dimensions of music	2, 4, 6	7, 8, 11	13	19, 20, 21
listen with attention to detail and recall sounds with increasing aural memory	4	7, 10		17, 20, 21
use and understand staff and other musical notations	2, 4, 6			19, 21
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	4	7, 8, 10, 11	13	17, 20, 21
develop an understanding of the history of music.		8, 11	13	20, 21

Art and Design

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

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

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

Art and Design	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to:				
To create sketch books to record their observations and use them to review and revisit ideas	1, 2, 4, 5, 6	7, 9, 10, 11	13, 14, 15, 16	19
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]	1, 2, 3, 4, 5, 6	7, 8, 9, 10, 11	12, 14, 15, 16	17, 19, 21
About great artists, architects and designers in history.	1, 2, 4, 5	7, 8, 9, 10, 11	13, 14, 15, 16	17, 19, 21

Design and Technology

Purpose of study

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 acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they 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.

Aims

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.

Design and Technology	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to:				
1. 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	1, 2, 4, 6	8, 9, 10, 11	12, 14, 15, 16	17, 21
generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	2, 4, 5, 6	10, 11	12, 14, 15	17, 21
2. Make				
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	1, 2, 4, 5, 6	8, 9, 10, 11	12, 14	17, 19, 21
and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	1, 2, 4, 5, 6	7, 8, 9, 10, 11	12, 14, 15, 16	17, 20, 21
3. Evaluate				

investigate and analyse a range of existing products	1, 5, 6	8, 9, 11	12, 14, 16	20, 21
evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	1, 2, 5, 6	7, 9	12, 14	21
understand how key events and individuals in design and technology have helped shape the world	5	9, 10		
4. Technical Knowledge				
apply their understanding of how to strengthen, stiffen and reinforce more complex structures	2, 3, 4	7	15	19, 20
understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]			12	
understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	2, 3, 5	10	12	
5. Cooking and Nutrition				
understand and apply the principles of a healthy and varied diet	6			20, 21
prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	6	9	12, 14, 15	17, 20, 21
understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	6	9	14, 15	20