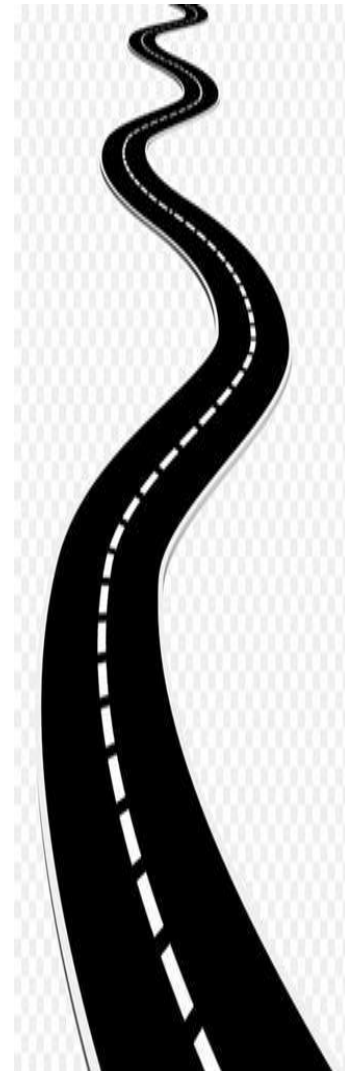


The King's School Curriculum

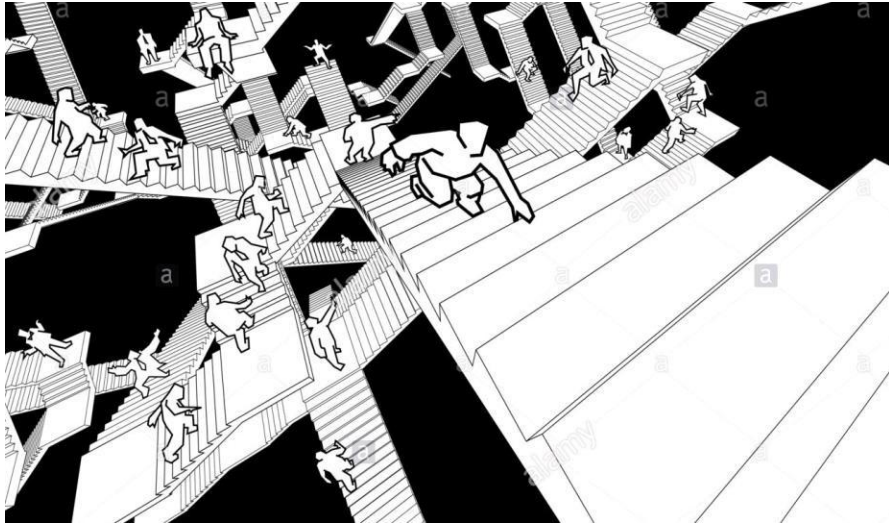


- Who is the child who leaves our school in year 6?
- What will their memories of their learning be at King's?
- What knowledge and skills do we want children to have experienced? (our curriculum)
- What will their learning journey look like?

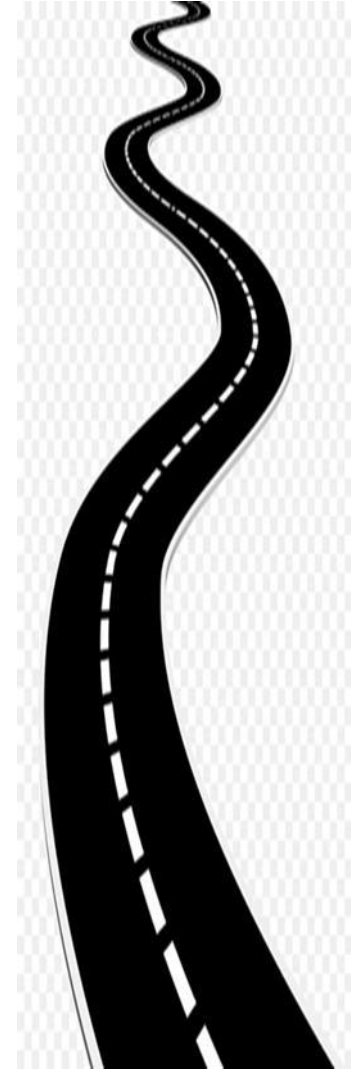


A coherent curriculum

not a jumble and medley of things



**A clear,
connected
learning
journey**



- **Based on The National Curriculum**
- **Appropriate to school context**

A coherent learning journey (curriculum)

Makes sense & has clear direction EYFS → YEAR 6

knowledge and skills that are built on over time – deepen understanding

Each year ties together so that learning is built on and children grow in their subject knowledge

Component knowledge, builds up over time



curriculum re-visited – spiral of deepening learning

There is a reason for why, what and when something is taught

How we learn



‘The most important single factor influencing learning is what the learner already knows’ Ausubel, 1968

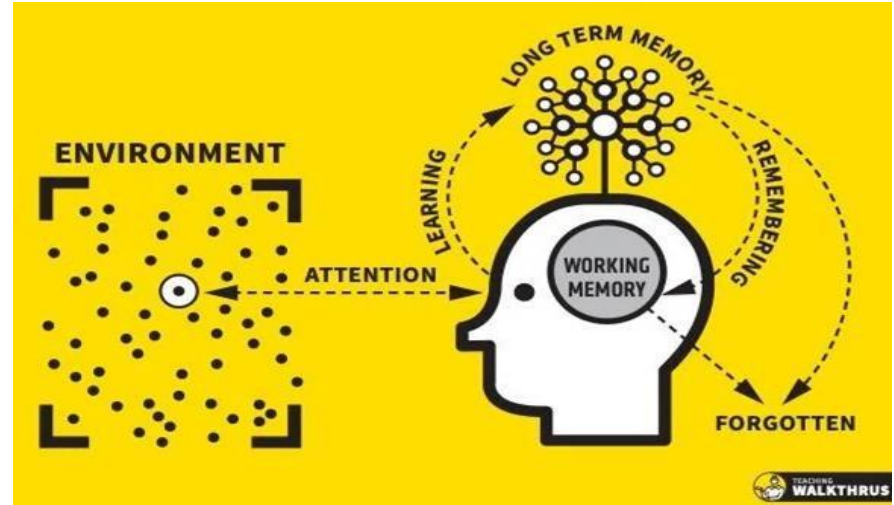
01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Continuing to revisit, review and recall learning, helps to connect new learning and commit to long term memory.



All subjects include time to review learning.

Last year Review questions	Last term Review questions
Last week Review questions	Yesterday Review questions

Planning a coherent learning journey

Learning - Curriculum - INTENT – IMPLEMENTATION – IMPACT

Each subject of the National Curriculum and R.E. has:
Curriculum overview - Subjects: Intent, Implementation, Impact

Key overview (Long term plan)



Knowledge & Skill Progression maps incl. vocab list EYFS  YEAR 6

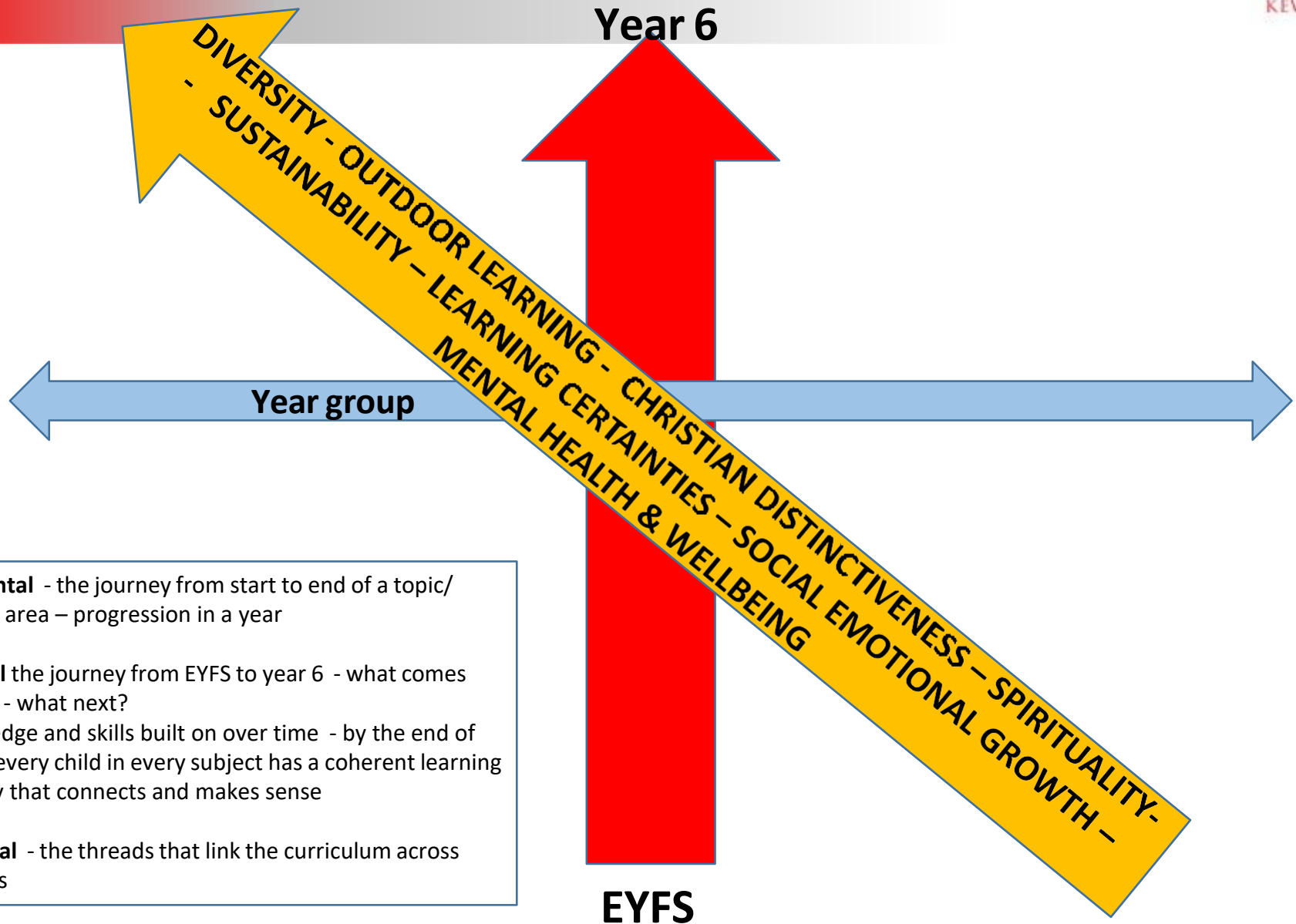


Knowledge & skill organisers (Medium term plans for staff) + SMSC*



Weekly plans (for staff) - for each subject

The horizontal, vertical & diagonal



Horizontal - the journey from start to end of a topic/ subject area – progression in a year

Vertical the journey from EYFS to year 6 - what comes before - what next?
Knowledge and skills built on over time - by the end of year 6 every child in every subject has a coherent learning journey that connects and makes sense

Diagonal - the threads that link the curriculum across subjects

Example of subject planning - Science



Progression in the Science Curriculum

As class teachers we need to ensure that the children are making progress and that we are always building their knowledge and skills.

As a school we work hard to ensure that we cover all elements of the national Curriculum and we plan to progress in each subject and topic.

Science



In Science, this is particularly important because as children develop they are able to understand more complex ideas. As an example, plants or living things and their habitats is taught in all Year groups and in our [progression map](#) (on the [website](#)), you can see how we build on the observation and practical enquiry of KS1 and look for reasons and a deeper understanding of the topic further up the school.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	<p>Explore the natural world through outdoor play, nature hunts and gardening</p> <p>Make observations and draw plants they come across in their environment thinking about what they look and feel like</p>	<p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>describe the life process of reproduction in some plants and animals.</p>	<p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p>

Coloured celery

Through the eyes of Year one, the children are amazed by the colour change and begin to think about what has happened and perhaps suggest some ideas.



The same investigation in Year Three follows on from these early observations and we then dissect the celery to see the xylem tubes. This helps us explore how the water has travelled through the stem and coloured the leaves.

Writing knowledge and skills progression document – e.g. Yr6



WRITING SKILLS and PROGRESSION

	BASIC SENTENCE AND CONSTRUCTION	VOCABULARY, GRAMMAR and PUNCTUATION	PARAGRAPHING	HANDWRITING	PHONICS AND SPELLING
6	<ul style="list-style-type: none"> Use a range of sentence constructions for intended effect, including simple, embellished, compound, complex. Use subordinate clauses to write complex sentences. Use the passive voice Use relative clauses – <i>who, which</i> Use expanded noun phrase to convey complicated information concisely (e.g. <i>The fact that it was raining meant the end of sports day</i>) Use interesting and varied sentence openers <i>'after a while'</i> <i>'meanwhile'</i> <i>'before very long'</i> <i>'anxiously'</i> <i>'having'</i> Use sentence structure and layout matched to text type Understand features of genre and apply when writing Show a writer's voice i.e. humour Write effectively for a range of purpose and audience Integrate dialogue 	<ul style="list-style-type: none"> Use semi-colon, colon or dash to mark boundary between independent clauses Use colon to introduce a list and semi-colon within a list Use the correct punctuation of bullet points Use hyphens to avoid ambiguity Use the subjunctive correctly (<i>if I were you</i>) Use informal and formal speech – using appropriate vocabulary choices e.g. <i>said vs reported, alleged or claimed in formal speech or writing</i> Use active and passive verbs to create effect e.g. <i>active: 'Tom accidentally dropped the glass; Passive: The glass was accidentally dropped by Tom'</i> 	<ul style="list-style-type: none"> Use wider range of devices to build cohesion within and across paragraphs. Including ... Semantic cohesion (<i>repetition of word or phrase</i>) Grammatical connections (e.g. <i>use of adverbials such as, on the other hand, in contrast</i>) And elision Use paragraphs to signal changes in time, scene, action and mood or person 	<ul style="list-style-type: none"> Develop a handwriting style that is legible, consistent and fluent. Confidently write a sufficient amount to demonstrate ability- adding atmosphere and effect 	<ul style="list-style-type: none"> Spell all words in the Yr 3 + 4 list Spell all words in the year 5 + 6 list Spell words ending in <i>ible, able, ably, ibly, ance, ence, cial, tial, tious, cious</i>. (<i>Revision of Y5 spelling objectives</i>). Use suffix <i>fer</i> Adding suffixes, word roots and spelling patterns - <i>cial, tial, ant/ ance/ ancy, ent/ ence/ ency</i> Use further prefixes and suffixes and understand the guidance to use them Understand how words are related by meaning as synonyms and antonyms e.g. <i>big, large, little</i>
TERMINOLOGY FOR CHILDREN					
subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi colon, bullet points					
				FICTION	NON -FICTION
				<ul style="list-style-type: none"> Securely develop characterisation Securely describe setting and atmosphere Maintain plot consistently working from a plan 	<ul style="list-style-type: none"> Use appropriate informal and formal styles of writing Use layout devices, such as headings, subheadings, columns, bullets, or tables to structure text


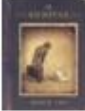

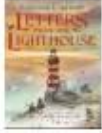







Medium term plan –

- Audience
- Purpose
- Outcome

The texts chosen are rich in content and vocab and are diverse in the subject matter, author and characters.

It is important for all children to see themselves in the literature and images we use at school.



Year 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MAIN TEXTS + WRITING OUTCOME <input type="checkbox"/> Fiction <input type="checkbox"/> Poetry <input type="checkbox"/> Non Fiction	 The Lady of Shalott by Alfred Lord Tennyson Audience: herself/ best friend Purpose: express emotions and retell events Outcome: diary entry	 The Arrival by Shaun Tan Audience: Y6/ Y7 readers/ herself when older Purpose: express emotions and retell events Outcome: first-person narrative	 Survivor Titanic by Stephen Davis Audience: adult reader in 1912 Purpose: inform and entertain Outcome: newspaper article	 Letters from the Lighthouse by Emma Carroll Audience: for the reader Purpose: diary entry, letter from character perspective, writing in an author's style Outcome: diary entry	 The Explorer by Katherine Rundell Audience: Y6+ reader Purpose: engage and entertain reader Outcome: setting description (adventure) Outcome: character description (adventure) Outcome: third-person narrative	 When the colours spoke by Grace Nichols Audience: for myself, the poet Purpose: express feelings and ideas in poetic language Outcome: poem
Poetry anthologies 	Audience: parent/ teacher/ Y6 child Purpose: retell story in shortened form Outcome: précis  Malala: My Story of Standing Up for Girls' Rights Audience: Y7+ reader Purpose: retell events and describe significance of individual Outcome: Biography	Audience: Y9 students of The Arrival Purpose: provide information in clear and engaging way Outcome: non-chronological report  The Landlady By Roald Dahl Audience: Y6 reader Purpose: engage reader and create suspense Outcome: setting description (mystery) Outcome: character description (mystery) Outcome: first chapter to mystery story	 Science: evolution and inheritance Audience: Y5-8 pupils learning science Purpose: explain scientific topic in clear and engaging way Outcome: explanatory text Purpose (why?):	 Topic: World War II Audience: adult building Anderson Shelter in 1940 Purpose: provide clear instructions and reassure Outcome: instructional text Audience: parent/ teacher/ Y6 reader Purpose: express emotions and retell events Outcome: first-person narrative	Romeo & Juliet by William Shakespeare Audience: Y5/6 Shakespeare reader Purpose: make Shakespeare accessible Outcome: playscript	

Teacher planning – example for **geography**



Department for Education

Geography programme key stages 1 and 2

National curriculum in England

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year 1	Our School and Local Area (Kew)	Home / Lives of Significant People (Queen Victoria)	Events beyond a living memory (History of Flight)	Travellers	Continents and Oceans	Daily Weather Patterns
Year 2	Local Area (City of London)	Continental Study (Australia/South Africa)	Columbus Voy	Great Fire of London	Sun, Sea and Sand	Communication – Time and Space
Year 3	Early Britain (Stone Age)	Roman Britain	Our Land (Biblical Land)	Ancient Civilisations – Egyptians	Local Study (Borough of London)	Local Area (Borough of London)
Year 4	How Does Your Garden Grow?	Roman Britain	Local Area (Borough of London)	Water Cycle and Extremes Earth	The Moons	Coasts I
Year 5	Britain's Settlements: Vikings/Anglo-Saxons	Continental Study – Europe (Italy)	Ancient Greece	Contracting Localities – South America	Investigating Rivers	The Tundra
Year 6	Local Study – Industrial Revolution	Victorians	Trade	WW2 / Home Front Power and Decision	Contracting Localities – UK with North America (Polaris, Tropic)	Coasts II

Subject Overview

Long term plan

Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LOCATIONAL KNOWLEDGE	• Knows the location of their school and local area.	• Knows the location of their school and local area.	• Knows the location of their school and local area.	• Knows the location of their school and local area.	• Knows the location of their school and local area.	• Knows the location of their school and local area.
PLACE KNOWLEDGE	• Knows the location of their school and local area.	• Knows the location of their school and local area.	• Knows the location of their school and local area.	• Knows the location of their school and local area.	• Knows the location of their school and local area.	• Knows the location of their school and local area.
HEMISPHERICAL, PHYSICAL & ENVIRONMENTAL KNOWLEDGE	• Knows the location of their school and local area.	• Knows the location of their school and local area.	• Knows the location of their school and local area.	• Knows the location of their school and local area.	• Knows the location of their school and local area.	• Knows the location of their school and local area.

Medium term plan

Overview with objectives

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Year 1	<ul style="list-style-type: none"> Learning about jobs and roles in the community with speciality and personal heroes Talking about our families to learn more about our knowledge environment 	<ul style="list-style-type: none"> Talking about past experiences of adventures with those people and how different traditions Diets Day of the Dead Thrift shopping Christmas Looking at seasonal changes and how these affect our immediate environment 	<ul style="list-style-type: none"> Choosing how to travel Spain – Comparing and contrasting Earth and other planets Learning about key figures in the field of Space exploration Reading following a mapped route of our journeys to school 	<ul style="list-style-type: none"> Water – who creates a water cycle and what does it do? Reading – Comparing and contrasting Earth and other planets Learning about key figures in the field of Space exploration Reading following a mapped route of our journeys to school 	<ul style="list-style-type: none"> Animals – looking at habitats and how climate and land use differ How human activity influences the environment and thinking about prevention. Figures in e.g. Covid and how they affect the world What are people in the community do to help the environment Dinosaur – thinking about how the world has changed over time 	<ul style="list-style-type: none"> Local Knowledge Locate the world's countries, using maps concentrating on environmental regions and key physical and human characteristics (Whitby) Place Knowledge Understand and explore geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Human, Physical & Environmental Understanding Exploring the physical geography of Whitby, including its Jurassic cliffs and its proximity to the North Yorkshire Moors. Comparing to the geography of Kew Geographical Skills and Fieldwork Using digital maps to explore the town and find out about what the land is used for and what there is to do in Whitby. Comparative analysis Effects of human geography on physical geography 	<ul style="list-style-type: none"> Spirituality Appreciation of natural elements
Year 2	<ul style="list-style-type: none"> 1. I can locate our school in our local area. 2. I can describe the school environment and its location. 3. I can understand the route I take to school and describe what our local area is like. 4. I can compare my local area to a contrasting town. 	<ul style="list-style-type: none"> 1. I can describe what a globe is. 2. I can identify the location of the world's countries. 3. I can name the location of the world's oceans. 4. I can locate Europe on a world map and identify some of its countries. 5. I can compare my local area to a contrasting town. 	<ul style="list-style-type: none"> 1. I can describe what a globe is. 2. I can identify the location of the world's countries. 3. I can name the location of the world's oceans. 4. I can locate Europe on a world map and identify some of its countries. 5. I can compare my local area to a contrasting town. 	<ul style="list-style-type: none"> 1. I can describe what a globe is. 2. I can identify the location of the world's countries. 3. I can name the location of the world's oceans. 4. I can locate Europe on a world map and identify some of its countries. 5. I can compare my local area to a contrasting town. 	<ul style="list-style-type: none"> 1. I can describe what a globe is. 2. I can identify the location of the world's countries. 3. I can name the location of the world's oceans. 4. I can locate Europe on a world map and identify some of its countries. 5. I can compare my local area to a contrasting town. 	<ul style="list-style-type: none"> 1. I can describe what a globe is. 2. I can identify the location of the world's countries. 3. I can name the location of the world's oceans. 4. I can locate Europe on a world map and identify some of its countries. 5. I can compare my local area to a contrasting town. 	<ul style="list-style-type: none"> 1. I can describe what a globe is. 2. I can identify the location of the world's countries. 3. I can name the location of the world's oceans. 4. I can locate Europe on a world map and identify some of its countries. 5. I can compare my local area to a contrasting town.

Short term plan

Thinking like a geographer Today we are thinking about...

Daily slides

Knowledge & skills organiser

Key Vocabulary
Physical geography
Human geography
Settlement
Urban
Rural
Land use
Landscape
Location

Key conceptual knowledge
1. I can identify Whitby and its major features.
2. I can compare the physical geography of Whitby with that of Kew.
3. I can understand how land is used in Whitby, and that of my own area.
4. I can compare the human geography of Whitby with that of my own area.
5. I can create a travel guide for a trip to Whitby.

Thursday 12th September 2024

WILF:
I can state why certain foods grow in different biomes.
I can explain ways in which food choices can harm the environment.
I can describe how to make small changes to a diet to help fight climate change.

SMART Notebook®
— basic version —
Created with a SMART Board™ interactive whiteboard

Learning Objective: I can explain the impact of food choices on the environment.



This Week: How can our food choices impact the environment?
Next Week: What does it mean to trade responsibly?

Assessment



Pupils in EYFS are assessed on entry 'Baseline' and against the 17 areas of learning in the EYFS framework throughout the year and Early learning goals at the end of the year.

Children in year 1 – 6 are assessed against The National Curriculum:

- **Learning in books**
- **Group work**
- **Discussions**
- **Questioning**

Teacher Assessment - point in time (assessed on what has been taught so far)

Working below	B	Working below their current year group curriculum.
Working towards	WTS	Working within current year group curriculum and not secure in what has been taught.
Expected	EXS	Secure in learning taught so far in the current year group curriculum.
Greater Depth	GDS	Mastered learning taught so far and delves deeper into taught concepts in more detail.

Summative Assessment :

NFER assessments termly Y2,3,4,5 Year 1 (as above)

- Year 6 past SATs papers + SATs in May

Teacher parent meetings:

Autumn term 2, Spring term 2, End of Year Reports Summer 2 & Open Afternoon

Parent/teacher meetings



Information shared:

- Pastoral
- Attainment of reading, writing and maths
- Targets for reading, writing & maths
- Reading level/ feedback
- EHCP/ IEP targets shared prior to the meeting
- Pupil Passports for Stage 2 SEND register

Parent/teacher meetings

Autumn term:

November

Spring term:

March

10 minute meetings

20 minutes with EHCP

Our curriculum



Exciting

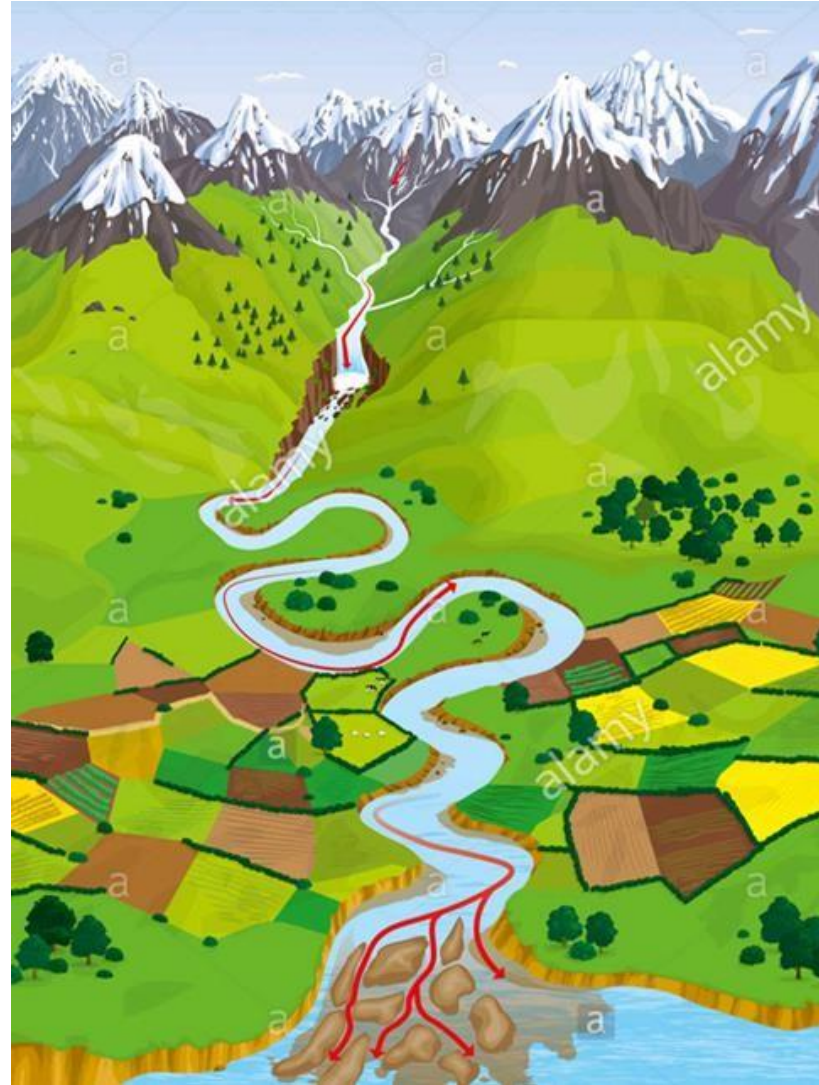
Engaging

Interesting

Deep

Broad

Inclusive



Academic

**Social &
Emotional
growth**

**Mental
Health &
wellbeing**

Our curriculum is... like a river – twists, tributaries, flows

Workshops to parents



Each year we hold an evening dedicated to the curriculum with different workshops to choose from.

The workshops this year were:

Phonics – suitable for EYFS, year 1 and 2

Learn the basics of phonics, how we teach phonics and early reading in school and feel confident to support your child in their reading.

Mastering Maths in KS1 – suitable for EYFS, year 1 and year 2

The mastery approach in maths, including, number, place value, addition and subtraction. Understand the fundamentals of maths and feel confident to support your child in deepening their understanding using concrete resources.

Mastering Maths in KS2 – suitable for years 3-6

Apply the mastery approach to developing a greater understanding in using the 4 operations (addition, subtraction, multiplication, division) and place value and know which methods to use. Feel confident in using concrete resources to support your child to deepen their understanding in maths.

Writing and Reading in KS2 – suitable for years 3-6

Understanding reading expectations and the writing process, the grammar requirements and how to support at home.