WEST BUCKLAND PRIMARY SCHOOL AND NURSERY

Upper KS2 Curriculum

Intent

West Buckland Primary School and Nursery aims to provide a curriculum that is engaging, balanced and relevant. We want children to participate and not spectate; learning beyond their own experiences and applying their new found skills and knowledge. Our Curriculum is knowledge rich with vocabulary acquisition at its heart. All subjects are carefully planned to ensure coverage of key content and knowledge that develops through the children's time in the school. We have mapped the key learning in each subject to ensure there is a logical and progressive approach to teaching. We operate a two-year rolling program for our Foundation subjects.

Our Curriculum, alongside our teaching and learning, is based upon the Cognitive Load Theory. Our approach is to ensure the working memory is able to process information and that learning is then stored in the long-term memory. Staff are aware of over-loading children with information and knowledge and instead focus on building schemas and ensuring understanding is gained and retained. We teach subjects as standalone and make cross-curricular links where relevant to deepen meaning. Underpinning our Curriculum work is the practice of Retrieval – children are given a range of opportunities and activities to recall key vocabulary from their learning to help develop their memory and build schemas. Through our knowledge-based Curriculum, our children develop in a variety of ways. Procedural knowledge is developed through skills – children knowing the process and working through it. Substantive knowledge is about developing a set of facts – this is where key words and dates come in and are used to spark a conversation and make links. These two combined develop Hinterland knowledge – the ability to be able to elaborate, embellish and discuss drawing on a range of facts, links and understanding. All of this then develops Core knowledge and it is this aspect that is retained in the long-term memory – what can be recalled at a later date?

Implementation

The knowledge aspect of our Curriculum comes through the key vocabulary for each topic/subject which can be seen in the table below.

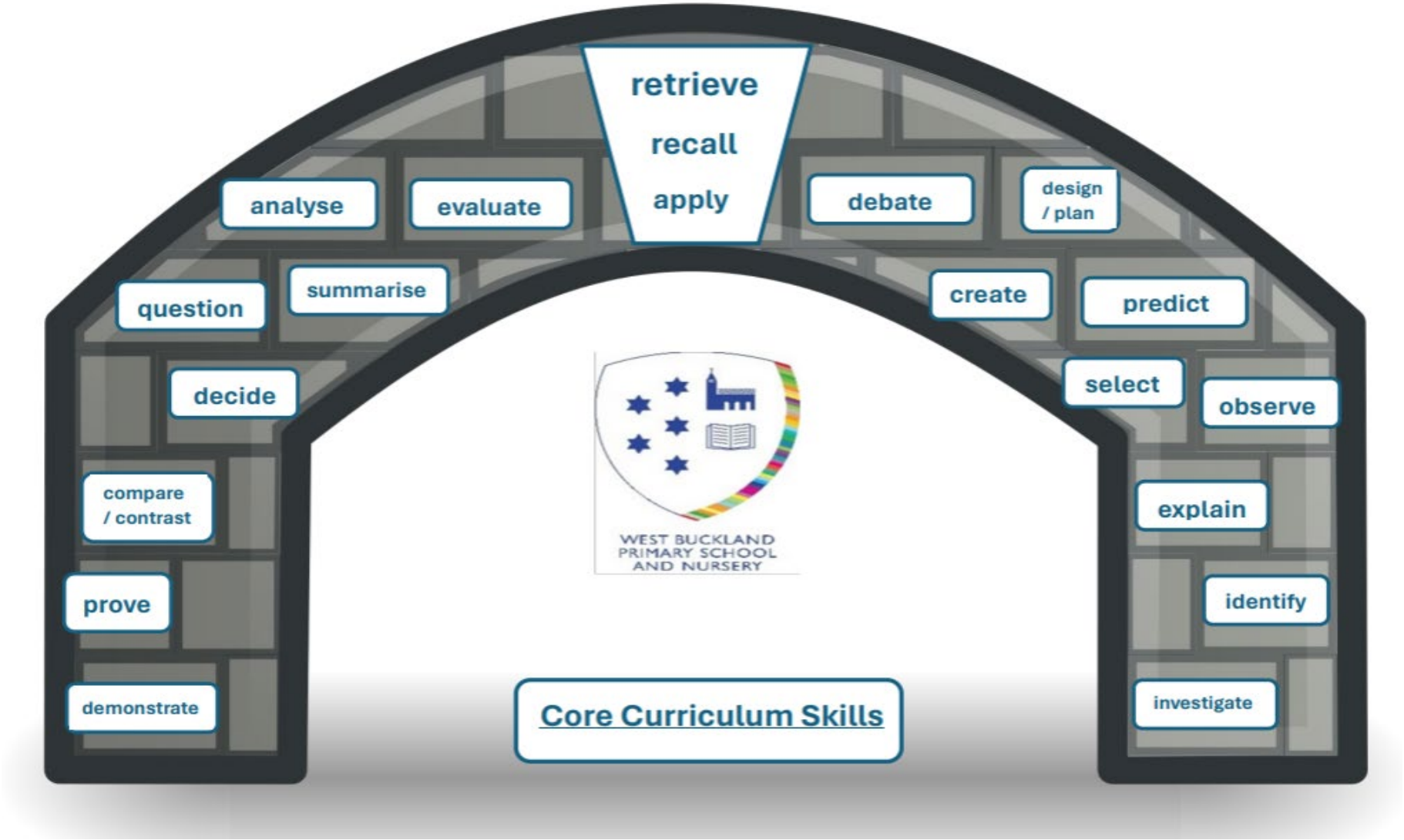
	Science	History	Geography	PE	Art	DT	Computing	PSHE	RE	French
Year A	**Animals & Humans** veins, arteries, skeletal system, circulatory system blood vessels, respiratory system **Evolution & Inheritance** adaptation, evolution, offspring, inheritance, genetics, puberty, gestation, reproduction, conception, LGBTQ+, Pride **Electricity** Current, voltage,	**The Victorians** Queen Victoria, Prince Albert, invention, Isambard Kingdom Brunel, industrial revolution **Aztecs / Ancient Maya** glyphs, sacrifice, cacao, pok-a-tok, codex. **Ancient Greece** Olympic games, Parthenon, gods & goddesses, trojan, Alexander the Great **Black Lives Matter** Martin Luther King, BAME, inclusion,	**North & South America** indigenous people, states, tourism, ecology, economy, climate **Map skills** time zone, grid reference, 8 point compass, 4 figure coordinates, longitude, latitude, Tropic of Cancer, Tropic of Capricorn, hemispheres,	***Using the Complete PE scheme*** **Healthy exercise** **Handball** **Inclusion games** **Quidditch** **OAA: communication and tactics** **Athletics** **Dance: The Greeks, Carnival,**	**Drawing & pattern (William Morris)** repetition, nature, interior design, perspective, block printing, floral design **Banksy** tone, texture, expression of mood, street art, tag, burner **Printing & Pattern (Andy Warhol)** Pop art, texture, mixing, repeating, lettering, graphics, contrasting,	**CAMS – Moving Toy** CAM, pulley, gear, linkage, measure, frame **Wire & mod rock** design using a stimulus, shape, form, model, join, sculpt	**Coding** Binary code, data, language, bit, encode, decode, cipher, bit, bite **Animation** animation, character, frames, stop motion, storyboard **Programming** algorithm, code, command, output, remix, repeat.	***Following the 1Decision scheme*** **Keeping & Staying Safe** Peer pressure, adults views, child views, water safety **Keeping & Staying Healthy** Smoking, alcohol	***Following the Somerset SACRE scheme*** **What do Christians believe about God & Incarnation?** **What do Sikhs believe and how does this compare to other religions?** **What do Muslim people believe**	**Transport** **Family** **Visiting France / Planning a Holiday**

	Amps, Switch, cell, buzzer, battery, series, parallel, electrical conductor, electrical insulator, circuit diagram.	diversity, immigration, emigration, refugee	Greenwich Meridian	**Prejudice and discrimination** **Gymnastics: sequences, matching, mirroring**	Ray Lichenstein **Digital (David Attenborough)** montage, editing, movement			**Growing & Changing** Puberty, Conception **Feeling & Emotions** Anger, worry, stress, anxiety	**about Islam and Iman?**	

	Science	History	Geography	PE	Art	DT	Computing	PSHE	RE	French
Year B	**Living things and their habitats** photosynthesis, evergreen, deciduous, life cycle **Properties and changes in materials** irreversible, reversible, condensation, evaporation,	**WWII** evacuation, Blitzkrieg, home front, wireless, Winston Churchill **Tudors** War of the Roses, Henry VIII, Catholic/Protestant, peasants/nobles, Francis Drake, William Shakespeare, Battle of Bosworth	**The UK in detail** Counties, physical features, human features, land use, National Parks **St Lucia** Caribbean, currency, vegetation, climate,	***Using the Complete PE scheme*** **Tag rugby** **Netball** **Tennis** **Cricket** **Rounders** **Athletics**	**Drawing – Anatomical sketches** accuracy, scale, features, perspective **Colour (Henri Rousseau)** blending, shading, mixing, crosshatch, tone	**Food – Styles of preparation** grate, chop, peel, mix, slice, garnish **Woodwork** join, sand, measure, frame	**Web design** advert, design, graphics, rights, structure, fake news **Data Handling** algorithms, barcode, contactless, data, encrypted,	***Following the 1Decision scheme*** **Being Responsible** Caring for others, stealing **Computer Safety**	***Following the Somerset SACRE scheme*** **What do Hindu people believe about Dharma, Deity and Atman?** **What do Christians**	**My Body & Clothing** **Sports** **French in the home / Local POIs**

	sieving, filtering, soluble, dissolving, solution **Forces** friction, air resistance, water resistance, upthrust, streamline, buoyancy **Earth & Space** waxing, waning, satellite, solar system, seasons (tilt), Tim Peake, Helen Sharman.	**British Decades** 60s, 70s, 80s, 90s	hurricane, Castries, Piton's.	**OAA: orienteering** **Health related exercise** **Dance: Titanic, WWII** **Gymnastics: Flight, counter balance and tension**	**Photography & Digital (Vivienne Westwood)** edit, share, crop, zoom, portfolio **A local artist study – a whole class collaboration project.** style, inspiration, collaboration, mimic **Surrealism** Dali, Magritte, Miro, blending, shading, crosshatch, tone		QR code, wireless **AI** Artificial intelligence, efficiency, purpose, elements, CAD, product, sensor	Image sharing, online friendships **The Working World** Enterprise **A World Without Judgement** Inclusion, acceptance British Values	**believe about Salvation? What do Christians believe about Agape?** **What do Jewish people believe about G-d and the Covenant and Torah?**	

The skills element to our Curriculum is a seven-year journey covering 20 core skills. These skills are evident through each topic we deliver and are developed in every year group. These can be seen on our graphic below.



Impact

The impact of our curriculum is children being able to use and explain their newly understood vocabulary in context. Each topic will end with a discussion about what children have now learnt, how this fits to previous and future learning and if all their questions and lines of enquiry have been answered. Skills are developed throughout the year, across subjects and over a child primary school journey. These skills will be key to accessing and succeeding within a topic, but also developing a life-long love of learning and desire to practice. These skills will often be used to produce a final piece or outcome. Our curriculum is monitored by the SLT through pupil voice, learning walks, book looks and lesson observations. The newly acquired knowledge sticks with children when it is learnt in a fun and engaging manner; children are immersed through the use of working walls, quizzes and practical activities. As well as knowledge and vocabulary acquisition, children develop a sense of self, belonging and community through our school values. We develop the whole, all round, child to actively contribute to the wider world.