

# The Gomer Curriculum

## Individual Subjects



# Curriculum

## Curriculum Intention Summary

Our intention is that all pupils will achieve opportunities and success on a global stage. The Gosport Futures skills and qualities are embedded within our curriculum, and our teaching reflects the needs of the individual learner, providing all pupils opportunities to shine. Our curriculum is broad, balanced and relevant. The aim of our curriculum is to provide children with the skills to develop as successful learners, who have high aspirations and make a positive contribution to their local and wider communities. Children's spiritual, moral, social and cultural understanding alongside the development of British values is central to our intent.

## Curriculum Implementation Summary

The curriculum is implemented in such a way that purposeful learning opportunities are created for each and every child in our school. We take into account the diversity of our children to carefully plan lessons which meet individual needs, ensuring equity and inclusion for all. Learning journeys are taught using a range of techniques to enable each individual to learn at an appropriate pace. Children are regularly assessed in order to inform teachers as to the next stage in their learning and the steps needed to enable them to achieve. The children are actively encouraged to think about their own learning in order for progress to be made within learning journeys. Rich, varied and diverse opportunities are integral elements supporting the implementation of the curriculum. These include: STEM learning applying skills across subjects in a hands on and practical way; first hand learning experiences including visits and visitors; extra-curricular activities and opportunities for children to lead their own learning through enquiry and questioning.

# Art

## NC 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.

## NC 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, architects and designers, and understand the historical and cultural development of their art forms.

## NC Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

# Computing

## NC Purpose of Study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

## NC Aims

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

## NC Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

# Design Technology

## NC

## 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.

## NC

## 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.

## NC

## Attainment

## targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

# English

## Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised

## Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

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

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

# English continued

English (writing) is taught daily by class teachers following the Bob Cox and Let's Think in English principles and methodologies- pitch high and scaffold support to enable all to achieve. High-quality text drivers are used, including modern and heritage texts, to expose children to a wide range of sources, develop their vocabulary and give them aspirational models of writing to draw upon when writing themselves. Children write for various purposes on topics, usually linked to other learning areas, giving them a wider breadth of knowledge they can utilise in their writing. Care is taken to ensure that written outcomes are published to a high standard so that children can take pride in the writing they achieve.

Children regularly have purple book writes, which are application tasks where children are given an engaging stimulus to write from and showcase the skills they have been taught in their other units. These books follow children up through the school to capture their progress- that may be a small step or exceptional - which can be celebrated and used as exemplification material where applicable.

Reading is also taught regularly as a discrete subject but also within many other curricular areas. In reading lessons, which usually link to other subject areas, children focus on the national curriculum strands, and the key skills needed for each area. Key emphasis is played to vocabulary acquisition: all children identify Tier 2 and Tier 3 words within challenging texts to ensure they understand these new and unfamiliar words. Reading learning may be focussed around an extract from a text, a picture or clip stimulus or an entire story/ novel.

All year groups are also read to regularly, and have the opportunity to follow along with our class set copies (where available) These texts are engaging and age-appropriate with challenge, again exposing children to various text types with cross- curricular links. Children are also heard to read regularly by an adult, with those needing most support being read with daily.

# Geography

## Purpose

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 key geographical skills

## Attainment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Study

## targets



# 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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant **Attainment Target** programme of study.

# Maths

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

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

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

# MFL (French and Spanish)

## NC 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.

## NC 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
- find ways of communicating what they want to say, including through discussion and asking questions
- continually improve 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

## NC Attainment targets

By the end of key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

# 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

## **Attainment** targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

# Science

## NC

## Purpose

## of

## Study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

## NC

## Aims

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

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

## NC

## Attainment

## targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

# Personal Development and Relationship and Sex Education

## **Purpose of Study:**

To develop the whole child and to give children the knowledge and skills that they need in order to lead happy and healthy lives. Our Personal Development curriculum offers opportunities across and beyond the curriculum that enables the children to develop their understanding of the ever changing, multicultural world around them. Personal Development Learning (PDL) is at the centre of life at King's Academy Gomer and it underpins all that we do. We believe that in order for effective learning to take place, children must have a good understanding of themselves, others and the world around them. The curriculum promotes social, moral, spiritual and cultural (SMSC) development as well as explicitly teaching the fundamental British Values, all of which prepares the children for the opportunities, responsibilities and experiences of life.

## **Aims:**

Our Personal Development Learning (PDL) and Relationships and Sex Education (RSE) scheme of work aims to enable children to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. Our scheme of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them. PDL and RSE are embedded within and across the school curriculum and is broken down into three main areas learning - seenext slide.

# PD and RSE continued

- **Relationships and Friendships** - This focuses on the value of families and people who care for us. It teaches the importance of love and respect for others and discusses appropriate and inappropriate behaviours (online and offline).
- **Personal and social skills** - This is addressed within our bespoke Diversity and Equality curriculum. It allows the children to explore managing their emotions and relationships, developing respect and empathy for others and learning about consequences of choices that are made.
- **Growing and changing** - This is taught within our science curriculum at different times of the year and is adapted to meet the needs of each individual year group. It focuses on managing transitions, how our bodies change as we grow up, understanding reproduction, sexual health (personal hygiene and menstruation understanding) and the laws related to sex (NSPCC Underpants).

## Targets: (Impact)

The positive impact of successful PDL and RSE will enable children to develop confidence and self-esteem. It can also positively impact children's academic achievements as it helps mitigate any social and emotional barriers to learning. Evidence suggests that successful PDL and RSE also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. We take a whole-school approach to PDL and RSE so that it will positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

# PE

**Purpose of Study** A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
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## Swimming

In Y4, the children have the opportunity to have six sessions of swimming. They really develop their skills and confidence during this time and a strong percentage of children reach the targets of swimming a distance of at least 25m using a range of strokes effectively and can perform safe self-rescue in different water-based situations. Using the Sports Premium Funding, we hope to offer an intensive course for those children who do not achieve the target whilst they are in upper school.

**Attainment Targets** By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



# RE

## Purpose of Study

In Religious Education, we give pupils the opportunity to explore concepts using an enquiry based methodology. This process enables pupils to consider aspects of their own experience, before attending and responding to ways in which aspects of human existence have been conceptualised and lived out by other people in particular situations. Through developing knowledge and understanding of beliefs and associated practices, traditions, stories and celebrations from a range of religions, we aim to reinforce messages of tolerance and respect for others both within and beyond our community. Throughout the Key Stage, pupils will look at a variety of concepts. We teach concepts through Christianity, Buddhism and Hinduism. These will include concepts that are common to all people: those that are shared by many religions and that are specific to certain religions. Within this, there will also be the opportunity to explore non-religious world views.

## Aims

- To develop an awareness of the spiritual dimension of life.
- To explore how people answer questions about the meaning and purpose of existence.
- To raise awareness of human experiences and concepts basic to all religions and those only specific to individual religions.
- To interpret, evaluate and respond to differing values and beliefs.
- To share inner thoughts and feelings.
- To foster a mutual understanding where cultural and religious backgrounds differ.
- To support pupils in developing their own coherent morals, values and principles.
- To understand the purpose of religion in society.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified within our agreed syllabus- *The Living Difference IV*.