



Barkisland CE (VA) Primary School
WE BELIEVE, WE NURTURE, WE SUCCEED!

Barkisland CE (VA) Primary School

Foundation Subject Curriculum Policies

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Curriculum Policy Overview

Overview

At Barkisland CE (VA) Primary School every child matters and the curriculum will be the means of providing all with good opportunities for enjoyment and achievement; economic well being; improving their health; staying safe; and it will help pupils to make a positive contribution to the school and the community. The curriculum will ensure that all children enjoy their education and where ever possible it will cause learning to be fun.

Objectives

1. To provide all pupils with equal access to a rich, broad, balanced and differentiated curriculum matched well to their ages, abilities, interests, aptitudes and special needs.
2. To increase pupils' knowledge, skills and understanding as they grow and develop and increase their connections with the world around them.
3. The curriculum will be carefully planned and structured to ensure that learning is continuous and that pupils make good progress with the development of their learning.
4. To engage the children's interest and to encourage and motivate them to want to learn.
5. To be exciting and to offer pupils lots of first-hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding of the world.
6. To open their eyes to awe and wonder and cause them to marvel at the incredible and fantastic world in which they live

Strategies

- The National Curriculum will be taught to all pupils. Programmes of study for the subjects of the National Curriculum will be used selectively as the basis for the long-term and medium term planning.
- Short-term planning will be brief. It will set out clear learning objectives, a strategy for differentiating the work and it will show how resources are to be deployed efficiently and effectively to personalise learning for each of the children.
- Members of staff will be given responsibility for leading, managing, monitoring, evaluating and reviewing the curriculum. Teachers will be given good opportunities to use their subject expertise to enhance the curriculum.
- Cross-curricular links will be made between subjects where appropriate and the cross curricular themes including PSHCE will be planned for within the curriculum.
- Opportunities will be taken to enliven the curriculum through the use of educational visits out of school, parents, visitors, artists, crafts people, actors, musicians and through the use of the school grounds, the locality and the wider environment.
- An extensive range of high quality resources including ICT will be used to underpin the curriculum.
- Homework will be set where appropriate to link the curriculum with learning at home.

Outcomes

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute positively to the ethos. The exciting curriculum that we provide will help children to understand who they are and where they live. It will help them learn about their community, the nation and the world in which they live. It will deepen their cultural awareness and increase their understanding of history, time and place. They will develop a love and loyalty to their queen and country and develop a respect for and an understanding of different cultures and beliefs. They will learn about issues facing the world and the importance of caring for their environment. Under the 2010 Equality Act all protected characteristics will be recognised and acceptance taught as an embedded aspect in all curriculum areas: disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Barkisland CE (VA) Primary School

Art / Design & Technology Policy



Art & DT



Rationale

Art and DT are foundation subjects which are an essential feature of a broad and balanced curriculum. They offer possibilities for individual expression and interpretation of the pupil's world as well as opportunities for the development of skills, the enhancement of perceptions and growth. It is about discovery, pleasure, handling materials, dealing with emotions and developing creative thought. Art and DT activities enhance Barkisland's whole school curriculum and are interwoven alongside other Topic links closely.

Spiritual, Moral, Social and Cultural Development

The Art and DT Curriculum will provide opportunities for pupils to:

- Explore and appreciate a wide range of cultural influences which have been important to our heritage i.e. visits to National Galleries
- Participate in, and respond to artistic and creative experiences
- Learn about and respect cultural diversity, studying the art of different cultures i.e. African Art
- Work together, where appropriate, with people from the wider community in creative activities i.e. visiting artists
- Use imagination and creativity in learning
- Reflect on their experiences

Core Objectives and Aims

The Art and DT Curriculum aims to provide the pupil with a wide, balanced and differentiated programme of art, craft and design activities, which builds on previous experiences and achievement based upon the following criteria:

1. To promote art and DT in a variety of genres, products and styles including the local ethos and the wider world community.
2. To cater for the individual pupil needs so as to achieve success at the appropriate level within the National Curriculum.
3. To provide and develop as many relevant experiences and resources to dovetail with the degrees of vision (if any) or other relevant visual experiences.
4. To develop skills of composition and visual expression (where practical) through the stimulation of observation, perception, imagination, selection and interpretation.
5. To work in two and three dimensions and on a variety of scales whilst increasing the pupils awareness of colour, texture, pattern, shape and line.
6. To develop practical and manipulative skills and an understanding of different forms of media, technique and expertise in the use of materials and working processes.
7. To develop an understanding and appreciation of the work or products created by individuals, artistic groups, movements and industries past and present. To have an awareness of the environment through personal experience and practical application.
8. To promote evaluation of own and others work. 9. To make appropriate use of information technology in both curriculum areas. 10. To develop an awareness of the inter-relationship between art and DT and other areas of the curriculum.

Assessment

Class teachers monitor and assess individual pupil's work every term against the related core skills and knowledge for their particular year group. Pupil's at Barkisland are assessed against the emerging, expected and exceeding criteria.

Subject Co-Ordinators: Amy Corp & Louise Seal



Geography Policy

Overview

Geography is taught to all children in both Key Stages 1 and 2 and will be done mainly through a topic based approach. The topics taught are determined by the Programme of Study developed in 2014. In Geography, children will have the opportunity to develop contextual knowledge of the location of globally significant places, understand the processes that give rise to key physical and human geographical features of the world and become competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered, interpret a range of sources of geographical information and communicate geographical information in a variety of ways.

Aims

1. To stimulate pupils' interest and to help them foster a sense of wonder in the world around them whilst developing an informed concern for the quality of the environment.
2. To help pupils acquire a wide range of geographical knowledge and skills to enable them to understand the relationship between Earth and its people.
3. To help pupils understand that the character of places derives from the interaction of people and environment, by increasing their knowledge about the location of the physical and human features of the Earth and the processes, systems and interrelations that create and influence them
4. To develop pupils' knowledge of the location of different places including their physical and human characteristics and how these provide context for understanding their geography.
5. To enable children to understand how the Earth's features are shaped, and change over time.
6. To help pupils understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they change over time
7. To develop the geographical skills needed to collect and analyse information gathered through first hand experiences of the environment and to carry out geographical enquiries.
8. To enable pupils to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and recording.
9. To use geography to develop pupils' thinking skills, skills in literacy, numeracy and ICT and to promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.

Key Stage 1 Curriculum

In Key Stage 1, children develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2 Curriculum

In Key Stage 2, children should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Assessment of Pupils

From Y1 to Y6, Geography will be assessed at the end of each term, using teacher assessment. Foundation Stage pupils are assessed according to the Early Years Foundation Stage Framework.

Subject Co-Ordinator: Tracey Butler



History Policy

Overview

History is taught to all children in both Key Stages 1 and 2 and will be done mainly through a topic based approach. The topics taught are determined by the Programme of Study developed in 2014. In History, children will have the opportunity to learn about people in other societies, religions; cultures and countries as well as their own.

Key Stage 1 Curriculum

In Key Stage 1, children learn about changes within living memory, events beyond living memory that are significant nationally or globally, the lives of significant individuals in the past who have contributed to national and international achievements and significant historical events, people and places in their own locality.

Key Stage 2 Curriculum

In Key Stage 2, children develop a chronologically secure knowledge and understanding of British, local and world history. They will learn about changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and his death in 1066. Children will also take part in a local history study and a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

In addition, they will also learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one civilisation, Ancient Greece – a study of Greek life and achievements and their influence on the western world and a non-European society that provides contrasts with British history.

Core Aims

Historical skills and the understanding of concepts should be addressed frequently in order that progress is sustained. Pupils will work on activities that are investigative in nature. This kind of approach to history lends itself to whole class, group, paired and individual working. The teacher should act as initiator, expositor and facilitator for the children's learning and investigating. Where possible, children should be encouraged to plan and carry out their own investigations using, where appropriate, a range of sources including:

- Written sources such as books, archive records, maps, newspapers, letters, diaries and inventories.
- Visual sources such as photographs, artefacts, posters, paintings, videos, computer based materials, buildings and sites.
- Oral sources i.e. tapes, recorded interviews and adult speakers.

There should be opportunities for historical reconstructions in the form of art, music, dance, drama or museum displays. Children should be encouraged to communicate their findings in a variety of ways including orally, visually and in writing.

Assessment of Pupils

From Y1 to Y6, History will be assessed at the end of each term, using teacher assessment. Foundation Stage pupils are assessed according to the Early Years Foundation Stage Framework.

Subject Co-Ordinator: Tracey Butler



Physical Education Policy

Overview

All pupils will benefit from a physical education curriculum at Barkisland CE (VA) Primary School, which motivates them to succeed and participate in sport, games, exercise and other physically-demanding activities. We offer good and appropriate opportunities for pupils to develop a wide range of physical skills, knowledge and understanding to promote their health and fitness. Through physical education our children will have opportunities to compete in sports, games and other activities which build their character and help to embed core values and key qualities such as determination, endurance, perseverance, fairness and respect.

Aims

1. To help children become physically active and to help them understand the importance of physical activity in promoting a healthy active life.
2. To help children develop appropriate skills as they participate in a broad range of physical activities
3. To give children the opportunities to enjoy and engage in competitive sports, games and other co-operative physical activities, in a range of increasingly challenging situations.
4. To help children develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
5. To teach all children to swim and rescue others.

Strategies

1. We will use the national curriculum for physical education to underpin our teaching and learning
2. We will teach children how to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
3. We will provide opportunities for children to participate in team games and competitive games which will be modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending
4. We will provide opportunities for children to enjoy modern educational dance and to perform dances using simple movement patterns.
5. Pupils will be taught to apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
6. Appropriate physical activities will be used develop flexibility, strength, technique, control and balance through athletics and gymnastics
7. Children will take part in appropriate outdoor and adventurous activity challenges both individually and within a team
8. Pupils will be encouraged to compare their performances with previous ones and demonstrate improvement to achieve their personal best
9. Before they leave school they will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes
10. Pupils will be taught to perform safe self-rescue in different water-based situations.

Outcomes

Through our physical education curriculum pupils at Barkisland will develop an understanding of how to develop and improve their knowledge, skills and understanding of physical education in different physical activities and sports and learn how to evaluate and recognise their own success. They will enjoy communicating, collaborating and competing with each other as they exercise their bodies and build their skills.

Indoor PE at Barkisland

Dance
Gymnastics
Fitness

Outdoor at Barkisland

Football
Rugby
Striking and fielding
Athletics
Outdoor and Adventurous games

PE KIT REQUIREMENTS

Indoor PE kit

- Light blue t-shirt
- Navy blue or black shorts
- Black pumps

Outdoor PE kit

- Light Blue t-shirt
- Navy blue or black shorts
- Navy blue or black tracksuit bottoms (winter)
- Navy blue or black sweatshirt (winter)
- A school hoodie is available to purchase for outdoor PE but is not compulsory

Earrings must also be removed by the child along with long hair tied back and headbands also being removed.

Children are **NOT** permitted to borrow PE kit from any other children due to hygiene reasons. Any child who does not have the correct kit will be given a notification slip to take home to parents explaining the kit that is missing and asking that this is sent into school as soon as possible. If the child then does not have the correct kit the following PE session parents are then telephoned.

Extra – Curricular Clubs

Extra – curricular clubs are organised and ran half termly. We aim to provide a wide range of clubs for all children utilising both out of school agencies and staff. All clubs are ran either before school, at lunchtime or after school for 45 to 60 minutes. Only clubs ran by outside agencies are chargeable and this is paid on a half termly basis.

A club letter is sent out to parents at the end of the previous half term giving details of clubs on offer. Clubs requiring payment are then paid for in full via school money which immediately gains the child a place within the club, a slip does not have to be returned. Any clubs not requiring payment are signed up to via the attached slip which has to be returned to school. Clubs are then offered on a first come first served basis.

Children who are in receipt of Pupil Premium funding are able to access the chargeable clubs free of charge. The cost will be met from the funding.

Subject Co-Ordinator: Natasha Kirkland

Barkisland CE (VA) Primary School



Personal, Social, Health & Citizenship Education (PSHCE) Policy

Introduction

Personal, social, health and citizenship education at Barkisland CE (VA) Primary School promotes pupils' personal social and emotional development, as well as their health and well being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

Aims

At Barkisland School we believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHCE in preparing children for the opportunities, responsibilities and experiences of adult life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHCE supports many of the principles of Safeguarding. Our curriculum is consistently reviewed to reflect changes and developments in society and technology.

At Barkisland we aim to help the children to:

- ✓ develop confidences and responsibilities and make the most of their abilities.
- ✓ prepare to play an active role as citizens.
- ✓ develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
- ✓ develop good relationships and respect the differences between people.
- ✓ understand some basic principles of finances.
- ✓ make a positive contribution to the life of the school.

Subject Co-Ordinator: Gill McIntosh

Barkisland CE (VA) Primary School



Modern Foreign Languages (MFL) Policy

Overview

At Barkisland, pupils will be given an opportunity to learn a foreign language, our chosen foreign language is Spanish. This is taught within all Key Stage 2 classrooms, as required by the National Curriculum in addition to our Year 2 classroom.

Pupils are taught to express their ideas and thoughts in that language, to understand and respond to its speakers, both in speech and in writing. The learning of Spanish at Barkisland will also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read a range of literature from that language.

Aims

1. To teach pupils to understand and respond to spoken and written foreign language from a variety of authentic sources
2. To enable pupils to 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 as they progress through school
3. To teach pupils how to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. To discover and develop an appreciation of a range of writing in the language studied.

Strategies

1. The focus of study in modern languages will be on practical communication and teaching will provide an appropriate balance of spoken and written language.
2. Teaching will enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.
3. Pupils will be given opportunities to listen attentively to spoken language and show understanding by joining in and responding.
4. There will be good opportunities for them to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
5. Teachers will provide opportunities for pupils to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help where necessary.
6. Pupils will be taught how to speak in sentences, using familiar vocabulary, phrases and basic language structures.
7. Teachers will ensure that pupils develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
8. Appropriate opportunities will be provided for pupils to present ideas and information orally to a range of audiences.
9. Pupils will learn how to read carefully and show understanding of words, phrases and simple writing
10. They will be taught how to appreciate stories, songs, poems and rhymes in the language; broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

11. They will learn how to write phrases from memory, and adapt these to create new sentences, to express ideas clearly, describe people, places, things and actions orally and in writing.
12. They will understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Outcomes

Language teaching at Barkisland will provide the foundation for learning of further languages later in their education. It will provide an opening to other nations, cultures, foster pupils' curiosity and deepen their understanding of the world.

Subject Co-Ordinator: Becky Schofield



Music Policy

Introduction

At Barkisland CE (VA) Primary School all children will have the opportunity to sing, to listen to music, to experience different musical instruments, to perform and to enjoy music. Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they will develop a critical engagement with music, allowing them to compose, and listen to a wide range of music from their own cultural heritage and from other cultures.

During daily collective worships our pupils participate in whole-school singing which is centred around our Christian distinctiveness.

Aims

1. The programmes of study of the National Curriculum for music will underpin teaching and learning:
2. Children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles, cultures and traditions, including the works of the great composers and other musicians including contemporary musicians.
3. Children will 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
4. Pupils will be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes
5. All will 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.

Strategies

1. They will learn how to play tuned and un-tuned instruments musically play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
2. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music. improvise and compose music for a range of purposes using the inter-related dimensions of music
3. Children will learn how to listen with concentration and understanding to a range of high-quality live and recorded music.
4. Pupils will learn how to pay attention to detail and recall sounds with increasing aural memory.
5. When appropriate they will use and understand staff and other musical notations
6. They will be helped to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians as they develop an understanding of the history of music.

Extra-Curricular Opportunities

In Year 3, all children are given the opportunity to learn how to read music and to play a brass instrument. They receive a weekly lesson through Year 3. The teaching is provided by specialists from Calderdale Music Trust and funded by school. Parents are asked to pay only for the hire of the instrument.

From Year 4 upwards, children can join the school's brass band. Again, the teaching is provided by a specialist from Calderdale Music Trust. The weekly hour long band rehearsal is fully funded by school. Children can also choose to receive a 20 minute weekly brass lesson (conducted in small groups). Parents are asked to contribute to this, but the school subsidise the cost in order to make this more affordable and accessible for all.

We have 2 choirs (KS1 and KS2) who meet weekly to sing. These choirs are open to all children and are free to join. Specialist teachers from Calderdale Music Trust plan and deliver these sessions in school.

We work closely with Calderdale Music Trust to facilitate individual or group music lessons as requested by parents. Often these lessons are held in school during the school day.

We seek to provide regular opportunities for our musicians to perform to audiences, whether it is in school, in the local community, in competitions or at nationally recognised events.

Outcomes

All pupils will benefit from a high quality music education which will engage and inspire pupils to develop a love of music and their talent as musicians. It will increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to enjoy a wide and rich range of music. Pupils will have ample opportunities to engage in musical activities and experience performing as a team.

Subject Co-Ordinator: Emily Kniveton