

Moor Nook Primary School

Wider Curriculum Policy

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In addition to this policy you will find Personal Development (inc PSHE), Religious Education Policy and a range of additional Computing Policies on our school website.

Introduction to Our Curriculum

At Moor Nook Primary School, we are proud to present an ambitious curriculum designed to foster a love for learning and equip our pupils with the skills, knowledge and values necessary for a successful future.

Our curriculum is crafted to not only meet national curriculum expectations but to ensure that all learners are challenged and inspired. We believe that education should be holistic, engaging pupils intellectually, socially and emotionally. Our carefully planned and sequenced curriculum ensures that each subject is progressive across school, cultivating a deep understanding and mastery of knowledge and skills. We hold high expectations for all our pupils, empowering them to achieve their full potential and prepare for future challenges.

Strong subject leadership is a cornerstone of our curriculum, with teachers being champions for their subjects, ensuring high standards in both teaching and learning. Each stage of learning is thoughtfully constructed to build upon prior knowledge, establishing a strong foundation that facilitates continuous improvement and academic excellence.

At the heart of our curriculum is our school ethos C.A.R.E, which stands for Creativity, Aspiration, Resilience, and Equality. This ethos drives our commitment to foster a safe and inclusive learning environment that prioritises the needs of every learner, including those with Special Educational Needs and Disabilities (SEND).

In this policy you will find comprehensive curriculum guidance for each wider curriculum subject area. In addition, subject overviews that outline the key content, knowledge and skills for individual subjects are available on our school website.

Design Technology

Policy aims:

- To provide a framework for a broad and balanced programme of learning in Design Technology
- Provide experiences that enable children to develop their creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Provide guidance for staff so they can deliver relevant and engaging lessons that build upon children's prior knowledge and enable them to design and make high-quality prototypes and products for a wide range of users.
- State the ethos of our curriculum where we encourage our children to be proud of what they achieve and what they learn. We want our pupils to confidently critique, evaluate and test their ideas and products and the work of others.
- Promote the importance of nutrition in our curriculum so our children begin to develop healthy attitudes to food that last through to adulthood
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National Curriculum/Statutory requirements:

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.

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.

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.

Subject intent - Why we chose our DT curriculum?

Our Design and Technology curriculum is built around the principles of evidence-led practice. This is to ensure that pupils are equipped to successfully think, work and communicate like a designer. Unapologetically ambitious, our Design and Technology curriculum focuses on excellence in this subject through range of

disciplines and by referencing outstanding practitioners in this field. The intention is that exceptional teacher instruction inspires pupils to acquire knowledge as designers and technologists and enables them to skilfully apply their understanding. It is our intention that through studying Design and Technology, pupils become more expert as they progress through the curriculum, accumulating, connecting and making sense of the rich substantive and disciplinary knowledge.

Subject implementation - How we deliver our DT curriculum?

We organise intended learning into units. These group the knowledge, skills and understanding that we want children to remember, do and use. The units are taught in extended lessons in 3-weekly blocks to make effective use of the time required when making products. Each module aims to activate and build upon prior learning, including from the early years, to ensure better cognition and retention.

The concepts that we develop through our Design and Technology curriculum are:

Food and Nutrition
Mechanisms
Structures
Systems
Electrical Systems
Understanding Materials
Textiles

In addition to the core knowledge required to be successful within each of these elements, our curriculum outlines key aspects of how we intend to develop working as a designer. We organise our curriculum so that it focuses on developing different aspects of these competencies at different points.

The features of working as a designer in our Design and Technology Curriculum are:

Investigate
Design
Make
Evaluate
Apply

Central to the units are activities designed to develop pupils' oracy and vocabulary skills to enable them to use the language associated with design and technology meaningfully when talking about their work and the work of others.

Key health and safety considerations are identified, and teachers make their own risk assessments to ensure the safety of pupils. Potential risks when using key tools, techniques and tasks are carefully managed.

Subject impact - The difference our DT curriculum makes

To identify the impact our curriculum is having on our pupils; we check the extent to which learning has become permanently embedded in children's long-term memory in addition to looking for excellence in their outcomes. We aim to equip our children

with secure practical and theoretical knowledge so that they develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They will make sense of the learning whilst overall enriching their own appreciation of the subject and be equipped to take on further learning in High School and for some in their future careers.

Our offer - Enrichment and Cultural Capital

Cultural capital is an important aspect of design and technology education at Moor Nook Primary School because it can help to broaden children's horizons and enhance their knowledge and understanding of the importance of design, technology, and innovation in society. Children who have more cultural capital are more likely to have a deeper understanding and appreciation of design and technology, which can motivate them to pursue design as a subject or career in the future. We aim to develop cultural capital in our students by providing a range of experiences and opportunities to learn about design and technology such as visits to museums or exhibitions which showcase design and technology and working on whole school homework projects. We also promote cultural capital in design and technology by learning about eminent inventors from the past and present. Overall, developing cultural capital in design and technology is important for providing children with the skills and experiences they need to become informed, creative, and culturally aware individuals.

Assessment in Design Technology

The assessment of pupils is formative and is based on pupil outcomes and questioning from each lesson. Teachers assess pupils' knowledge and application of skills and techniques as well as their understanding and use of relevant vocabulary. The best form of assessment in design technology is at the point of delivery, while pupils are working. This helps us to understand pupils' development as designers, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of design and technology may require additional teaching and reshape teaching to support this.

Computing

The school aims to cover the curriculum under three strands:

Computer science:

- To enable children to become confident coders on a range of devices.
- To create opportunities for collaborative and independent learning.
- To develop children's understanding of technology and how it is constantly evolving.

Digital literacy:

- To enable a safe computing environment through appropriate computing behaviours.
- To allow children to explore a range of digital devices.
- To promote pupils; moral, social and cultural development.

Information technology:

- To develop ICT as a cross-curricular tool to enhance and enrich learning and progression.
- To promote learning through the development of thinking skills.
- To enable children to understand and appreciate their place in the modern world.

National Curriculum Requirements

EYFS

Although computing is not a statutory part of the EYFS, we will ensure that children of reception age receive a broad, play-based experience of computing through the use of new technologies. Computing is not just about computers. Early years learning environments should feature IT Scenarios based on experience in the real world, such as in role powerful stop children gain confidence, control and language skills through opportunities such as 'programming' each other. Using directional language to find toys slash objects, creating artwork, using digital drawing tools and controlling programmable toys. Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communicational skills. This is particularly beneficial for children who have English as an additional language.

KS1

Pupils will be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify
- where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

KS2

Pupils will be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that
- accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise
- acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Subject intent - Why we chose our Computing curriculum?

At Moor Nook Primary School, we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT), and for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world. The MGL curriculum is ambitious, broad and balanced for all pupils. The curriculum is coherently planned and sequenced to allow all children and their skills to progress. The computing curriculum is successfully adapted, designed and developed for pupils and covers all three strands of the national curriculum.

Subject implementation - How we deliver our Computing curriculum?

We believe the majority of computing should be embedded across the curriculum. However, each class from Y1 - Y6 has an allocated slot each week for teaching computing as a discrete subject.

Our scheme of work for Computing is the 'MGL' Curriculum and covers all aspects of the National Curriculum. This scheme was chosen as it has been created by subject experts and based on the latest pedagogical research. It provides an innovative progression framework where computing content (concepts, knowledge, skills and objectives) has been organised into interconnected networks called learning graphs.

The curriculum aims to equip young people with the knowledge, skills and understanding they need to thrive in the digital world of today and the future. The curriculum can be broken down into 3 strands: computer science, information technology and digital literacy, with online safety intertwined, with the aims of the curriculum reflecting this distinction.

Subject impact - The difference our Computing curriculum makes

Encourage our children to enjoy and value the curriculum we deliver. We will constantly ask the why behind the learning and not just the how. We want learners to discuss, reflect and appreciate the impact computing has on our learning, development and well-being. Finding the right balance with technology is key to an effective education and a healthy lifestyle. We feel the way we implement computing helps children realise their need for the right balance and one they can continue to build on in their next stage of education and beyond. We encourage regular discussions between staff and pupils to best embed and understand this. The way people showcase, share, celebrate and publish their work will bear show the impact of our curriculum. We also look for evidence through reviewing pupils' knowledge and skills digitally and observing their learning regularly. Progress of our computing curriculum as demonstrated through outcomes and the record of coverage in the process of achieving these outcomes.

Our offer - Enrichment and Cultural Capital opportunities within the subject

- Every classroom from EYFS to Y6 has a laptop connected to a school network and an interactive whiteboard with sound
- There are 3 iPad sync and charge cabinet in school containing USB ports containing 90 iPads.
- Internet access is available in all classrooms.
- Each class from Y1 - Y6 has an allocated slot each week for teaching computing as a discrete subject.
- The laptops and iPads are available for use throughout the school day as part of computing lessons and for cross curricular use.
- The school has a computing technician who is in school every Tuesday morning.
- All children from Y2-Y6 have access to a computer club, ran by a TA every lunchtime

- Children have access to desktop computers, laptops, tablets, as well as Bee Bots, Micro:Bits, Spheroes, Crumbles to support the delivery of the primary computing curriculum.

Assessment in Computing

Assessment in computing involves ongoing formative assessment to track students' progress and provide targeted support where needed. Teachers use a combination of teacher observation, peer assessment, self-assessment and end of topic assessments to evaluate pupils' computational thinking skills and ICT proficiency. Pupils' knowledge and understanding of the primary computing curriculum will be assessed termly using the MGL End of Unit Assessment Quizzes. Progression in computing is structured to ensure that students build upon their knowledge and skills as they advance through the primary years, preparing them for the computing curriculum at Key Stage 3 and beyond. Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils. Samples of work will be kept for groups of children, stored in both classrooms and on the school network, within relevant class and pupil folders.

Geography

Policy Aims

- To inspire pupils' curiosity to discover more about the world
- To ensure children know the location of the world's different continents, countries, capital cities, seas and oceans

To build up pupils' knowledge of important cities, main rivers in countries and expanses of water such as lakes, lochs and canals

- To use correct terminology when teaching to build on children's subject specific terminology
- To develop children's skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and live data
- To help children understand how the human and physical features of a place shapes its location and can change over time

National Curriculum Requirements

EYFS

We teach geography in reception as an integral part of the Understanding the World work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the geographical side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world. They will be encouraged to investigate similarities and differences, the local environment and cultures and beliefs.

Key stage 1

Pupils should 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.

Pupils should be taught knowledge through:

Locational knowledge:

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Key stage 2

Pupils 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.

Pupils should be taught knowledge through:

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
- 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
- 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)

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 in North or South America

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
 - ❖ 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

Geographical skills and fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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
- 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

Subject intent - Why we chose our Geography curriculum?

At Moor Nook, we use the CUSP Curriculum in Geography. CUSP Geography equips pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected and fragmented geographical knowledge. Specific and associated geographical vocabulary is planned sequentially and cumulatively from Year 1 to Year 6. High frequency, multiple meaning words (tier 2) are taught and help make sense of subject specific words (tier 3). Each learning module in geography has a vocabulary module with teacher guidance, tasks and resources. CUSP Geography is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with places, spaces, scale, people, culture and processes. CUSP fulfils and goes well beyond the expectations of the National Curriculum as we believe there is no ceiling to what pupils can learn if the architecture and practice is founded in evidence-led principles.

Subject implementation – How we deliver the curriculum

The geography curriculum is taught in units of study, created to ensure children understand the key aims of the required National Curriculum. Cusps has been chosen because we are secure in the knowledge that children will learn cumulatively both through the school year as well as across a broad and balanced curriculum in their primary school career. Children are introduced sequentially to units of study by drawing on prior knowledge to develop new learning and vocabulary, including tier 2 and 3, with activities to reinforce and enhance their learning. Every unit is delivered following 6 specific elements in order: connect, explain, example, attempt, apply and challenge. These ensure cognitive load is correct, children can make sense of their learning by systematic and structured tasks, developing their cumulative learning and vocabulary over time.

Subject Impact – The difference our Geography curriculum makes

The impact of our geography curriculum is that it ensures children have the opportunity to explore, develop, demonstrate and apply geographical knowledge, skills and vocabulary, while enriching their learning experience and deepening understanding. The impact is evidenced throughout pupil discussions, outcomes of tasks seen in pupils' books and through our formative and summative assessment systems. Pupils talk enthusiastically about their geography lessons using the appropriate technical vocabulary, books show their knowledge and both types of assessment show children's learning has advanced.

Our offer – Enrichment and Cultural Capital

Enhanced provision in the classroom and use of 'paper' maps, digital maps, globes and atlases is essential to form coherent schemata around the big ideas that explain how we know where a place is, and how to locate it. For young children, routes and maps can be made concrete in day-to-day experiences in the safety of their school grounds and classrooms.

Our geography curriculum includes a wide range of enriching experiences and opportunities both within and beyond the school day. This includes extra-curricular provision linked to geography. This is whilst also extending the range of children's experiences (Cultural Capital). Visits to a variety of places and visitors to school to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

Assessment in Geography

We assess children's work in geography by making informal, formative judgements as we observe them during each geography lesson, through live marking, discussions and application of knowledge in tasks. As children complete and on completion of a piece of work, the teacher will mark it and comment as necessary. Children then edit their working following the teacher's response either during lessons or when revisiting their learning at the start of the next lesson. This is an integral part of the CUSP teaching sequence. Children's progress is reported to parents in the end of year reports. The subject leader regularly monitors standards throughout school to ensure continuing high standards in geography.

History

Policy Aims

- To promote an interest in learning about the past
- To develop a sense of chronology and understanding that many historical periods overlap across different countries
- To gain, understand and use historical vocabulary
- To know how people's lives have shaped the British nation and how Britain has influenced, and been influenced, by the wider world
- To have some knowledge and understanding of historical development in the wider world, including ancient civilisations, empires and past non-European societies
- To learn about the roles that individuals and events have played in shaping modern society
- To develop in children, the skills of enquiry, investigation, analysis, evaluation and presentation
- To encourage children to understand other people, their beliefs, thoughts, values and experiences
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage
- To understand historical concepts such as continuity and change, cause and consequences and use them to make connections

National Curriculum Requirements

EYFS

We teach history in reception classes as an integral part of the Understanding the World work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as exploring historical artefacts, looking and discussing pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Historical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally, for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods, for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.
- Significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught 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
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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

Subject intent - Why we chose our History curriculum?

At Moor Nook, we use CUSP. CUSP History draws upon prior learning, wherever the content is taught. For example, in the EYFS, pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1.

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied.

CUSP History is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events. CUSP History strategically incorporates a range of modules that revisit, elaborate and sophisticate key concepts, events, people and places.

A guiding principle of CUSP History is that pupils become 'more expert' with each study and grow an ever broadening and coherent mental timeline. This guards against superficial, disconnected and fragmented understanding of the past. Specific and associated historical vocabulary is planned sequentially and cumulatively from Year 1 to Year 6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3). Each learning module in history has a vocabulary module with teacher guidance, tasks and resources. CUSP fulfils and goes well beyond the expectations of the National Curriculum as we believe there is no ceiling to what pupils can learn if the architecture and practice is founded in evidence-led principles.

Subject implementation – How we deliver our History curriculum

The geography curriculum is taught in units of study, created to ensure children understand the key aims of the required National Curriculum. Cusp has been chosen because we are secure in the knowledge that children will learn cumulatively both through the school year as well as across a broad and balanced curriculum in their primary school career. Children are introduced sequentially to units of study by drawing on prior knowledge to develop new learning and vocabulary, including tier 2 and 3, with activities to reinforce and enhance their learning. Every unit is delivered following 6 specific elements in order: connect, explain, example, attempt, apply and challenge. These ensure cognitive load is correct, children can make sense of their learning by systematic and structured tasks, developing their cumulative learning and vocabulary over time.

Subject Impact – The difference the curriculum make

Pupils make more sense and deeper understanding of the substantive concepts and knowledge by using what they know through disciplinary knowledge. They receive the opportunities to think hard and use the substantive content in a disciplinary manner by thinking like an historian. Historical analysis is developed through selecting, organising and integrating knowledge through reasoning and inference making in response to our structured questions and challenges. We call this 'Thinking historically'. Substantive concepts, such as invasion and civilisation are taught through explicit vocabulary instruction as well as through the direct content and context of the study. We believe that the CUSP curriculum architecture, that is built around retrieval practice and spaced retrieval practice, combined with evidence led teaching and generative learning tasks that are appropriately scaffolded, are essential components ensuring children are active participants in their learning process.

Our offer – Enrichment and Cultural Capital

Moor Nook curriculum extends beyond the National Curriculum, our curriculum provision via CUSP, to include a wide range of enriching experiences and opportunities both within and beyond the school day. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

Moor Nook takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education of history and make very good progress across the curriculum. Children at all levels are helped to achieve their potential. In addition to our exciting and stimulating cross-curricular themes, we also provide further enrichment opportunities to enhance children's learning wherever possible via educational visits, visitors and links with other educational establishments extending the range of children's experiences (Cultural Capital), to raise aspirations, to engender a sense of personal pride in achievement and to provide a purpose and relevance for learning.

Assessment in History

We assess children's work in history by making informal, formative judgements as we observe them during each history lesson, through live marking, discussions and application of knowledge in tasks. As children complete and on completion of a piece of work, the teacher will mark it and comment as necessary. Children then edit their working following the teacher's response either during lessons or when revisiting their learning at the start of the next lesson. This is an integral part of the CUSP teaching sequence. Children's progress is reported to parents in the end of year reports. The subject leader regularly monitors standards throughout school to ensure continuing high standards in history.

Music

Policy aims

This policy aims to provide a structured framework for delivering Music at Moor Nook Primary School. 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.

National Curriculum Requirements

The Early Years Foundation Stage

We teach music in EYFS as an integral part of the topic work covered during the year. Throughout the Early Years Foundation Stage we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Whilst music is used throughout the curriculum to support learning, it is explicitly referred to within Expressive Arts and Design and the element of the Early Learning Goal related to music is as follows:

Being Imaginative and Expressive - Children at the expected level of development will:

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

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.

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Subject intent - Why we chose the curriculum?

At Moor Nook we C.A.R.E. We encourage creativity and inventiveness; promote ambition, **aspiration** and self-improvement; foster and develop **resilience**, independence and confidence and establish a culture committed to **equality** of opportunity.

In Key Stage 1 and 2 we follow the Charanga Model Music Curriculum Scheme. This scheme provides clearly sequenced units and lessons with week-by-week support for each year group and supports all requirements of the National Curriculum: listening, singing, playing, composing, improvising and performing. The spiral design of the scheme provides the children to be immersed in music-making activities that deepen over the course of six years. The musical elements and concepts are continually revisited in more complex and intricate ways as children progress. The spiral approach leads to more secure and deeper learning, enabling children to develop their knowledge and understanding of music as it relates to their culture and their world experiences both in and outside of school.

Subject implementation - How we deliver the curriculum?

Music lessons are timetabled and delivered weekly in each class. Whilst the Charanga Model Music Scheme is used, teachers will determine the pupils' prior knowledge and adapt their planning and delivery to ensure that every child maximises their progress within each lesson and over time. Music is also used as part of cross curricular teaching to support learning and retention of information in other subjects, for example, through the use of singing to help pupils to learn and retain new information. Whilst songs and singing are at the heart of each music lesson, children will also learn to play tuned and untuned instruments. Throughout their time at Moor Nook children will experience learning to play the glockenspiel, recorder and experiment with untuned percussion and the instruments available on GarageBand using iPads.

Subject impact - The difference the curriculum makes

As the result of a well-structured curriculum, we will develop independent and creative children who are equipped with the knowledge and skills to form their own musical opinions and make their own musical decisions. Children will gain an

understanding of cultural and historical contexts related to music and connect with different styles of music from various cultures. This will help children to connect their musical understanding with their place in the community and the wider world.

Our offer - Enrichment and Cultural Capital opportunities within the subject

In addition to their in-class music lessons, children will have the opportunity to take part in whole-school singing during assemblies and at the local church, key stage productions and class assemblies.

Assessment in subject

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. The aim is that this information will then be used to inform future planning. The children's work is celebrated in class and as part of productions and assemblies. During each half term teachers will record children's learning in video and or audio format - this will act as evidence of the work the children have been involved in and document their learning experiences. Assessment will be primarily formative - it will be an ongoing assessment judgement within lessons that will inform next steps in teaching to ensure high quality learning within Music. Summative assessments will be made, supported by the teachers' own observations in terms of effort and progress in the subject and be reported in end of year reports sent to parents/carers. Effort grades: A: always works well and tries hard B: usually works hard and tries hard C: can work well but more effort needed at times Progress grades: A: excellent progress B: good progress C: not as much progress as expected.

Modern Foreign Language (MFL) - French

Policy aims

This policy aims to provide a structured framework for delivering French at Moor Nook Primary School. Since 2014 it has been a statutory requirement to teach a modern foreign language at Key Stage 2. From improving literacy skills, to developing self-esteem and widening cultural awareness, introducing a language at an early age has many benefits.

At Moor Nook we believe:

- The learning of a foreign language provides a valuable educational, social and cultural experience for pupils
- the earlier a child is exposed to a foreign language, the faster the language is acquired and the learning becomes deeper and longer lasting
- that the early acquisition of a foreign language facilitates the learning of other languages later in life

National Curriculum Requirements

Teaching should enable children to make substantial progress in one language and the focus of study in modern languages will be on practical communication.

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- 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
- 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
- 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

Subject intent - Why we chose the curriculum?

In Key Stage 2 we follow the Curriculum with Unity Schools Partnership (CUSP) French Curriculum. This scheme provides clearly sequenced units and lessons with week-by-week support for each year group and supports all requirements of the National Curriculum. CUSP French has been built around the principles of evidence-led practice. Core areas of study are revisited throughout the curriculum. Each unit of study focuses on phonics, grammatical structures, reading, writing, oracy and vocabulary. CUSP French is fully resourced building consistency in how French is taught across school and ensuring that teachers, including those with no prior knowledge of French, have the subject knowledge required to teach the content.

Subject implementation - How we deliver the curriculum?

CUSP French is taught from Years 3-6. Each year group has 6 blocks of 5 week teaching. Additional weeks in the academic year can be used for consolidation, revisiting or enrichment. French lessons are timetabled and delivered weekly or bi-weekly in each class. The curriculum is designed to be delivered in 30-40 minutes each week which can be delivered in one longer or two shorter sessions. Whilst the CUSP scheme is used, teachers will determine the pupils' prior knowledge and ensure the appropriate starting point for pupils, adapting their planning and delivery as required to maximise progress for all pupils in each lesson and over time.

Clear structures and learning routines underpin CUSP French. This allows pupils to direct their cognitive attention to the core content of each block. Knowledge notes are used to support instruction and the revisiting of new concepts.

There is limited emphasis on pupils' writing of French and a greater focus on reading, oracy and laying strong linguistic foundations. This is because pupils need to hear, see and say whole, correctly spelt words frequently before they are asked to apply these to written tasks. As pupils become more confident with curriculum content, teachers may choose to use the flexible content weeks to further develop pupils' written French.

Subject impact - The difference the curriculum makes

CUSP French has been designed to ensure that pupils are equipped with knowledge and language that will serve them in engaging with important and useful topics such as the environment, well-being and travel. The curriculum focuses not just on vocabulary acquisition but also on the building blocks of learning a new language – preparing pupils for further study in Key Stage 3 and beyond. The strong focus on cognitive science provides the framework for pupils to deepen and broaden their knowledge of the French language and become confident, inspired linguists.

Our offer - Enrichment and Cultural Capital opportunities within the subject

Through their learning of French, in conjunction with other studies, children develop an awareness of different languages and cultures throughout the wider world. It is the intention that this awareness will enable them to have a greater understanding of

their own place in their community and as a global citizen helping them to develop their values of tolerance and respect whilst also developing their desire to be inquisitive and learn more about other languages, cultures and places.

Assessment in subject

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. The aim is that this information will then be used to inform future planning. The children's work is celebrated in class and demonstrated in their French workbooks where they will retain and use their knowledge notes as well as record any written work. This will act as evidence of the work the children have been involved in and document their learning experiences. Assessment will be primarily formative - it will be an ongoing assessment judgement within lessons that will inform next steps in teaching to ensure high quality learning within French. "Your turn" tasks offer opportunities for teachers to assess progress within lessons and "Remember" tasks offer opportunities for teachers to assess learning from previous lessons. Flexible content weeks can also be used to assess pupils knowledge at the end of each block. Summative assessments will be made, supported by the teachers' own observations in terms of effort and progress in the subject and be reported in end of year reports sent to parents/carers. Effort grades: A: always works well and tries hard B: usually works hard and tries hard C: can work well but more effort needed at times Progress grades: A: excellent progress B: good progress C: not as much progress as expected.

Physical Education

- This policy aims to provide a structured framework for delivering physical education at Moor Nook Primary School.
- This policy is applicable to all members of the school community. It outlines the expectations for involvement and cooperation from all stakeholders to ensure the effectiveness of physical education.
- Physical education is pivotal in supporting the physical and social development of pupils at our school. The aims within the Physical Education curriculum meet the needs of every individual child and through the teaching of the subject and is tailored to meet the needs of children.
- The aims of Physical Education are to ensure that children receive a high quality physical education programme to ensure all pupils will be physically literate and this will provide them with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

National Curriculum requirements

All pupils are entitled to a progressive and comprehensive physical education programme which embraces current statutory orders of the National Curriculum and the statutory EYFS Framework and takes into account individual interests and needs.

The school provides all pupils with the entitlement of 2 hours of high quality Physical Education a week. This is delivered through 2 lessons of 60 minutes' duration. Pupils have access to a balanced curriculum programme of study.

Subject intent

The intent of our Physical Education curriculum enables children to have a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.

Subject implementation

At Moor Nook we follow a progressive scheme of work, PE Passport. In conjunction with year group teachers the PE lead has designed a curriculum and has created a comprehensive overview that meets the needs of the curriculum and the needs of our children. At times, teachers under consultation of the PE lead, may choose to hold an additional lesson/adapt lessons in response to a particular issue/identified need. However, the Physical education curriculum plan will be maintained to keep sequence and progression across year groups. The structure of the Lancashire physical developmental scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of fundamental movement skills and sport specific skills, knowledge and understanding.

The planning and delivery of each unit of work in the scheme will be adapted by the individual teachers to meet the learning needs of the children of their class. Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. Lessons will be planned to provide appropriate challenge for all pupils, to extend more able and provide appropriate levels of support in order for all pupils to make progress.

Our Offer - Enrichment and Cultural Capital opportunities within Physical Education

The aims of the out of school hours learning programme are to extend and enrich the work being done during curriculum PE and to provide some pupils with opportunities to enable them to develop the skills they need to access curriculum PE. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle. The school offers a wide range of lunch-time and after school activities. These are open to any pupil in the relevant year group. PE and sport premium funding is used to increase the range of opportunities available to pupils and in combination with Pupil Premium and SEN Funding to ensure any barriers to engagement / participation are removed. Staff will assist the lunch time supervisors by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible. A diverse weekly programme will be provided which suits the needs of all pupils. Out of school hours learning takes place after school, and at lunchtime.

All out of school learning opportunities are developed in consultation with pupils and the programme will:

- Provide a balance of competitive and non-competitive activities through intra and inter school events
- Provide specific movement/general physical activity clubs, which develop health and fitness such as Change4Life clubs
- Ensure that every pupil is offered the opportunity to attend a minimum of one OSHL activity each week (Key Stage 1 and Key Stage 2)
- Ensure the quality and sustainability of the OSHL programme, the school will:
- Employ a range of auxiliary qualified and experienced coaching staff and implement quality assurance through the subject leader involved in the SSP programme.
- Ensure that the subject leader takes responsibility for forging strong local community club links (club coaches visit school / pupils attend club taster days / clubs advertised on notice-board)
- Inform pupils and parents of the range of OSHL opportunities

Assessment in subject

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. The aim is that this information will then be used to inform future planning. Children's work is celebrated through lessons. Teachers record a 6 base videos at the beginning of each unit to record a starting point for 6 identified children. The teacher will continue to track this child's progress through each unit. At the end of every unit

teachers will assess children's progress using PE passport. This assessment information will be used to adapt future lessons and identify areas of need.

Swimming

At key stage 2, swimming is taught by the Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher.

PE and sport premium funding

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. Our detailed report is available on our website:

https://www.moornook.co.uk/website/sports_premium/

Science

This policy aims to provide a structured framework for delivering an effective science education at Moor Nook Primary School.

- Science education is pivotal in the increasingly complex, fast-paced and technologically driven world in which we live. Science is vital for developing skills and knowledge to succeed in this environment and address challenges the world faces. The aims within the science curriculum meet the needs of every individual child and through the teaching of the subject and is tailored to meet the needs of children.

- We aim to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. We develop understanding of the nature, processes and methods of science through different types of science enquiries that help children to answer scientific questions about the world around them. We strive to ensure our pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. We believe children should develop enquiring minds and the ability to question. This will build on their natural curiosity and enable them to understand and care for the world in which they live. Our pupils are provided with an environment where they can work in an investigative way and can communicate their findings in a variety of ways.

National Curriculum requirements

By following the CARE principles, we believe that Moor Nook Community Primary School meet the aims of The National Curriculum in England: Science Programmes of Study (Updated May 2015.) The Programmes of Study for Science are clearly organised, year-by-year, for Key Stages 1 and 2 in The National Curriculum. They present the statutory content to be taught within each unit, non-statutory guidance and expectations for working scientifically. Class teachers are responsible for ensuring that all of the relevant statutory content is covered across the school year.

Subject intent

At Moor Nook Community Primary School, our aim is to give the children a Science curriculum which enables them to explore the world around them, using the outdoors as an extension of the classroom whenever possible, so they have a deeper understanding of how Science relates to their life. To achieve this, opportunities are given to work collaboratively, with practical 'hands-on' activities encouraging children to investigate their own questions, take risks and use their curiosity as a springboard to learn.

Subject implementation

All lessons are carefully planned with the [Science is good](#) at Moor Nook motto to ensure we provide children with creative hands-on experiences to learning through the natural world.

EYFS

Within the Early Years, Science is taught within the specific area for learning 'Understanding The World' in the EYFS Framework. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Opportunities to [work scientifically in EYFS](#) are made through different themes and topics, which can be teacher or child led.

Key Stage 1 and 2

In Key Stage 1 and 2, Science is taught in every half term, across the academic year, in all year groups. The school is a member of The Association for Science Education (ASE) (<https://www.ase.org.uk>) and uses their planning matrices (<https://www.ase.org.uk/plan>) to ensure full coverage of the National Curriculum takes place with both knowledge and scientific working being interwoven within lessons.

There is an expectation that learning is sequential with new learning building on what they already know and have been previously taught in earlier year groups. The [curriculum overview](#) demonstrates this. We use [subject area overviews](#) to guide us in our teaching.

Subject impact

At Moor Nook we strive to ensure all children will become resilient, independent and curious scientists who ask questions and find things out for themselves.

- Science will be a high profile subject throughout the school.
- Children will be enthusiastic and motivated scientific learners.
- Outdoor learning will be utilised where appropriate for science lessons.
- Children will have an awareness of the full range of scientific careers and pathways available to them and will be keen to pursue STEM subjects at secondary school.
- Children will leave for secondary school equipped with the science knowledge and skills needed to succeed in their further education.

Our offer - Enrichment and Cultural Capital opportunities within Science

Children will be given a range of opportunities to experience science outside the classroom through the use of visits and outdoor learning. We will take part in Science week, utilising the wider community. Children will have the opportunity to experience a range of STEM professionals.

Assessment in subject

Formative assessment - At the beginning of a themed unit, an initial assessment takes place so that class teachers can ascertain the level of understanding from previous teaching and this allows for any 'gaps' in learning or misconceptions to be addressed, before the children undertake new learning. They will also complete ongoing formative assessments. Teachers will use [TAPS initial assessments](#), [ASE materials](#) and [iLearn](#).

Summative assessment - At the end of a unit, class teachers will use teacher assessment to assess whether children have met or not met the key learning for that

topic. Teacher will use [TAPS assessments](#) which have been thoughtfully selected in the [subject area overviews](#). Teachers will use these assessments to evaluate children's current understanding and to support future teaching and learning. Progress and attainment within science, is reported to parents at termly parents' evenings and the annual end of year school report.

Art and Design

Policy aims:

- To provide a framework for a broad and balanced programme of learning based around the CUSP curriculum
- Provide experiences that enable children to understand and respond to the world around them
- To outline key content that allows for the development of children's imagination and creativity by making connections to the world around them
- Provide guidance for staff so they can deliver relevant and engaging lessons that build upon children's prior knowledge
- State the ethos of our curriculum where we encourage our children to be proud of what they achieve and what they learn. We want our pupils to know that it's good to have unique and individual styles.

National Curriculum/Statutory requirements:

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.

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.

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.

Subject intent - Why we chose the curriculum?

The Art and Design curriculum is built around the principles of evidence-led practice. This is to ensure that pupils are equipped to successfully think, work and communicate like an artist. Unapologetically ambitious, our art curriculum focuses on excellence in this subject through a myriad of media and incredible artists. Our intention is unmissable; exceptional teacher instruction inspires pupils to acquire knowledge, as an artist, and enable them to skilfully attempt and apply their understanding. It is our intention that through studying Art and Design, pupils become more expert as they progress through the curriculum, accumulating, connecting and making sense of the rich substantive and disciplinary knowledge.

Subject implementation - How we deliver the curriculum?

The CUSP Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity. In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

Alongside this practical knowledge, our pupils will also be exposed to a diverse array of inspirational artists from a range of different genres, artistic movements, cultural traditions and eras in time. Children will acquire an understanding of art history and the significance of their focal artist for each unit. This theoretical awareness will provide them with contextual relevance of art and inspire them to draw upon their own experiences to produce high-quality pieces with a clear rationale.

Subject impact - The difference the curriculum makes

To identify the impact our curriculum is having on our pupils; we check the extent to which learning has become permanently embedded in children's long-term memory in addition to looking for excellence in their outcomes. We aim to equip our children with secure practical and theoretical knowledge so that they can interact with art itself as a discipline. They will make sense of the learning whilst overall enriching their own appreciation of the subject.

Our offer - Enrichment and Cultural Capital

Cultural capital is an important aspect of art and design education at Moor Nook Primary because it can help to broaden children's horizons and enhance their creativity. Children who have more cultural capital are more likely to have a deeper understanding and appreciation of art and design, which can motivate them to pursue art and design as a subject or career in the future. This is implemented through a range of different opportunities and experiences such as

- Visiting art galleries
- Being exposed to a diverse array of inspirational artists from a range of different genres, artistic movements, cultural traditions and eras in time.
- Celebrating art in school art exhibitions
- Creating and developing individual pieces of art where children can express themselves
- Immersing children in the art that surrounds them in their daily lives such as public art installations, murals, and street art
- Artist led workshops

Assessment in Art and Design

The assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The following can be used to assess pupils' knowledge and application of artistic techniques and their understanding and use of artistic vocabulary.

- Expectations for each block
- Points of reflection
- Questions for Assessment
- Oracy and Vocabulary tasks
- Vocabulary quizzes
- Sketchbook exemplifications

The best form of assessment in art is in-action, while pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.