
Heath Primary School

Curriculum Offer



Our Curriculum...



At Heath, our children access a broad and balanced curriculum through global and local themes whilst covering the National Curriculum. Each theme explores skills and subject specific knowledge. Our aim is to provide children with a curriculum that is taught sequentially which builds on previous learning to deepen their knowledge each year, preparing children for future learning and employment. These themes are delivered through carefully selected topics focused around a high quality text. Through these topics our children gain a love of learning and develop their talents and personal interests.

Intent

Our curriculum is planned over a 2-year cycle; it reflects the ever-changing world we live in and has links to Oxfam's Global Citizenship. We want all learners in our school to be equipped with the knowledge, skills and values they need to become good global citizens. We believe through the curriculum we deliver, children will have the chance to embrace and encounter a wide range of opportunities that will help them thrive. We want children to play a part in creating a future that they want to live in.

Units of work have been created around six themes:

Identity and Diversity

Who we are, our place in society, cultural beliefs, discrimination and prejudice.

Peace and Conflict

Actions and consequences, disagreements, social and political changes.

Social Justice

Fair and unfair, inequalities and social exclusion, poverty.

Environment

Sustainable developments, local and global issues, natural world.

Our heritage

Where we are, what is around us, what has made Heath.

The world and beyond

- Transition, moving on, changes, space.

Throughout their time in school, every child acquires the skills and knowledge they need from both the National Curriculum and the global themes as presented in the Long Term Plans and Themes Progression documents. We have carefully selected high-quality texts for each topic to engage our children. Our aim is to make deep lasting connections between learning while giving children the knowledge and skills they need to become independent learners and thinkers so they can go on to make a difference both within their own lives and within society.

Implementation

Across our school, we plan over a two-year cycle to ensure that our children have sufficient time to explore additional themes to the National Curriculum. Each year of the cycle allows our children to explore a variety of learning experiences through a variety of texts linked to each theme. Sequences of learning are planned using our medium term progression-planning format; teachers are expected to use their long-term plans and skills progression documents to develop learning journeys. All learning journeys begin with a hook to immerse the children and capture their interest and end with an outcome that encapsulates the learning. Small steps, which links the journey from hook to outcome, are carefully planned through a sequence of active, engaging and inspiring lessons.

Each theme is launched through a whole school assembly and is revisited in assemblies throughout that term.

At Heath, we follow a menu of approaches to support the achievement of high quality outcomes. In our wider curriculum lessons, teaching will look like:

A recap of prior learning –

This helps children to make connections and helps to embed the ‘sticky’ knowledge.

Introduction of content specific vocabulary –

To ensure children have the language they need to understand and progress.

High-quality modelling and discussion –

Discussion and questioning opportunities are planned in throughout each lesson, to move the learning forward and for assessment opportunities.

Opportunities for independent application –

The chance for children to show what they have learnt and apply the knowledge and skills that they have gained.

Our teachers model high expectations in their class: the technical vocabulary used, the skills and knowledge taught and the presentation expectations.

Our school environment is used as a tool for learning. In our classrooms, there are displays showcasing learning journeys from previous topics as well as working walls displaying our current learning. Our school community is proud of our achievements and we take great pride in presenting the children’s work in our corridors.

Impact

Live marking and feedback is given to ensure any misconceptions and uncertainties are addressed that allow children to progress. Both subject leads and SLT carry out regular monitoring of lessons and books, as well as moderation within our academy. Progress is measured by having a clear understanding of children’s starting points and monitoring their progress over a sequence of learning.

By the end of each topic, our children can verbalise their learning journeys and knowledge and skill outcomes are evident in the work they produce. Progressive planning allows for skills and knowledge to be embedded throughout a child’s time at Heath.