



STEP Academy Trust

Curriculum Policy

DATE OF POLICY: Spring 2018

Review: Autumn 2020

Introduction

The STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust.

Curricula are designed with reference to the context of each individual Academy and the children that they educate. Although designed to be bespoke for each context, each curriculum delivers the expectations of the STEP Standard. The STEP Standard articulates the expectations of knowledge for an academician leaving a STEP Academy at the end of Year 6. The STEP Standard delivers the Trust's vision of consistent academic excellence.

MATHEMATICS:

Our curricula aim to ensure that all pupils are fully cognisant with the STEP Standard for mathematics by the time they complete Year 6. This will enable them to:

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

ENGLISH:

Our curricula aim to ensure that all pupils are fully cognisant with the STEP Standard for English by the time they complete Year 6. This will enable them to:

- read easily, fluently and with good understanding;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;

- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

SCIENCE

Our curricula aim to ensure that all pupils are fully cognisant with the STEP Standard for science by the time they complete Year 6. This will enable them to:

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

ART AND DESIGN:

Our curricula aim to ensure that all pupils are fully cognisant with the STEP Standard for Art by the time they complete Year 6. This will enable them to:

- 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.

COMPUTING:

Our curricula aim to ensure that all pupils:

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

DESIGN AND TECHNOLOGY:

Our curricula aim 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.

GEOGRAPHY:

Our curricula aim to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

HISTORY:

Our curricula aim to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind;
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

FOREIGN LANGUAGES:

Our curricula aim to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, 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;
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;
- discover and develop an appreciation of a range of writing in the language studied.

MUSIC:

Our curricula aim to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence;
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

PHYSICAL EDUCATION:

Our curricula aim to ensure that all pupils:

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

COMPUTING

Our curricula aim to ensure that all pupils:

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

PSHE

Our curricula aim to ensure STEP Academies fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002, and their statutory safeguarding responsibilities, in line with the statutory guidance that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.'


Inclusion

Curricula are designed to provide access, opportunity and the chance to study subjects in greater depth to every child in the Trust.

Monitoring and Review

Curricula are subject to regular review, responding to statutory requirements and relevant evidence-based advances in pedagogy, educational thinking and technology. Regular curriculum updates are given to Strategic Governing Bodies.

APPENDIX 1: Breakwater Academy 2 year IPC, Science, RE Curricula

			
Cycle 1 2017/2018			
	Terms 1 and 2 History (Art and DT)	Terms 3 and 4 Science (Art and DT)	Terms 5 and 6 Geography (Art and DT)
Whole school IPC exit point	Museum	Rainforest Café	Travel Show
Years 1/2	People from the past (Tudors)	Our World	Hooray let's go on holiday (Exit point - fashion show, songs or dances from a different country.)
Experiences/visits	Anne of Cleaves House visit Music workshop	Animal workshop in school Music workshop	Walk around local area Music workshop
Science (link as far as possible to IPC unit)	Humans – Feeding and Exercise	Parts and types of animals	Changing seasons
RE	Special Food	Our World – caring for new life	Special Places
Years 3/4	Scavengers and Settlers (Stone, Bronze and Iron ages)	Saving the World	Explorers and Adventurers (Exit point -immersive holiday 'adventure' to the woods.)
Experiences/visits	Workshop in school (handling artefacts/archery etc) Music workshop	Wakehurst Place plant workshop visit Music workshop	Friston Forest visit - forest challenge (oreineteeing etc) Music workshop
Science (link as far as possible to IPC unit)	Human digestion and teeth Human movement and feeding	Parts of a plant and What plants need	Magnets and Forces
RE	Spirituality Through Art	Initiation Practices	Hinduism
Years 5/6	The Brave and The Bold (Romans)	What a Wonderful World	The Holiday Show (Exit point - provide a holiday experience – songs, dance, music)
Experiences/visits	Fishbourne Workshop in school Music workshop	Friston Forest visit – habitats Music workshop	Brighton visit – tourism Music workshop
Science (link as far as possible to IPC unit)	Materials	Classifying Living Things, Habitats, Evolution	Forces, electricity
RE	Islam	Seeds of Unity	Pilgrimage

APPENDIX 1 (cont.)

Cycle 2 2018/2019			
	Terms 1 and 2 History (Art and DT)	Terms 3 and 4 Science (Art and DT)	Terms 5 and 6 Geography (Art and DT)
Whole school IPC exit point	Museum	Songs/concert/music	Natural disaster experience (play, presentation, simulation exercise)
Years 1/2	Time Travellers (Great Fire of London and the Plague)	Flowers and Insects	Water World - add in droughts and floods (Flood/drought themed exit point)
Experiences/visits	TBC	TBC	TBC
Science (link as far as possible to IPC unit)	Identifying and comparing materials	Parts of a plant and growing plants	Habitats and Living Things
RE	Learning from Stories	Special Days	The Importance of Water
Years 3/4	Tombs and Temples (Egyptians)	Land, Sea and Sky	Active Planet (Earthquakes, volcanoes, tsunami themed exit point)
Experiences/visits	TBC	TBC	TBC
Science (link as far as possible to IPC unit)	Light and shadow, electricity	Grouping of living things Dangers of living things	Rocks and Soils, changes of state
RE	Festivals of Light	Rules for Living	Christianity
Years 5/6	Time Tunnel (Normans)	Space Explorers	Weather and Climate (Hurricane, tornado exit point)
Experiences/visits	TBC	TBC	TBC
Science (link as far as possible to IPC unit)	Light	Earth and Space	Changing States, separate mixtures
RE	Judaism	Sikhism	Moral Dilemma