



Overview of the Foundation Subjects Curriculum

The key learning priorities of the school, which are in response to the new Primary Curriculum are:

- Engaging learners in an exciting, challenging and creative approach to learning.
- Application of numeracy and literacy skills to continually raise standards.
- Making links with the community around us through enterprise and collaborative learning events.
- Working creatively (incorporating expressive and creative arts and design technology).
- Learning from the world around us (using the school grounds and surrounding area as well as regular educational visits and visitors).
- Flexibility of topic and delivery to ensure identified gaps are closed and children's learning powers are developed.

Overview of Geography

At St Michael's our aim is for all children to develop a lasting enjoyment and understanding of the world in which we live. Pupils will be given opportunities, in the school's creative curriculum, to learn the skills needed to study places, people and processes in relation to themselves, their own locality and the wider world. Children will be encouraged to become independent learners by collecting and interpreting a wide range of geographical information. They will communicate the information in a variety of different ways by making cross curricular links, where appropriate, with literacy and mathematics.

In learning Geography, as they progress through both Key Stages, the children will have the opportunity to learn about:

- Elswick and the locality in which they live
- Polar Regions
- Coastal areas (seaside)
- A comparison of life in South America and life in England
- Volcanoes and Earthquakes
- Mediterranean
- Countries Settlement and Trade
- Mexico
- Water
- Map Skills
- The Amazon Rainforest

All geography topics will be taught through an enquiry led learning curriculum. At the end of Key Stage 2 our aim is:

- To increase the child's knowledge and understanding of the world.
- To provide children with geographical experiences to inspire and fascinate.
- To enable children to effectively communicate their geographical knowledge, understanding and skills through engaging, meaningful activities.
- To use appropriate geographical vocabulary.
- To develop an understanding of the effects of their actions on the environment.
- To meet Michael's Curriculum intentions, implementation and impact.



Intention

At St Michael's, it is our intention that Geography is taught through topic work, as part of a whole school topic-based approach to teaching and learning. This enables teachers to forge cross curricular links giving a meaningful context for the learning. However, teachers make it explicit to children that they are learning geography skills and that they are being 'geographers'.

Geography is important in our school as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. We explore the relationship between Earth and its people. It stimulates curiosity and imagination. Wherever possible, we aim to build upon the child's 'Individual Geography' by developing geographical skills, understanding and knowledge through studying places and themes.

Implementation

Our progressive units of work are designed to be modified for our children and their experiences. Staff continually review and adapt work and learning to meet our children's needs. Fieldwork sessions are incorporated into the units of work to actively engage the children in their learning. The progressive skills learning challenges that are used, to plan and teach humanities, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher level objectives.

At Key Stage 1, our pupils develop knowledge about their own locality in Elswick, the United Kingdom and the World. They can 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.

At Key Stage 2, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. Our pupils develop their use of geographical knowledge, understanding and skills to enrich their locational and place knowledge.

Impact

At St Michael's children have topic books to enable the children to make cross curricular links. The children's learning and understanding is assessed according to age related expectations which directly links with the 2014 National Curriculum statements for Geography. This is both ongoing, to inform future planning, and summative to share with staff, leaders and parents. This ensures the pitch of lessons is well matched to individual children's needs and that, by the end of each key stage, required content within the National Curriculum is adequately covered to prepare pupils for the next phase of their education. Leaders conduct book monitoring, lesson observations, pupil voice and interviews with the children to discuss their learning and establish the impact.



Overview of History

We aim to bring history to life at St Michael's by immersing children in realistic experiences both in school and on exciting educational visits linked to our topic areas. Children have a real understanding of their place in history and concepts of when events happened in relation to each other are reinforced.

In learning History as they progress through both Key Stages the children will have the opportunity to learn about:

- Changes within living memory
- Nationally or globally significant events beyond living memory
- The lives of significant individuals in the past
- Significant historical events, people and places in their own locality
- 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- Saxons up to the time of Edward the Confessor
- A local history study
- A study of a theme of British history beyond 1066
- The achievements of the earliest civilisations Ancient Greece
- The study of a non-European society that contrasts with British history.

By the end of Key Stage 2 our aim is:

- To provide children with an experience of History which is both valid and stimulating.
- To enable children to gain a knowledge and understanding of the past, with relation to themselves, their families, their communities and the wider world.
- To encourage a lively and questioning approach to History which takes into account the learning styles and needs of the learners.
- To enable children to select, organise and communicate what they have learned about the past.
- To meet Michael's Curriculum intentions, implementation and impact.

Intention

At St Michael's, our History curriculum is designed to ignite children's curiosity about the past through a topic-based approach and hands on experience wherever possible. We are determined that alongside historical knowledge there will be a high focus on the development of specific historical skills. The teaching of history in our school is intended to equip pupils to ask pertinent questions about the past, analyse evidence, think critically, appreciate different perspectives and develop informed judgements. We believe our pupils should be taught to understand how Britain has influenced and been influenced by the wider world. In addition, our bespoke curriculum provides opportunities for pupils to explore their own identity, for example, through local history topics. Our History curriculum is intended to help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

Implementation

Our History curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring topics. A topic based approach is used to deliver the content within a



meaningful context and wherever possible cross curricular links are exploited, particularly links with geography. However, teachers make it explicit to the children that they are learning history skills and encourage them to think like 'historians.'

At Key Stage 1: topics taught include learning about a range of famous people in the past who have contributed to national and international achievements. For example, Christopher Columbus and Neil Armstrong. These are chosen carefully to ensure pupils learn about individuals of both genders and from diverse backgrounds. Other topics consist of changes within living memory and events beyond living memory that are significant nationally or globally including the Great Fire of London and the first aeroplane flight.

Key Stage 2: The National Curriculum for History outlines that: pupils should continue to develop 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 understand how our knowledge of the past is constructed from a range of sources. At St Michael's a long term plan, with carefully constructed units of work covering the full range of skills, is in place in order to achieve this.

Medium term plans ensure coverage of both the required knowledge and the subject specific skills. Individual sessions are planned to inspire, engage and challenge pupils in response to their needs. Children are given a wide variety of experiences both in the classroom and out. We encourage school visits and visitors into school to enable the children to gain first hand experiences to support their learning. One element in the development of the pupils' communication skills is for pupils to apply their writing skills within an extended written piece linked directly to their history theme. Pupils are encouraged to think like 'historians' and develop their skills including historical enquiry. There is a strong emphasis on developing children's other skills such as understanding of chronology, interpretations of evidence, changes within a time and across time periods and cause and consequence.

The History units taught have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments

Impact

History assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed by all class teachers to inform leaders of individuals' progress or skills that still need embedding further.

History is monitored by subject leaders throughout all year groups using a variety of strategies, such as book monitoring, lesson observations and pupil interviews to discuss learning and establish the impact.



Overview of Science

At St Michael's, we strive to promote the love of learning science and for children to understand and be curious about the science within their everyday lives. In our rapidly evolving world science is a vital part of our curriculum intention. Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. Pupils learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

Intention

It is our intention that by the end of each Key Stage, each child will have an understanding of a variety of scientific concepts and be able to confidently discuss them. We aim for all children to work scientifically during lessons and work collaboratively investigating different concepts and ideas.

At Key Stage 1 pupils observe, explore and ask questions about living things, materials and physical phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They begin to evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share ideas and communicate them using scientific language, drawings, charts and tables with the help of ICT if it is appropriate.

At Key Stage 2 pupils learn about a wider range of living things, materials and physical phenomena. They make links between ideas and explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and ICT to communicate their ideas

Implementation

In order to allow children to reach their full potential, we cover the objectives set out in the Programmes of Study in the National Curriculum. We mix the content knowledge and investigation skills needed to solve science problems and make decisions and predictions based on what they have learned. Our lessons also allow the children to practise their maths and English whilst developing their reasoning and problem solving skills.

In Key Stage 1 and 2 content is delivered in each year group in accordance with the National Curriculum. Teachers are able to plan units drawing upon a number of resources such as Explorify and our progressive skills documents, which are all used and amended to meet the needs of the children. To ensure children make the necessary progress and are challenged appropriately, teachers plan enjoyable, engaging and inspiring practical activities that mean the children are working hands-on; these lessons link science concepts to everyday life so the children can understand the world around them in a scientific way. Our lessons aim to develop a child's social skills by working in teams and encourage resilience, determination, perseverance, communication, collaboration, questioning and problem-solving.

Impact



Through the consistent use of the progressive skills document, staff are able to assess children during lessons and at the end of a unit.

Working Scientifically:

At St Michael's we are always looking to provide the children with hands on experiments and encouraging them to think and work scientifically. This includes: making predictions, observing closely using simple equipment, answering questions and asking simple questions, recording and gathering data and carrying out a fair test.



Overview of Physical Education

P.E is an integral part of the school curriculum. We aim to provide an enjoyable and balanced programme. Alongside this, children will also develop their skills and understanding of competitive team games (e.g. Netball and Cricket) as well as Outdoor and Adventurous Activities, Dance and Gymnastics. Within PE lessons children are provided with the opportunity to develop their 'Multi-Abilities' which are, cognitive, health and fitness, personal, social, physical and creative skills. Within 'Multi-Abilities' our main focus is improving agility, balance and coordination. The development of confidence, tolerance and the appreciation of one's own and others' strengths and weaknesses are an essential part of our teaching. All children in Key Stage Two have the opportunity to swim, with weekly sessions taking place at Elswick Pool for a term throughout the year.

Intent

It is our intention when teaching the PE curriculum, we develop the enjoyment of physical activity and strive to improve the importance of health and wellbeing. Our intention is to give children the opportunities to develop their skills, knowledge and understanding and apply these in competitive situations, with the vision this provides them with lifelong learning skills.

We strive to ensure that all our pupils receive a well-rounded learning experience when participating in different sporting activities, learning the importance of health and wellbeing and equipping them with the necessary values and tools to achieve in our school and beyond. It is our intention to engage pupils in the possibilities of sport to develop a passion for being active, healthy and the confidence to try new things and build resilience and determination with all they do.

Implementation

At St Michael's, we recognise that in order for all pupils to progress they need to be confident across each of their yearly objectives. Our PE curriculum covers the knowledge and skills outlined in the National Curriculum and ensures all children are given opportunities to be challenged to progress their learning further. Through our teaching of PE, we aim to deliver the lessons in a meaningful context, giving purpose and wherever possible curricular links are exploited, particularly links with Maths.

Key Stage One:

In KS1, we provide opportunities for pupils to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Over the course of the year this covers dance, gymnastics and a variety of games. We are striving to ensure they are able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations including competition.

Key Stage Two:

In KS2, pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. We are determined that they enjoy communicating, collaborating and competing with each other and that they develop an understanding of how to improve in different physical activities and sports, learning how to evaluate and recognise their own success. Over the key stage, pupils will continue to be taught dance, gymnastics and a variety of games. Children learn to the swim in KS2.

Impact



We strive to ensure that our pupil's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. Through our progressive skill based curriculum we are measuring the children's ability, striving for them to meet their age-related expectations for their year group. We intend the impact of our PE curriculum will ensure children will leave our school prepared for the next step in their physical education and life beyond primary school.

Partner School:

We are proud to announce we are now a partner school with Newcastle Eagles! This provides us with many exciting opportunities throughout the school year!

Competitions and school games:

One of our aims this year is to increase our participation within competitive sporting activities. Last year we attended a range of sporting activities such as; skipping, tag rugby, netball and hockey.



Overview of Music

Music is an integral and well-resourced part of life at St Michael's RC. We want the music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want the children to be able to develop their own appreciation of music with the opportunities we provide as a school.

Intention

It is our intention at St Michael's that children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments such as the recorder to individual instrumental lessons such as the violin. Musical opportunities in school include weekly class music lessons, School Choir, Ukele Club, Opera Club and Violin Club.

Implementation

Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum:

Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

Impact

As music is a practical subject, assessment may be done by focussing on a small group at a time on certain tasks or skills, observing the children, discussing their work or self/group/teacher evaluation against criteria from the National Curriculum programmes of study and end of year expectations. The learning challenges used, to plan and teach music, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. Children are assessed according to age related expectations in line with curriculum requirements. This is done in line with the school assessment calendar. This information is recorded and monitored by the co-ordinator.





Overview of Design and Technology

“Design is a funny word. Some people think design means how it looks. But of course, if you look deeper, it’s really how it works.”

Steve Jobs

“Technology makes possibilities. Design makes solutions.”

John Maeda

Design Technology prepares children to deal with tomorrow’s rapidly changing world. It encourages children to become independent, creative problem-solvers and thinkers as individuals and as part of a team - making positive changes to their quality of life. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and Technology helps all children to become astute and informed future consumers and potential innovators.

Key Changes to the Design Technology Curriculum

These include:

- Products to be made for a purpose.
- Ensure individuality in children’s design and construction of products.
- Two strands: Designing and Making and Cooking and Nutrition.
- More emphasis on creating ‘innovative’ products in KS2.
- Teaching the importance of making on-going changes and improvements during making stages.
- Looking into seasonality of ingredients and how they are grown, caught or reared.
- The introduction of computing and coding of products in KS2.
- Researching key events and individuals in KS2.

Intention

It is the intent of St Michael’s for Design Technology to be taught in all year groups through at least one topic per term, which includes one topic relating to food. Design Technology projects are often made cross curricular - linking to other subjects taught. Across the school we also raise the profile of Design Technology through our STEAM events.

Implementation

The teaching of Design Technology across the school follows the National Curriculum. Children design products with a purpose in mind and an intended user of the products. Food technology is implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this.

In Key Stage 1:

Within key stage 1 we also aim to develop design, creativity and problem solving through purposeful design projects which promote the children’s skills in developing as individuals and as part of a team. Key stage 1 also aims to promote in children a clear understanding of where food comes from.

In Key Stage 2:



Within key stage 2 key events and individuals that have influenced the world of Design Technology are teaching focuses that are to be covered. The use of computer programmes and applications are also a key focus to be utilised by children in their design of their products.

Impact

Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children. Summative assessment is conducted by class teachers across each year group of the school to inform the subject leader of progress or skills and knowledge still to be embedded. Design Technology is also monitored by the subject leader throughout the year in the form of book monitoring, lesson observations and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.



Overview of Computing

Technology is an integral part of everyday life. At St Michael's, we hope to prepare our children for a future in an environment which is shaped by technology. Our main priority of computing is to engage children with cross-curricular learning through interacting with technology.

We aim to develop confident, independent learners who are able to plan, design, create, program and evaluate information through the use of ICT. As well as the benefits of ICT we are also aware of the risks, this is why we prepare our children to stay safe online through the use of e-safety awareness sessions and safer internet days.

Intention

At St Michael's, we recognise that children are living within an increasingly technological world and aim to develop confidence and knowledge in this area. Computing skills are taught specifically during computing session. Skills are practised in sessions and then applied across the curriculum to enhance other subjects. Alongside computing skills, we regularly revisit internet safety and the importance of *why* we need to keep ourselves safe of the internet. As children leave primary school, we aim for children to transfer this knowledge and have the confidence to implement these skills in everyday situations.

Implementation

Every class has a timetabled opportunity to use the computers and can book out the ipads. We encourage staff to incorporate technology throughout the wider curriculum and use these skills to research and present writing in a variety of ways. Each class has access to SMART boards and teaching is delivered using this technology.

Skills are covered through a ? programme to ensure that children are taught the appropriate skills to support their development.

In **Key Stage 1**, children are beginning to develop their computing skills through using a range of technology such as Bee Bots, Computers and i-pads. To encourage children to recognise the value of using technology we teach skills through termly topic links. Children develop their skills to navigate around a computer and use a range of Microsoft programmes to copy and paste images and insert text boxes. The use of the internet to search images is incorporated alongside internet safety to reinforce the importance.

In **Key Stage 2**, children build upon previous skills and apply these to a variety of different technology. The use of the green screen and various apps provide opportunities for children to apply their skills in a variety of contexts.

Impact

Staff monitor the attainment of children using the National Curriculum statements and use this to inform their teaching. Subject specialist staff from SHHS regularly support in delivering the curriculum through regular training and discussions. SLT alongside the subject leader gather knowledge of how the curriculum is being taught through work scrutinies, lesson observations and pupil interviews where children can articulate and demonstrate the skills they have been taught.



French

Intention

The intention of the French curriculum at St Michael's is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence and creative skills. We strive to stimulate and encourage children's curiosity about language. We help children develop their awareness of cultural differences in other countries. We strive to embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

Implementation

Our MFL curriculum is designed to progressively develop children skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences. **All our children in KS2 will have weekly language lessons.** We have a French language specialist at St Michael's who delivers all lessons.

Impact

The learning challenges used, to plan and teach MFL, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. Children are assessed according to age related expectations in line with curriculum requirements. This is done in line with the school assessment calendar. This information is recorded and monitored by the



Overview of Art and Design

Intention

At St Michael's we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas

Implementation

Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example, when printing repeating patterns and designs and thinking about 3D shapes to support structures.

It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Impact

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.