



Our Core Curriculum Intent

Here at Staniland Academy, we are whole heartedly committed to creating an inclusive curriculum where every child has the opportunity to grow and flourish into a compassionate, resilient and responsible learners. Having high aspirations to be successful in life in any chosen community.

Our philosophy will ensure that your child becomes immersed and part of a supportive learning community where a sense of ambition and self-esteem is nurtured, allowing your child to thrive and flourish.

All different, equal, achieving & smiling!

Resilient

Equality

Smiling

Pride

Exemplary

Compassionate

Tolerance

In addition to our core ethos and values we have identified two main core areas that will be driven through our curriculum in every subject.

- **Reading**
- **Vocabulary**

In addition to our core intent at Staniland each curriculum area has key vertical themes that thread through our school's curriculum. Each curriculum area will develop and build upon the core themes. It must be noted that some vertical themes will be more explicit in certain topics than others. However, they will be a key feature throughout each topic.

The purpose of the vertical themes – 'golden threads' is to ensure our curriculum is developmental and progressive. As the key vertical concepts will be revisited over the years this will allow knowledge, skills and concepts to be built upon within the long-term memory.

HISTORY

History: vertical teaching themes			
Continuity and Change	Cause and Consequence	Similarity/ Difference	Significance
<p>Time: Change and chronology Sequence of when things happened.</p> <p>What changed? What continued? What we may see as progress?</p>	<p>Reasons and results How can we explain why things happened in history? How did people make a difference to what happened? What followed as a result of these?</p>	<p>Interpretations How and why does the way that history is produced differ? Do we all understand the past in the same way? How do we show what the past was like?</p>	<p>Historical evidence What do we use to find out about the past? How can we use this material safely to produce the best history we can? What are the problems when using historical sources? How do we choose what is most important in history as we cannot use everything?</p>

GEOGRAPHY

Geography: vertical teaching themes				
Environmental processes	Environmental impact and sustainability	Place, space and scale	Interconnections	Cultural diversity
<p>What are the natural features of the world? What impact do they have on people's lives? How have people impacted and changed the natural world?</p>	<p>How have people changed the environment? What are the consequences of these changes? How are people managing the environment?</p>	<p>How does our Academy fit within the world? How do we fit into the world?</p>	<p>How and why are people linked together across the world?</p>	<p>How do local communities differ across the world?</p>
Geographical skills and Fieldwork				
<p>Identify and explain, patterns in data</p>	<p>Interpretation of maps, sources and evidence.</p>	<p>Understand similarities and differences</p>	<p>Understand and apply human and physical geographical vocabulary e.g. city, erosion</p>	

ART AND DESIGN

Being Human	Techniques	Exploration	Creativity	Personal Response
How artists, designers, architects and craft makers have shaped our history	Identification of the specific elements of art and design e.g. line, colour, shape, value, form, texture and space	Experimentation and using style for effect e.g. balance, contrast, emphasis, movement, pattern, rhythm, variety	Exploring personal ideas and recording experiences	Art as a protest, message, political influencer

DESIGN AND TECHNOLOGY

Investigate and evaluate existing products	Use Focused Practical Tasks to develop particular aspects of knowledge and skills	Undertake Design and Make activities. Make 'something for somebody for some purpose'	Evaluate effectiveness of finished product in terms of meeting purpose	Understand how design technology has impacted on our lives now, in the past and into the future.
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RELIGIOUS EDUCATION

Being Human	Life Journeys	God/Gods	Community	Personal Response
How faith and beliefs affect the way people live their lives	Rites of passage Ceremonies and festivals	People's beliefs	People's expression of religion and beliefs	Exploration of feelings towards own beliefs and those of others Tolerance, respect, appreciation

PSHE

Being Human	Mental Wellbeing	Relationships	Healthy Lifestyles	Growing up
Families and people who care for me – recognising the differing families who care for us	Understanding that this is part of normal life and that people react and respond with different emotions	Characteristics of a healthy, caring relationship, building trust and recognise there are times where there is disagreement	The importance of physical activity and a healthy diet	Understanding changes to our bodies, keeping them healthy
		Respectful relationships to understand the importance of self-respect, respecting others and the conventions of courtesy and manner	Avoidance of harmful activity and substances	Understanding the concepts of basic first aid
		Online relationships understanding there are safe and unsafe online relationships, what triggers concerns, how to deal with this and to seek advice.	Being safe – knowing that their body belongs to them, identify appropriate boundaries, recognise how to respond to unsafe contact or feeling. How to access help.	

MUSIC

Singing	Playing	Composition	Appreciation	Technology
Improve children's internalisation of music through high quality singing and listening	Playing music, reading music, interpreting performance directions, dynamics, tempo and style, performing to an audience	Composing music Responding to a stimulus to create music, improvising around a given scale or chord sequences, arranging music	Listening and analysing music - exploring different genres of music through time, learning about the "Great Composers" and their works, developing the ability to pick out key elements of music through listening	Incorporate and use technology to promote creativity and widen inclusion

COMPUTING

E-Safety	Use of Technology	Reasoning and Technology	Creating algorithms	Creating with technology
Safe & respectful use of technology - 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	Recognise common uses of information technology beyond school	Use logical reasoning to predict the behaviour of simple programs	Create simple algorithms (KS2)	Use technology purposefully - to create, organise, store, manipulate and retrieve digital content (and combine various elements for KS2)

P.E.

Developing skills	Leadership	Benefits of exercise	Technology	Problem solving
Acquiring developing skills – performing basic and advanced skills in a range of activities that develop muscular strength, flexibility and bone health include weight-bearing activities such as climbing, jumping, skipping, gymnastics, dance, aerobics, circuits, and sports such as basketball and volleyball.	Communication, decision making and confidence	Physical, mental and social, alongside a balanced diet which constitutes a healthy lifestyle	Using technology to improve and enhance performance	Team building and logical thinking. Tactical understanding and cooperation–outwitting opponents through developing tactics and working together (games and athletics)

MFL

Culture	Vocabulary	Conversation	Reading	Writing
Experience the richness and diversity of language and experiment with its use; explore the culture and customs within the country of origin	Develop through speaking, listening, games and songs	Develop through focus on sentence structure and grammatical conventions	Develop through links to phonics, knowledge of vocabulary and the use of picture books and familiar stories	Develop through vocabulary, conversation and reading and phonics