



Primary Curriculum Framework

Woodstock CE Primary School



Hand in hand we
Love | Learn | Flourish
'Let your light shine...'



Curriculum Intent, Implementation & Impact

Woodstock CE Primary School

Introduction

As a state-funded maintained primary school, we must follow the Department for Education's National Curriculum. The National Curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers the subjects that are taught, and the standards children should reach in each subject. The 'basic' school curriculum includes the 'National Curriculum', as well as Religious Education, and Relationships & Sex Education (RSE) and Health Education.

Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils for the opportunities, responsibilities and experiences of later life in modern Britain.
- Actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Schools are free to choose how they organise their curriculum, as long as the content of the National Curriculum programmes of study is taught to all pupils.
(The National Curriculum in England, Sept 14)

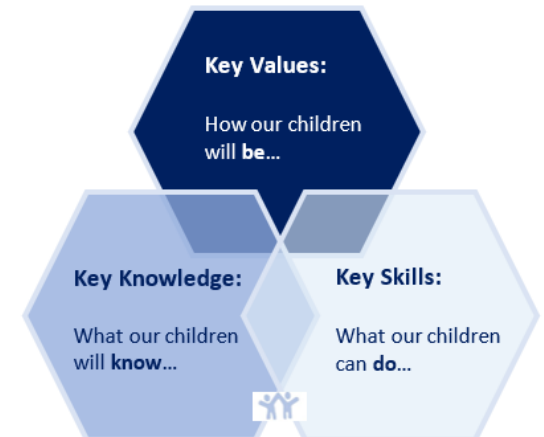
Curriculum Intent: Our Why?

Our Vision for the Curriculum at Woodstock CE Primary School

Woodstock CE Primary School strives to be an inclusive community where children *Love, Learn and Flourish* together. We value each child as an individual with a unique potential for learning. Their natural curiosity is fostered through a creative and ambitious curriculum that excites and challenges; and enables all to be independent, resilient and successful learners. Our curriculum nurtures and prepares children educationally, socially, morally and physically for their continuing learning journey, where doors will be opened rather than closed to future success. Supported by a culture of equality and aspiration, we aim to remove disadvantage so that every child believes in themselves and can thrive. Through the curriculum children develop an understanding of citizenship and are empowered to make valuable contributions locally and globally.

Our curriculum is seen in its widest sense as the entire planned learning experience. This includes formal lessons as well as events, routines, and learning that take place outside the classroom. It aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively acquiring sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.



- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.

The Design of Our Curriculum at Woodstock CE Primary School

Our curriculum is designed to develop inquisitive, independent thinkers who develop a love of life-long learning. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where questioning, academic risk-taking, divergent thinking, and the freedom to learn from mistakes are all encouraged. Our intent is that our curriculum will develop in our children the qualities of responsibility and independence, and a sense that learning can excite and strengthen throughout your whole life.

Curriculum design is viewed by Senior Leaders, Governors and Teachers as an exciting, continuous and fluid process, which takes into consideration the needs, characteristics and interests of our children; their prior learning and experiences; and the statutory curriculum (EYFS Statutory Framework and the NC). The whole school community is involved in the design of the school's curriculum, and the views of pupils and parents are sought to inform policy and practice. It is constantly evolving to ensure local, national, and global contexts are topical; that approaches to our ever-changing and often unknown world and technologies are embraced; and current educational research and best practice informs pedagogy.

As such, our annual Raising Achievement Plan targets focus on innovative approaches, enhancing initiatives and maintaining high standards to ensure our curriculum is aspirational, dynamic and forward thinking.

Our curriculum is designed around a series of principles that reflect our school's Christian vision and values, pedagogical approaches, and needs, which clarify the vision of our curriculum.

- **Rigorous:** Disciplinary knowledge as well as substantive knowledge. Encompassing a wide range of subjects and opportunities for academic, technical, creative and sporting excellence. Supporting a culture of resilience and positive mental health and wellbeing, where every child is safe, healthy, achieving, nurtured, active, respected, responsible, and included.
- **Focused:** Teaches the most important knowledge, skills, and key concepts. Strengthening children's capacity as a learner and developing their independence, initiative, determination, and love of learning.
- **Sequenced:** Carefully sequenced concepts, clear progression of knowledge and skills to ensure all pupils achieve well. New knowledge and skills build on what has been taught before and sets the foundation for future learning.
- **Coherent:** Explicit connections between subjects, units of work and experiences. Promoting children's spiritual, moral, social, and cultural development.
- **Appropriate:** Matches challenge to each learner's knowledge and skill level, motivates and engages all. Equipping children with the knowledge and cultural capital they need for future success.



The Aims of Our Curriculum

We want children to develop a love for learning enabling them to become lifelong learners. At Woodstock CE Primary we take pride in celebrating that we are all learners; and that every child can achieve their full potential. Through a rich, broad and balanced curriculum, our aim is to make all aspects of teaching and learning exciting, engaging and motivating; ensuring all children have the best possible start to their school life.

Through careful and considered planning, we aim to provide:

- A broad and balanced provision that promotes aspiration and ambition
- A structured and progressive framework for the acquisition of knowledge and understanding, and the development of skills which leads to maximum progress for all children and long-term learning
- Ensure all children are literate and numerate, recognising that a focus on reading, writing, speaking and listening and mathematics is fundamental
- High-quality learning experiences, which engage, excite and motivate children in the classroom and beyond
- Enrichment experiences where learning and teaching can take place beyond the classroom and involve the wider community
- Opportunities that promote pupils' personal development and encourage them to extend their interests beyond school, for example, through an extensive range of after-school clubs
- A wealth of relevant resources – in classrooms, outdoors, in the local community and the wider area, including visits and visitors
- Development of children's enterprise skills for them to grow into innovative, creative, strategic-thinking individuals who are equipped with skills that underpin employability
- A self-reflective learning environment which enables children to know and understand what they are learning and why, and allow time to engage, reflect and review – including peer and self-evaluation

Effectively supported by qualified, highly skilled and enthusiastic teachers, the curriculum aims to foster:

- An enjoyment of, and commitment to learning
- Essential Reading, Writing, Speaking & Listening, and Maths skills they need to access learning across the curriculum
- Attitudes, understanding and skills to become successful, resilient and independent learners
- Curiosity and creativity
- A culture of high aspiration of all pupils for future career options through a series of termly STEAM presentations
- Resilience and promote children's positive mental health and wellbeing
- Positive learning and social behaviours through the teaching, development and understanding of 'Core Christian Values,' British Values' and 'Learning Powers'
- Children's spiritual, moral, social and cultural development
- Appreciation and concern for the environment
- Effective, rigorous processes to monitor and assess progression in attainment and application of skills

Curriculum Implementation: Our How?

How we achieve our Curriculum Vision

Knowledge underpins and enables the application of skill. We strive for children to learn new skills alongside knowledge, ensuring that both are explicitly developed. Recognising that knowledge and skills are intertwined, we take a cross-curricular approach to maximise links across subjects and to ensure teaching and learning is relevant and meaningful.

Using the EYFS Statutory Framework and National Curriculum, age-appropriate progression in knowledge and skills for each core and foundation subject has been identified and mapped out across the primary phases. Priority is given to the development of English and Maths skills of all our pupils.

Our vibrant and rich curriculum is designed so that the subject specific skills are scaffolded within a cross-curricular theme or context each term. Themes are delivered on an annual basis in the Early Years and on a two-yearly rolling programme for KS1, Years 3 & 4 and Year 5 & 6. Topics are carefully designed to capture the interests and imaginations of our children, within a local context. To ensure that progression and balance is maintained, the programmes of study are developed into medium-term plans which clearly highlight the learning objectives, assessment opportunities, differentiated tasks as well as links to other subjects. Themes include European Explorers; Field to Fork; Rule Britannia; War & Peace; Fighting Fit; Earth Matters; Amazon Adventure; as well as many more exciting topics.

Each theme is introduced through a Curriculum Launch Day which aims to ignite children's interest and motivation to learn; and finishes with a final celebration and showcase of the learning journey. We use every opportunity to capitalise on connections between subjects and develop and apply all important reading, writing, speaking and listening, and maths skills in a purposeful context.

We teach discreet subjects with an aim of preserving the unique nature of each subject and allowing children to gain a better understanding of each subject discipline, making connections where they are appropriate. We give a great deal of thought to the difference between **substantive** and **disciplinary** knowledge. We understand that there is more to a subject than the information, facts and concepts that are taught and learned. These things are substantive knowledge. Disciplinary knowledge focuses on what it is that historians, geographers, scientists, language speakers or programmers do to preserve the discipline in each subject and make it about more than substantive knowledge. This ensures that our children are supported not just to 'know and remember' but also 'to do.'

RE, PE, PSHE which includes RSE and Health education are often taught as discreet subjects to ensure coverage of the main objectives and age-appropriate knowledge and skill development across the school.

The **Overview of Research** document provided in the 2019 Ofsted framework states that "learning is at least partly defined as a change in pupils' long-term memory." The guidance also states that retrieval practice is an effective teaching tool for strong retention of knowledge. Our curriculum supports schema development (a pattern of repeated actions, which will later develop into learnt concepts). We have established key concepts in each subject area and have carefully considered how they interconnect with other subjects. These are broken down into smaller component parts: the knowledge and skills objectives that provide the building blocks for learning – 'know more, remember more'. These are carefully sequenced, revisited, and built upon through our curriculum from EYFS to Year 6.



Link it	Learn it	Check it	Show it	Know it
<ul style="list-style-type: none"> • Begin each new subject by prompting children to think about links to and within other subjects, prior learning experiences or experiences within their own lives. • Prompt any links if natural links are not made or considered. • Prior learning tasks to draw out existing knowledge and skills. • Consider 'what' children should learn and 'how' children will learn it: long-term memory development. • Introduce vocabulary banks and subject specific knowledge organisers to support the children's learning journey. 	<ul style="list-style-type: none"> • Initial hook activities that develop discrete subject understanding: as a scientist, geographer, historian, artist, writer etc. • Approaches consider cognitive overload – small chunk learning when introducing new content and concepts. • Develop substantive knowledge alongside disciplinary knowledge. • Modelling and scaffolding the learning – I do, we do, you do approach. • Vocabulary development – learning new words and providing opportunities for talk to understand them, use, and apply them. • Time to practise new learning with regular check-ins. 	<ul style="list-style-type: none"> • Create opportunities for regular check-ins throughout the lesson to elicit children's understanding of the learning journey so far – adapt along the way if needed. • Active marking and feedback to the children throughout to provide additional support and challenge. • Use ongoing mini assessments to inform future planning and teaching. • Close the gaps if children are not secure – include pre-teaching tasks and additional resources, as appropriate. • Peer work opportunities to share ideas and listen to each other's understanding of the learning. 	<ul style="list-style-type: none"> • Opportunities to celebrate and showcase children's learning in a variety of ways: new knowledge and skills are clearly demonstrated. • Evidence that disciplinary links with substantive knowledge: time for children to look at evidence that supports their learning; consider the impact of what they learn on their own lives or that of others today. • Opportunities for wider curriculum linked activities: speaking & listening, drama, filmed outcomes, technological presentations, mind maps, independent writing, working walls to support knowledge and vocabulary development. 	<ul style="list-style-type: none"> • Ongoing retrieval practice to check the learning has been retained – use outcomes of this to inform future planning, teaching and close the gap interventions. • Variety of retrieval practice activities in place: speak like an expert, quizzes, flashcards, working memory challenge grids, analysing and connecting images, big idea discussions etc. • Regular return to learning opportunities based on learning from this week, last week, last month, last term, prior key stage – make connections with all new learning themes. • Agreed whole-school approach to subject specific retrieval practice – know more, remember more.

Curriculum Implementation: Our How in the Core Subjects

English

Our core aim when teaching English is to engage and inspire children in both reading and writing. Our Curriculum is text-led with a sharp focus on exposing children to rich language, broad and ambitious vocabulary and a wide-ranging diet of writing that is both classic and modern. We review our text choices in-line with a constantly developing and changing world and encourage children to explore a broad variety of genres. Alongside our text-driven English curriculum we provide a robust and systematic phonics and spelling programme which begins with Read Write Inc phonics leading on to Read Write Inc spelling in KS2.

Our English Curriculum follows the National Curriculum and supports the development of grammar and rich vocabulary. Wherever possible we make strong and relevant links between the skills of reading and writing for children and the importance of both across the Primary School Curriculum.



It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking, and listening which will equip them with the fundamental tools to achieve in school and beyond. It is our intention to engage and motivate children as readers and writers and immerse them in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination through our text-led English curriculum. English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all areas of the curriculum. The acquisition of language and early reading skills are of the utmost importance to us here at Woodstock CE Primary School and therefore the teaching of all aspects of English is given a high priority within school. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond.

Phonics & Spelling Teaching

The school follows a rigorous and systematic approach to the teaching of synthetic phonics supported by Ruth Miskin's 'Read Write Inc' phonics scheme of work. Our school's approach to phonics establishes consistent practice, continuity and progression in the teaching and learning of phonics from the Early Years up to Year 6. We engage in staff training and development to ensure teaching is interactive, purposeful, and progressive. In EYFS and KS1 all children receive a daily discrete phonics and spelling lesson. We use Read, Write Inc (RWI) materials to support the teaching of phonics, ensuring that we adapt our sessions to meet the needs of all children in class. Pupils are organised in groups according to their need and these groups are revised by staff every 6 weeks.

In KS2, children follow the Read Write Inc Spelling Scheme which is in-line with National Curriculum expectations for spelling. These include dictation exercises, investigations of spelling patterns, focused spelling activities within small group settings and weekly spelling lists sent home for important consolidation. Skills acquired in Key Stage 1 are revised and built on in this programme, ensuring good progress and meaning that Year 6 pupils feel well-prepared for SATs. For those pupils who find phonics challenging, further catch-up programmes are available and pupil progress in this area is monitored closely throughout this Key Stage. Other spelling strategies including etymology and morphology are also encouraged and explored through spelling teaching. Making links between spellings and other subjects across the curriculum allows children to deepen understanding and experience spelling in real life contexts. Children are encouraged to make accurate use of core spellings in their learning in all subjects. Spelling with confidence ensures that children develop automaticity in their writing and can write fluently without barriers.

Reading

At Woodstock CE Primary School, we love reading! Reading is a key tool for life and is the single most important indicator of future success across all subjects. We place a huge emphasis on this with daily rigorous phonics sessions and our wonderful story times and book talk. No child is left behind and we aim to bring stories and the wonderful experience of being immersed in a text to life! During a school day, pupils are taught the skills of phonics, reading, writing, spelling and speaking and listening. Our aim is to ensure EVERY child leaves our school being able to read. Reading is the single most important indicator of future success in all subjects. Teaching children to become confident and fluent readers, by developing a lifelong love and passion for reading is a large and exciting part of what we do. Children can access a wealth of reading books and materials – supported by our rich and very well-resourced libraries. Each week, parents and volunteers listen to children read in school and we ensure reading books are carefully matched to ability.



The development of children’s reading skills begins in the Early Years and Key Stage 1 with the use of popular and well-established reading scheme books, as well as phonic books, which provide the children with reading material that is pitched at exactly the right level. ‘Read Write Inc’ is used as part of the ‘core spine’, which is supplemented with books from other schemes including Tree Tops and Project X, to provide an extensive library of books at every stage and ensure that children have a broad and rich reading experience.

We use Read Write Inc phonics daily across EYFS and KS1 and all pupils will generally have an hour and a half of English related teaching each morning. This is a combination of learning about reading, writing, contextualised and discrete grammar and speaking and listening. Children are encouraged to be ambitious in their own reading choices and to challenge themselves. We strongly believe that reading unlocks many adventures for a child; develops knowledge of the world and allows a child to live many lives through escapism within a text.

A wide range of stories and genres are read frequently in class to inspire and enthuse readers and open doors to a range of texts and genres. From EYFS onwards, children enjoy regular whole class or guided reading sessions using high quality texts that engage the listener, develop a breadth of vocabulary and support ideas for writing. Staff model fluent reading to children to help them to ‘hear’ what good readers sound like this is through daily Story Time and Book Talk. We ensure that children are continually being encouraged to read for pleasure through activities and events such as reader’s theatre, author visits, celebrating World Book Day and enjoying bedtime stories.

We aim to create successful, fluent, readers who will monitor their understanding of what they are reading and review the text when something does not make sense. In reading lessons, pupils are explicitly taught strategies including inference, questioning, clarifying, summarising, prediction and activating prior knowledge. The pupils use these strategies to check how well they comprehend what they have read and overcome barriers to comprehension. Pupils develop skills in skimming and scanning, forming opinions, thinking aloud, asking questions, getting the main idea of a text, connecting to prior knowledge, inference, precisising and prediction. These skills are practised and applied by the pupils with increased independence when interacting with texts across all curriculum areas. Pupils are exposed to a rich and varied reading curriculum which helps them develop culturally, emotionally, intellectually, socially, and spiritually.

Assessment in Reading: The impact of our Reading curriculum is measured through a range of assessment tools. When Children are on the Read Write Inc program, they are assessed regularly to ensure they are reading an appropriate text suited to their ability and that their phonics lesson is tailored to their individual areas of development. Throughout the academic year there are also formal assessment points for reading (Using PiRA) to enable the teacher to see any areas for development amongst their class. Subject leaders monitor these assessments to identify trends and patterns that inform planning and continual professional development among the staff.

Writing

Writing is an essential part of our curriculum offer and of high importance at Woodstock CE Primary School. In EYFS children learn how to hold a pencil correctly and begin to form letters, words, and sentences alongside their phonics learning. From Reception, children are introduced to a joined cursive style of handwriting as soon as the child can correctly form letters, with the expectation that during Key Stage 1 most will be able to write neatly and fluently. As children journey into Key Stage 2, we encourage children to transition from using a pencil to a pen, using a continuous cursive style. We value the importance of modelling handwriting and ensure to capitalise on opportunities to see adults using a fluent and consistent handwriting style.

“Writing is a way of talking without being interrupted.”



English lessons act as small steps leading up to final pieces of writing in which pupils demonstrate the wide range of skills they have learnt. Our lessons take pupils through a learning journey, which equips them with the knowledge they require to become skilled readers and writers, by covering a range of skills: speaking and listening through drama and role-play, analysis of exemplar texts, developing grammar and punctuation in context and vocabulary activities. The work in pupils' books illustrates a build-up of skills through word and sentence-level work, paragraph-level application, final writing pieces and editing. We aim for our pupils to have the necessary stamina and understanding to write at or above the expected standard.

The writing skills journey is developed through a high-quality text-based approach that links to termly curriculum themes. Pupils develop an understanding of audience and purpose and they develop the ability to change tone or register from one piece of writing to another. Through peer and self-evaluation, children develop the notion of appropriateness. From 'hooking' the children in at the start of a unit and exploring the text to build an understanding of the writer's craft, pupils develop a deep understanding of the components of writing – exploration of the text type, mapping, and planning, drafting ideas, sharing and 'magpieing', evaluating, revising, editing, and then publishing.

The writing curriculum plans for diverse stimuli for writing which encourages high levels of engagement and enjoyment. Allowing pupils, the time to explore the text, introduce new writing skills before applying these skills with greater levels of independence ensures a deeper understanding of writerly choices. Texts are carefully chosen to deepen children's knowledge of the wider curriculum, while ensuring that they are immersed in our rich and varied literary heritage. The teaching of spelling, grammar and punctuation is interwoven into daily English sessions so that children can develop an understanding of these key skills in context – and feel confident in applying them to their own writing. The children learn the 'skills' needed for the different genres (within fiction, non-fiction and poetry) and teachers engage the children through topic links, film, drama, writer's craft strategies and exciting 'Curriculum Theme' days.

Assessment in Writing: Each half-term, children build up to writing a 'final' piece of writing which enables them to showcase their knowledge, understanding and skills learnt along the journey they have taken over the term. This is an independent piece of writing which is then reviewed against key writing assessment criteria to understand whether it demonstrates evidence of being at least an 'expected' or better standard of writing. Outcomes of these writing pieces are used to inform future practice in the classroom.

Speaking & Listening

We support our children in developing the skills necessary to read, write and speak fluently to communicate their ideas and emotions. Through our exciting and engaging curriculum, we actively encourage our children to share their thoughts and ideas. Children take time to speak with their peers, craft written pieces together, perform and present and peer assess. Children are given the opportunity to reflect on both their learning and feelings about English through book talk sessions, where opinions and preferences are valued and respected. When listening to any example of high-quality writing children are encouraged to magpie words or phrases that they may find useful in their own writing later. Children are encouraged by listening to the work of their peers and this is a rich opportunity to take inspiration from others and enhance writing further.

Maths



Our vision of the maths curriculum at Woodstock CE Primary School is that children are taught to become aspirational and competent mathematicians; we strive to embed the skills and processes necessary to enable children to use and apply their Maths learning in a variety of contexts and in an ever-changing world. Whilst being ambitious for our children, we also aim to develop children's enjoyment of maths and provide opportunities for children to build a conceptual understanding of maths before applying their knowledge to everyday problems and challenges. Our approach to the teaching of mathematics develops children's ability to work both independently and collaboratively as part of a team. Through mathematical talk, children will develop the ability to articulate and discuss their thinking. By the end of Key Stage Two, children will leave our school prepared for the next step in their mathematical education.

We strongly believe that it is possible for every child to be good at maths: all that is required is enough practice to develop automaticity in the basics together with a positive attitude towards the subject. Our teaching is richly supported by the use of pictorial and concrete resources throughout all year groups before moving to the abstract. Children draw on all three aspects throughout their maths curriculum journey. The mastery-learning model forms the basis for our approach to teaching maths. We ensure our children have a solid understanding of the subject knowledge and skills involved with their learning by taking small steps and spending time teaching each mathematical concept to ensure every child has a secure and sustainable knowledge and understanding.

We recognise that for pupils to progress to deeper and more complex problems, children need to be confident and fluent across each yearly objective. To ensure consistent coverage across the school, we use a range of agreed materials and resources to provide age-appropriate tasks for our pupils: in turn, practising key skills and allowing children to become confident when working on key strategies, calculations or methods. To ensure our pupils acquire a deeper understanding in their mathematical learning journey, we supplement our resources by using the DfE Supporting Mathematics Guidance, White Rose Maths Hub and NCETM Teaching, Learning and Assessment materials to guide and support the teaching of mathematics.

Within the Maths hub schemes of learning, each National Curriculum objective is broken down into small-step learning which strengthens fluency, reasoning and problem solving; our teachers use the learning challenges to teach for mastery - an approach to extend and deepen the understanding of pupils within each year group. Our teaching staff use this document in conjunction with a range of high-quality resources such as NRich and NCETM to support, stretch and challenge all learners within the classroom.

To further extend mathematical opportunities beyond our maths curriculum, children have access to programmes such as Mathletics, TT Rockstars and Numbots. We also engage in national maths celebration days to further raise the profile of maths across the school; some of which include International Day of Mathematics and also the annual Primary Maths Challenge.

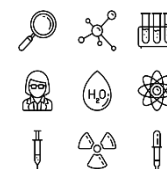
For the past few years, we have actively engaged in staff development through the BBO Maths Hub. The Maths Hub programme is supported by the National Centre for Excellence in Teaching Mathematics and funded by the DfE. Maths Hubs bring together mathematics education professionals in a collaborative national network, to develop and spread excellent practice, for the benefit of all pupils. All staff members, including Teaching Assistant's benefit from quality CPD and support from our local Maths Hub to further enhance and develop the quality of teaching and learning, understand up-to-date practice and resources to support the teaching of maths.

Assessment in Maths: Assessment is continual and ongoing and informs future teaching, building a picture of the child's attainment and progress over time. Throughout the year, the children develop automaticity with their times tables, number operations, place value, and shape, space and measure, by revisiting and practising these skills in morning maths, maths fluency and Flashback tasks. Children are taught to mark their own work and fix mistakes, reflecting on what they found difficult and need more practise with. Formal teacher assessment points take place 3x yearly using the PuMA scheme to inform overall judgements. For years two and six, the children undertake standardised assessment tests (SATs) during May. This assessment approach gives teachers the information that they need to build a holistic picture of each individual child and enables

them to plan further support and opportunities for retrieval; direct teaching and/or adaptation for future lessons and units. Subject leaders monitor assessments to identify trends that inform future curriculum alterations and CPD opportunities.

Science

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. The key aims of our science curriculum at Woodstock CE Primary School is to inspire our children to be aspirational, prosperous scientists who are equipped with rich scientific knowledge; passion; and are able to implement their understanding and experiences of the world for today and tomorrow's future.



Children are exposed to a broad and rich science curriculum that is all encompassing of the incredible world around them. The curriculum gives our children the opportunity to become confident learners through substantive and disciplinary knowledge, where practical and immersive experiences compliment the rich knowledge taught to them. Learning is brought to life in science, with distinct links made between the learning in the classroom and the world around them. The three disciplines of science: biology, chemistry and physics are taught in-line with the National Curriculum and follow a two-year rolling programme to accommodate the structure of how our classes are organised. From KS2, pupils will be made explicitly aware of which science units fall into which disciplines as they develop and create connections between different units.

All children have access to science and the curriculum, and our teachers ensure that all pupils feel included, even with significant scaffolds and support. Science is broken down into small step, sequential learning, with clear learning objectives and progression of skills and knowledge mapped out. This ensures that connections are made between all prior learning and new learning. Reading plays a central part to the substantive knowledge of the curriculum, with aspects of reading in every science lesson. There are opportunities throughout the science theme for staff to do regular 'check-ins' using a range of retrieval strategies such as prior knowledge quizzes, prior learning lessons, retrieval quizzes and end of unit quizzes.

For each science unit taught, children focus on the study of one key scientist; these have been carefully selected, so that each pupil learns about different scientists from different disciplines throughout their scientific journey. The scientists studied reflect the diversities of the past and modern life; celebrate and promote diversity; build identity, connection and pride of scientific advances through time; and how the science world is ever evolving

We strive to promote the love of learning science and for children to understand and be curious about the science within their everyday lives. Our science curriculum places great importance and value of working scientifically; it is imperative to a child's learning journey in science. Effective, well-planned practical lessons help children not only apply their substantive knowledge into real-life situations, but also, through our 'hands on' approach, develop the skills needed to be an effective scientist. Experimental investigations and practical activities have been carefully chosen to equip pupils with a variety of skills for their science learning – we build in specific scientific investigations each term through the Crest Award Scheme which places a huge emphasis on children developing the science knowledge and skills learnt with independence. Both substantive and disciplinary knowledge is intertwined to build diverse and complex science schemas for our pupils. Where appropriate, we seek out opportunities for children to connect and interact with their local environment – making specific links to science and the world directly around them. For example, children will use our on-site Forest School or use areas within our locality, including partnership working with Blenheim Palace.

It is our intention that by the end of each Key Stage, each child will understand a variety of scientific concepts and be able to confidently discuss them. Quality scientific discussions and written work stems from the explicit teaching and learning of key vocabulary – we know and understand the importance of children knowing and understanding the words they need to talk about specific areas they study. We aim for all children to work scientifically during lessons and work collaboratively investigating different concepts and ideas.

To ensure children make the necessary progress and are challenged appropriately, teachers plan engaging and inspiring practical activities that mean the children are working as 'scientists'; 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.

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. We embrace the world of science at Woodstock CE Primary School through our wider links to, and development of a Science, Technology, Engineering, Arts and Mathematical (STEAM) curriculum. Lead experts in the STEAM workforce regularly visit the school to lead assemblies, workshops and aspiration talks. This has had a hugely positive impact on children's understanding of possible career pathways within the science world that they could aspire to do.

Assessment in Science: Assessment is ongoing and informs future teaching building a picture of the child's attainment and progress over time. There are also 'check-in' points throughout, and at the end of each unit against the objectives being taught. This gives teachers the information that they need to build a holistic picture of each individual child and enables them to plan further support and opportunities for retrieval; direct teaching and/or adaptation in future units. The subject leader monitors pupil outcomes to identify trends and patterns that inform future curriculum alterations and CPD opportunities.

Religious Education & Collective Worship

The intent of our RE curriculum is to make a significant contribution to a child's cultural capital, and to help them become religiously literate. We want children to learn more about themselves and their place in the world from their increasingly academic and creative exploration of religions and beliefs. We aim to develop the skills and attitudes essential to help them communicate with others in a way that appreciates religious beliefs, cultural experiences, and worldviews. Through the sharing of lived experience and knowledge of how beliefs, values, practices, and ways of life within religions and cultures cohere together, pupils will be empowered to show curiosity, reflect, express themselves and ask respectful questions. We want our pupils to develop a personal awareness and ability to approach life in an inclusive, informed, and respectful way. We want RE to contribute to our pupils' personal development and wellbeing, and to community cohesion by promoting mutual respect and tolerance in a diverse society. We work to enable children to understand the nature of religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures.



While it is compulsory for RE to be taught in schools and it is seen as a core part of the curriculum, it is not part of the national curriculum. Therefore, we are guided by the Oxfordshire Agreed Syllabus. The syllabus promotes an inclusive and educational approach to RE, which is of increasing importance to help people understand modern society and critical issues in the world, as well as promoting understanding and respect. We teach a varied enquiry based RE curriculum, drawing from the most recent educational thinking which enables children to progressively develop their understanding and ability to reflect through learning about different beliefs and teachings, practices, and lifestyles. Encounter with people is vital for pupils to engage with issues of faith and belief and to be able to explore more richly and deeply the ways of life of others and what makes them different and what we hold in common, visits and visitors are therefore an important element in our RE curriculum. Our RE follows a clear progression of skills and coverage through a two-year cycle - because of our mixed-age classes - using the ODBE Scheme of work and Understanding Christianity to present a high-quality sequential curriculum as expected in the Church of England's 'Statement of Entitlement' (Feb 2019). The teaching and learning approach enables pupils to move from an understanding of a religious text, such as a biblical one and how to interpret it, to an understanding of what this means for Christians within the church and in Christian living, with opportunities for pupils to examine and evaluate connections between these ideas and the wider world, including their own ways of thinking and living. Core concepts are revisited and explored in more depth as pupils move through the school: God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God. Links are also made to these concepts in Collective Worship. RE makes important contributions to other parts of the school curriculum such as PSHE & RSE, Geography, History, and education for sustainable development, among others.

Delivery of RE is usually weekly, however sometimes, especially in upper KS2, it may be delivered through several sessions a week over two or three weeks. Children and staff have indicated that for some units of work, larger blocks of RE teaching can have a more positive impact on learning. Parents have the right to withdraw their child from RE lessons or parts of it and should talk to the Headteacher if this is their intention. Whilst we respect this right, we hope parents can see our curriculum does not promote or encourage a certain set of beliefs and contributes to children's development in many valuable ways.

Assessment in RE: Assessment is ongoing and informs future teaching building a picture of the child's attainment and progress over time. It is guided by the assessment outcomes outlined in the Oxfordshire Agreed Syllabus. There are also 'check-in' points throughout, and at the end of each unit against the objectives being taught. This gives teachers the information that they need to build a holistic picture of each individual child and enables them to plan further support and opportunities for retrieval; direct teaching and/or adaptation in future units. The subject leader monitors pupil outcomes to identify trends and patterns that inform future curriculum alterations and CPD opportunities.

Collective Worship

Collective Worship is an important part of our day. As a church school worship is distinctively Christian. A rounded programme of daily Collective Worship helps to promote pupils' spiritual, moral, social and cultural development. Each week Collective Worship is linked to a current news story through the 'Our World' resource. This provides a thought-provoking question and a variety of teaching resources to support children's understanding and thinking. Collective Worship takes place in various settings and groups. It does not always take place as a whole school assembly, but also in Key Stages and class groups. Worship is led by various members of the school community. Once a week, Collective Worship is led by a member of our local clergy, and at least once a term, children participate in a service at St Mary Magdalene's Church. At the end of the school day on a Friday we celebrate children's achievement both in and outside school through our Collective Worship of Celebration. It is compulsory for all schools to perform an act of collective worship daily, although parents have the right of withdrawal from Collective Worship.



Curriculum Implementation: Our How in the Foundation Subjects

The Foundation and other planned subjects are just as important as the core subjects. The National Curriculum states that foundation subjects are Art and Design, Computing, Design and Technology, Languages, Geography, History, Music and PE. They differ to the core subjects of English, Maths and Science, and to RE and PSHE, which includes Relationship & Sex Education and Health Education, which are explored in further detail. All subjects are taught discreetly so that children understand, and can make connections to each discipline, and how these relate to their own lives and the wider world we live in.

History

History fires pupils' curiosity about the past in Britain and the wider world. Our school's ambition is to shape passionate and aspirational historians who are curious to know more about the past and how they could make a positive difference to the future. We want our children to understand how events in the past have influenced and shaped our lives today. We believe that high-quality History lessons inspire children to be curious about the past and to think and act as historians. We strive for our children to have a coherent knowledge and understanding of Britain's past and that of the wider world.



We want our learners to develop a deep sense of life-long historical knowledge and chronology enabled by skills that they use for the rest of their lives. We encourage children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. We encourage children to use a high-level of historical vocabulary relevant to the 'area of focus' that they are studying and to have a concrete understanding of key historical terms.

In our history lessons, we aim to combine substantive and disciplinary knowledge so that our pupils can remember key dates, people and features of history whilst developing the skills of historians to understand changes, continuation, causes and sources from the past. Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they are encouraged to research, sift through evidence, and engage in active discussion - skills that will prepare them for adult life. At Woodstock CE Primary School, we aim to bring history to life by immersing children in realistic experiences both in school and on exciting educational visits linked to our key areas in history. Children have a real understanding of their place in history and concepts of when events happened in relation to each other are reinforced.

We are determined that alongside historical knowledge (substantive) there is a high focus on the development of specific historical skills (disciplinary). The teaching of history 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 children to explore their own identity, for example, through local history studies.

History at Woodstock CE Primary covers the knowledge and 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, British values, and SMSC; ensuring not to lose the History is taught within each phase following a two-year rolling programme. 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 individual needs. Children are given a wide variety of experiences both in the classroom and out – we actively 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 opportunities for pupils to apply their writing skills within a context and linked to the theme being studied. 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.

Our History curriculum help pupils understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. We deliberately foster strong links with our PHSE & RSE curriculum and British Values. For example, studying the topic Rule Britannia in Years 5 & 6 is an opportunity for children to develop an understanding of parliament and laws and justice, past and changes through time – children visit the Houses of Parliament to bring their learning to life.

Assessment in History: Assessment is ongoing and informs future teaching building a picture of the child's attainment and progress over time. There are also 'check-in' points throughout, and at the end of each unit against the objectives being taught. This gives teachers the information that they need to build a holistic picture of each individual child and enables them to plan further support and opportunities for retrieval; direct teaching and/or adaptation in future units. The subject leader monitors pupil outcomes to identify trends and patterns that inform future curriculum alterations and CPD opportunities.

Geography



At Woodstock CE Primary School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of our world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our Geography curriculum offers a clearly mapped journey throughout each phase of the children's primary years, and incorporates fundamental geographical concepts, knowledge, and skills. Opportunities to revisit previous learning through 'prior learning' tasks and retrieval activities. The content of the curriculum is broken down into component parts that pupils can first comprehend in their own right, before combining different components to gain a fuller conceptual appreciation. Throughout the curriculum, pupils investigate a range of places – from their immediate environment, local area, county to countries in Britain and beyond – to help develop their knowledge and understanding of the Earth's physical and human processes.

High quality geography provision piques curiosity and inspires questions to be asked and answers sought across all areas of the curriculum. At Woodstock CE Primary School it is our intention that Geography is taught through themes, 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. Wherever possible, we aim to build upon the child's 'Individual Geography' by developing geographical skills, understanding and knowledge through studying places and themes. Staff continually review and adapt work and learning to meet our children's needs.

Our approach to developing Geographers enables children to grasp key knowledge and skills that are transferable to other curriculum areas are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

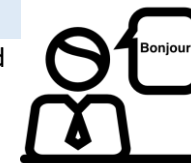
Children are given opportunities to develop an awareness of their immediate surroundings, other places and how people have used their environment. Through this they are introduced to the techniques necessary to undertake fieldwork and geographical enquiries. Children are encouraged to broaden their knowledge of places and environments throughout the world; develop an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As pupils study geography they encounter different societies and cultures, which helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment. Environmental work is an important aspect of the geography curriculum and is further enhanced by our active Eco-School Committee.

Each week, throughout school, children discuss and reflect on naturally occurring events or topical issues that are happening around the world – 'Our World.' These opportunities broaden children's geographical knowledge and understanding and how the impact of such events can affect others. This further supports our global work and developing SMSC awareness and understanding; it also enhances our work as a Rights Respecting School and promotes courageous advocacy.

Assessment in Geography: Assessment is ongoing and informs future teaching building a picture of the child's attainment and progress over time. There are also 'check-in' points throughout, and at the end of each unit against the objectives being taught. This gives teachers the information that they need to build a holistic picture of each individual child and enables them to plan further support and opportunities for retrieval; direct teaching and/or adaptation in future units. The subject leader monitors pupil outcomes to identify trends and patterns that inform future curriculum alterations and CPD opportunities.

Modern Foreign Languages: French

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; and strive to stimulate and encourage children's curiosity about language. We help them develop an awareness of cultural differences through the study of language and other countries. Skills of listening, speaking, reading and writing, which enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning, are embedded within a well-structured curriculum.



The teaching of French at Woodstock CE Primary provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning through life. Our French curriculum is designed to progressively develop children's skills acquisition, and their ability to 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 grow, children record their work through pictures, captions, and sentences. French is taught weekly in all Key Stage 2 classes, and in discrete planned sessions across EYFS and Key Stage 1. Spanish is also available as an after-school club.

We aim to build the child's 'culture capital' so that they are aware of similarities and differences between cultures. Through French lessons and wider curriculum opportunities we lay the foundations for future learning by preparing our children with the basics of the French language in readiness for their transition to secondary school, where they will continue with their MFL journey.

Further language development and country appreciation is embraced through celebrating the European Day of Languages each year. This is an opportunity for children and the wider school community to further deepen their knowledge and understanding of the culture, traditions, geography, history of a chosen country or region – and often link to the home countries of some of children or their families.

Assessment in French: Assessment is ongoing and informs future teaching building a picture of the child's attainment and progress over time. There are also 'check-in' points throughout, and at the end of each unit against the objectives being taught. This gives teachers the information that they need to build a holistic picture of each individual child and enables them to plan further support and opportunities for retrieval; direct teaching and/or adaptation in future units. The subject leader monitors pupil outcomes to identify trends and patterns that inform future curriculum alterations and CPD opportunities.

Art & Design

Art, craft and design embody some of the highest forms of human creativity. At Woodstock CE Primary School, our high-quality art and design curriculum engages, inspires and challenges 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 think critically and develop a more rigorous understanding of art and design. They are taught how art and design both reflect and shape our history, and contribute to the culture, creativity, and wealth of our nation. We encourage children to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. Pupils have opportunities to work with professional artists and crafts people and visit galleries and exhibitions. They learn to appreciate works of art and use subject specific vocabulary to describe paintings, sculptures, and other artefacts.



Topics linked to artists, architects and designers (from around the world) gives pupils the opportunity, over time, to investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft, and design and how they shape our history and future. Pupils experience working from a range of starting points and explore the use of various media as they move through school. In EYFS, they explore the use of paints, pencils, chalks, pastels, clay, and collage materials. Within Key Stage One and Two, children develop their ideas through focussed lessons and by exploring art linked to other areas of the curriculum. Children work in 2D and 3D and have opportunities to work on individual and group activities, on both small and large scale. Within the curriculum for art and design, children think about pattern, colour, texture, shape and form using various media. They learn to evaluate their work and consider how they might change their work in future. This

enables pupils to contribute as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional wellbeing of our society within both national and global contexts. Art and design is taught half-termly alternating with Design and Technology.

Each year we hold a Culture and Creative Arts Week which focuses on an aspect of the Arts. The success of Woodstock CE Primary School's commitment to the teaching of the 'Arts' is recognised in the Arts Mark Accreditation that we hold.

Assessment in Art & Design: Assessment is ongoing and informs future teaching building a picture of the child's attainment and progress over time. There are also 'check-in' points throughout, and at the end of each unit against the objectives being taught. This gives teachers the information that they need to build a holistic picture of each individual child and enables them to plan further support and opportunities for retrieval; direct teaching and/or adaptation in future units. The subject leader monitors pupil outcomes to identify trends and patterns that inform future curriculum alterations and CPD opportunities.

Design & Technology

Design and Technology gives children the skills and abilities to engage positively with the designed and made world, and to harness the benefits of technology. We aim to develop aspirational, creative, and technical designers, who are confident with their knowledge and understanding of the ever-changing technological world; and are passionate and able to make a creative difference. They learn how products and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including digital technologies, to improve the world around them.



Our Design and Technology curriculum ensures children have the confidence to thrive in their learning through the substantive and disciplinary knowledge, where practical and immersive experiences work hand in hand with the rich knowledge taught to them. Learning is tactile, skill enhancing and rich with opportunities to see design and products used and in the wider world around them with distinct links made between the classroom learning. All pupils' design technology curriculum will link to the disciplines in technical knowledge of building strong structures, understanding mechanisms, electrical systems, computer programming, textiles and food and nutrition, through the iterative process of research, design, test, improve, make, and evaluate. Through the iterative design phases, pupils will explore tools and their uses, and develop the creative, technical and practical expertise confidently and participate successfully in everyday tasks and progressively critique, evaluate and test their ideas and products.

The Design and Technology curriculum journey at Woodstock CE Primary School is broken down into small steps, with clear learning objects and progression of skills and knowledge, building on prior learning and links to other areas of the curriculum, especially science, maths, geography, history, and art. Where possible the wider skills of reading, writing and maths are developed within this subject area. Children explore different designers throughout their units and will research and explore the products, mechanisms and structures that fall into these. Each unit is reflective of the skills and knowledge needed to succeed in the diverse and technological climate, building for the future. The progression of units through each phase in school have been carefully to ensure that children have every opportunity to work practically and enable them to grow skill sets that will set them up for the next phase of their learning and later life. Both the substantive and disciplinary knowledge is intertwined to build diverse and complex design and technology schemas for our pupils.

We encourage 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. We enable 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, children 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 – it helps all children to become astute and informed future consumers and potential innovators.

As for other subjects within our curriculum, we organise STEAM Aspiration Assemblies and workshops for children across the school lead by experts in the STEAM workforce. This has had a hugely positive impact on children’s understanding of possible career pathways within the science world that they could aspire to do or be.

Design and Technology is taught in all year groups through at least one project per term, including food technology. Projects are cross-curricular, linking to the overall termly theme to provide context and purpose. Children are helped to develop the skills that enable them to think creatively and imaginatively to design, make and evaluate products that solve real and relevant problems within a variety of contexts. Food technology is implemented across the curriculum with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this. Design and Technology is taught half-termly alternating with Art and Design.













Assessment in Design & Technology: Assessment is ongoing and informs future teaching building a picture of the child’s attainment and progress over time. There are also ‘check-in’ points throughout, and at the end of each unit against the objectives being taught. This gives teachers the information that they need to build a holistic picture of each individual child and enables them to plan further support and opportunities for retrieval; direct teaching and/or adaptation in future units. The subject leader monitors pupil outcomes to identify trends and patterns that inform future curriculum alterations and CPD opportunities.

Computing & Online Safety

Technology is an integral part of everyday life. At Woodstock CE Primary School, we prepare our children for a future in an environment which is shaped by technology. We aim to develop confident, independent learners who 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, therefore we prepare our children to stay safe online through a robust Online Safety Curriculum, as well as promoting online safety through the annual Safer Internet Day. At Woodstock Primary we acknowledge that computing and e-learning makes a significant contribution to all aspects of school life, for pupils, staff, governors, parents and the wider community, in this ever-changing technological world.



Our computing curriculum follows the National Centre for Computing Education (NCCE) Primary programme, which is funded by the DfE. We have worked closely with our local ‘Teach Computing’ hub to ensure our approach to the computing curriculum is dynamic and meets the needs of our learners. It is underpinned by 12 Principles of Computing Pedagogy, outlined by the NCCE:

 Lead with Concept	 Work Together	 Get Hands-On	 Unplug, Unpack, Repack
 Model Everything	 Foster Program Comprehension	 Create Projects	 Add Variety
 Challenge Misconceptions	 Make Concrete	 Structure Lessons	 Read and Explore Code First

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 and practised within discrete sessions, from the Teach Computing Framework, so that they can be applied across the curriculum to enhance other subjects. Alongside the computing curriculum, Online Safety is taught and is also deeply rooted within our PSHE and RSE curriculum. As children leave primary school, we aim for children to transfer this knowledge and have the confidence to implement these skills in everyday situations.

Every class has access to a range of IT equipment including Chromebooks and 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 an Interactive Whiteboard, and teaching is delivered using this technology. Skills are covered through a two-year rolling programme to ensure that children are taught the appropriate skills to support their development. Pupils use a range of technology to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ computing to enable rapid access to ideas,

information and experiences from a range of sources, people, communities and cultures. Increased capability in the use of computing promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use computing to best effect, and to consider its implications for home and work both now and in the future.

Assessment in Computing: Assessment is ongoing and informs future teaching building a picture of the child's attainment and progress over time. There are also 'check-in' points throughout, and at the end of each unit against the objectives being taught. This gives teachers the information that they need to build a holistic picture of each individual child and enables them to plan further support and opportunities for retrieval; direct teaching and/or adaptation in future units. Subject leaders monitor pupil outcomes to identify trends and patterns that inform future curriculum alterations and CPD opportunities.

Music

Music has the potential to make a significant contribution to children's development, increasing confidence and self-esteem, developing leadership, promoting team working, concentration and problem-solving skills, and developing identity and improving social cohesion within the school and wider community. It is a universal language that embodies one of the highest forms of creativity. A high-quality music education engages and inspires 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 develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.



Music is an integral and well-resourced part of life at Woodstock Primary. Music lessons are fun and inspiring, engaging the children with songs, lyrics and movement. We want children to feel able and reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. All children are actively encouraged and given the opportunity to learn to play a musical instrument whether it be within music lessons, or within the weekly Years 3 & 4 music and ukulele delivered by a visiting music specialist. Musical opportunities in school include weekly class music lessons, weekly singing Collective Worship, school choir and taking part in Young Voices. Further children have opportunity to take part in a variety of performances both within and beyond school including singing at community events and national events such as those promoted by the Oxfordshire Music Service.

We use the Local Authority Music Service recommended scheme of work for music, 'Charanga,' to ensure the statutory requirements of the National Curriculum are met in full. Charanga's philosophy of music education is based on the principle that it should be fun and engaging for all concerned, and that every child is a born musician. We believe that music is like magic and that it has a role to play in every aspect of all our lives, wherever and whoever we are. Our music curriculum sets out a clearly sequenced and ambitious approach to music teaching and provides a roadmap to introduce pupils to the delights and disciplines of music, helping them to appreciate and understand the works of the musical giants of the past, while also equipping them with the technical skills and creativity to compose and perform. Having the opportunity to study and explore music is not a privilege; it is a vital part of our broad and ambitious curriculum - ensuring every child develops a life-long love of music and musical performance.

Assessment in Music: Assessment is ongoing and informs future teaching building a picture of the child's attainment and progress over time. There are also 'check-in' points throughout, and at the end of each unit against the objectives being taught. This gives teachers the information that they need to build a holistic picture of each individual child and enables them to plan further support and opportunities for retrieval; direct teaching and/or adaptation in future units. The subject leader monitors pupil outcomes to identify trends and patterns that inform future curriculum alterations and CPD opportunities.

Physical Education & Sport

The PE and Sport curriculum at Woodstock CE Primary School develops the enjoyment of physical activity and strives 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. Children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of individual and team activities at school and in the wider community, and to appreciate the place of regular exercise as a way of keeping fit. We ensure that all our pupils receive a well-rounded learning experience when participating in different sporting activities, engaging them in a range of sports to develop a passion for being active, healthy and the confident, and to try new things and build resilience and determination with all they do. Our specialist PE Lead provides high-quality instruction during PE lessons; he also runs sporting activities at lunchtimes; and promotes increased pupil participation in PE & Sport beyond the school day. He is also responsible for overseeing our provision for supporting positive mental health and wellbeing.



Our PE and Sport 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 the 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, British Values, mental health & wellbeing and SMSC. All children take part in a minimum of two hours of high-quality PE and sporting activities each week provided by a specialist Sports Teacher who is a member of the school's teaching staff. Children in Years 3 & 4 benefit from a whole term of swimming lessons. Where appropriate, children in the year groups beyond these may partake in top-up sessions to achieve their 25m before leaving in Year 6.

A well-balanced programme of sporting activities is provided for the children that includes opportunities for expressive and creative movement through dance, as well as gymnastics, swimming, athletics, games, and outdoor and adventurous pursuits. Learning through co-operative and competitive activities helps to promote an understanding of inter-personal relationships. Children take part in sporting activities within the school, and with other schools, including local and county tournaments and competitions. Physical Education is enriched through a wide range of well-attended after-school clubs and activities including football, athletics and hockey. Such opportunities enable pupils to develop personal and social skills as well as preparing them for leisure activities in adult life (cultural capital).

All pupils in Year 6 take part in a week's residential visit at an Activity Centre. A range of outdoor and adventurous pursuits are offered including abseiling, climbing, kayaking, orienteering, cycling and archery. We value these opportunities for our pupils to participate in physically challenging land and water-based activities, believing they can make an important contribution to children's personal and social development.

Each year our Sport Teacher organises and leads a Sport & Health Week that enables children to take part in sporting and physical activities they may not have experienced before. Activities such as rock climbing, bootcamp, military drills and gymnastics delivered by a specialist coach are just a few of the experiences we have offered. We also currently hold the Platinum Schools' Sport Kite Mark and have worked closely with the Youth Sports Trust.

Children's achievements in PE (both in and out of school) are celebrated in class as well as during Friday's Celebration Assembly. Children take pride in getting to talk about their accomplishments and we love being able to share in their achievements.

Assessment in PE & Sport: Assessment is ongoing and informs future teaching building a picture of the child's attainment and progress over time. There are also 'check-in' points throughout, and at the end of each unit against the objectives being taught. This gives the PE Lead the information that they need to build a holistic picture of each individual child and enables them to plan further support and opportunities for retrieval; direct teaching and/or adaptation in future units. The subject leader monitors pupil outcomes to identify trends and patterns that inform future curriculum alterations and CPD opportunities.

PSHE including RSE & Health Education



Personal, Social and Health Education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We strive to provide our children with learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences. It allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. At Woodstock CE Primary School we embrace in which PSHE & RSE, and Online Safety, supports many of the principles of safeguarding and its close links to the school's Safeguarding, SMSC and British Values Policies.

Personal, Social, Health Education and RSE is central to our curriculum; it helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The personal and social development of pupils underpins our curriculum. Through a carefully planned programme, supported by all who work in or with the school, we want children to leave Woodstock CE Primary School ready for the transition into secondary school and adult life. Our framework for PSHE embeds the three strands — health and wellbeing, relationships and living in the wider world, as well as the statutory aspects of the Relationships and Sex Education, and Health Education guidance.

Effective Relationships & Sex Education (RSE), and Health Education is crucial to developing and maintaining emotional and physical health. RSE is provided through the Personal, Social and Health Education Framework and is planned to ensure pupils receive their sex education in the wider context of relationships, and are prepared for the opportunities, responsibilities and experience of adult life. We believe that the teaching of sex education should be complementary and supportive to the role of parents and should have regard to parents' views on its content and presentation.

Our RSE programme is designed following consultation with parents, to meet the statutory requirements of DfE guidance. Our education programme is dynamic and responds to latest updates from the DfE and other initiatives to ensure it responds to current practice and is bespoke to the needs of our children and families. For pupils in Year 5 and Year 6 Sex Education is provided by class teachers with the support of health professionals in a way that encourages them to consider moral aspects and the value of family life. As a school we have a legal duty to ensure that children are protected from teaching and materials which are inappropriate, having regard to the age, religion and cultural background of our pupils. Parents are informed in writing prior to the teaching of Sex Education and are given the opportunity to see teaching materials to be used and receive explanations of the way in which it is proposed to use them in the classroom. Teachers are trained and appropriately supported, to be able to teach RSE with confidence.

Parents have the right to withdraw their children from all or part of any Sex Education provided, but not from teaching of the biological aspects of human growth and reproduction, a statutory part of the National Curriculum for Science. If a parent wishes to withdraw their child, they should put their request in writing to the Headteacher - a reason for this decision is not necessary.

Assessment in PSHE & RSE: Assessment is ongoing and informs future teaching building a picture of the child's attainment and progress over time. There are also 'check-in' points throughout, and at the end of each unit against the objectives being taught. This gives teachers the information that they need to build a holistic picture of each

individual child and enables them to plan further support and opportunities for retrieval; direct teaching and/or adaptation in future units. The subject leader monitors pupil outcomes to identify trends and patterns that inform future curriculum alterations and CPD opportunities.

Curriculum Implementation: Enrichment Opportunities & Cultural Capital

Our curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. This includes an extensive programme of after-school clubs, that support the core curriculum offer, as well as those which develop specialist skills, such as Spanish and French, sailing and archery, whilst also extending the range of children's experiences (Cultural Capital). 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.

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and make very good progress across the curriculum. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who can struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

In addition to our exciting and stimulating cross-curricular themes, we also provide further enrichment opportunities to enhance children's learning wherever possible. These include:

Promoting Positive Mental Health & Wellbeing

At Woodstock CE Primary School, we aim to promote positive mental health and wellbeing of every member of our school community and recognise how important mental health and wellbeing is to our lives, as is physical health. We recognise that children's mental health and overall wellbeing can affect their learning and achievement.

A key aspect of our role in school is to ensure that children can manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Positive wellbeing is promoted through the wider curriculum and all school activities. Through a carefully planned approach to PSHE, RSE and Citizenship our pupils are helped to acquire the knowledge and develop the skills and understanding they need to lead confident, healthy, independent lives, and to become resilient, informed and responsible citizens.

In addition, whole school approaches such as collective worship and circle time sessions are used to further develop the pupils' knowledge of strategies. For example, peaceful problem solving is taught in circle time sessions to help pupils learn to control and manage feelings when there are disputes on the playground. Whole school events are held including Time to Talk Day in February, Mental Health Awareness Week in May, World Mental Health Day in October, and Anti-bullying Week in November. During these events, the focus is on mindfulness and resilience; teaching strategies for dealing with anxiety; and coping with change and transition.

What do we do at Woodstock Primary School to support children's emotional well-being and mental health?

Woodstock Primary School is committed to creating a happy, caring and supportive environment. As well as a learning environment, the school ensures there is a **positive, supportive and inclusive ethos** where children can thrive and achieve their personal best. **Personal, Social and Health Education (PSHE)** is a central to the curriculum across the whole school.

- **PSHE & RSE** assists pupils to cope with the changes at puberty, introduces them to a wider world, manage transitions and enables them to make an active contribution to their communities. The concepts covered in PSHE include identity, managing feelings and emotions, relationships, change, resilience and being healthy, which includes physical, emotional, and social well-being.
- **Nurture Provision.** Children who experience domestic violence, bereavement, anxiety, and any other life experiences that may affect their emotional well-being are identified and supported by a fully trained ELSA (Emotional Literacy Support Assistant) teacher who will offer regular 1:1 or small group nurture support. The school supports the child in their specific needs, meaning the pupil is at the heart of the school focus and their learning is understood developmentally.
- **Physical Education** at least two hours weekly. Most pupils attend at least one sport-related after-school club, and many take part in inter-school sporting competitions.
- **Extensive range of After-School Clubs** support children's social and emotional development, and their well-being all with a view to increasing the range of experiences that children have, enabling them to make informed choices for adult life. Activities are designed to be fun and cater for a wide variety of interests.
- **Healthy eating** is promoted throughout the school. We have children's garden areas with green house, potting shed and raised growing beds. One area is used by children in the Early Years and the other as part of the curriculum in KS1. Parent volunteers support children working in the garden. The children grow a variety of fruit, vegetables, and herbs and when harvested use these in cooking activities.
- **Disadvantaged and vulnerable children** are closely monitored through a 'Championing' approach and ensuring barriers to learning are removed and enrichment opportunities are encouraged and supported.
- **World Mental Health Day and Mental Health Awareness Week** is celebrated across the school and ongoing events and activities are planned for the whole school community.
- **National Wellbeing Award Accreditation** demonstrates our commitment to gaining a fuller understanding of mental health and supporting the needs of identified children.
- **Staff are trained** in supporting children's wellbeing through 'Developing Practices around Mental Health and Wellbeing', including **accessing outside help and support** when required.

Nurture Support & ELSA Support

Our school offers **Nurture Provision.** Children who experience domestic violence, bereavement, anxiety, and any other life experiences that may affect their emotional well-being are identified and supported by a fully trained ELSA (Emotional Literacy Support Assistant) teacher who will offer regular 1:1 or small group nurture support. The school supports the child in their specific needs, meaning the pupil is at the heart of the school focus and their learning is understood developmentally.

Whole School Theme Days/Weeks

Throughout the year, themed days/weeks are woven into the curriculum to extend and enhance the breadth and balance of opportunities we offer our pupils. These include, Anti-Bullying Week and Safety Day, Creative Arts Week, World Book Day, Black History Month, Sport & Health Week, Fair Trade Fortnight (we are a Fair Achiever School), European Day of Languages, RE Days and much more.

Forest School & Outdoor Learning

Forest Schools is a Scandinavian initiative designed to encourage and inspire individuals of any age through an innovative, long term, educational approach to outdoor play and learning in a woodland environment. As a school we are very fortunate in having our own woodland area and a teacher trained to deliver the Forest Schools programme.

Forest Schools is offered to our Foundation Stage and Year 1 children and also as an after-school club for Y2-Y6 pupils. Sessions are designed around the needs of the group to ensure that they are learner-led. Sessions are designed around a theme, themes are sometimes subtle such as evolving or exploring the site or more obvious such as butterflies, spies, fairies or nature investigators. Many areas of the National Curriculum are intrinsically covered, in the Forest Schools experience without the programmes needing to be curriculum led. Teamwork skills are developed through games and activities. Individual skills and self-esteem are heightened throughout activities such as hide and seek, shelter building, tool skills, lighting fires or environmental art, the list is endless. Each activity develops intra and inter-personal skills as well as practical and intellectual skills.

We are an Eco school and value the benefits of outdoor learning. Children are stimulated by the outdoors where they can undertake a range of practical activities to support and enhance learning across the curriculum. Our Foundation Stage and Key Stage One pupils also benefit from tending their own growing beds to produce fruit and vegetables to use in cooking activities.

Further up the school, opportunities are built into the curriculum for children to continue learning beyond the classroom including undertaking fieldwork and enquiry-based work in the local area.

Educational Visits and Residentials

School trips and visits are an integral part of the education of children at Woodstock Primary. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience; extra-curricular outings such as activities with the school choir, orchestra or sporting events; and attending or taking part in performances or competitions. Blenheim Palace is on our doorstep and provides a rich and inspirational learning resource.

Children in Years 2, 3, 4 and 6 take part in residential visits. These are planned to provide new and exciting experiences. Children in Year 2 make an annual overnight visit to the Hill End Outdoor Centre; pupils in Years 3 & 4 gain first hand-experience of Roman Britain when visiting Cirencester and Chedworth Roman villa; and our Year 6 young people take part in a challenge week at The Frontier Centre in Northamptonshire where they experience orienteering, climbing, abseiling, raft building, archery and lots more.

Visitors into School & Workshops

Visitors have a valuable role to play and can contribute to many aspects of the life and work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Visitors provide a link with the wider community – children have the opportunity to work alongside artists, musicians, authors, health professions and others.

Half-termly **STEAM presentations** introduce children to the world of work, develop career-related learning and breakdown gender stereotypes. Presentations introduce children to different career options and aim to increase aspirations while also raising self-esteem and breaking down barriers. Talks are wide ranging reflecting different employment sectors and delivered by both men and women, for example a recent talk by a drone designer was delivered by a female engineer with a degree in physics – she spoke about her contribution society in a male dominated job; other speakers have included surgeons, an architect, a photographer, a volcanologist and an animator – he told

an enraptured hall full of staff and children about his struggle in school with dyslexia to going on to receive his first (of four) Baftas!

After-School Clubs

At the heart of our ambition for Woodstock Primary School is our commitment to providing the very best for all children to enjoy and achieve. This includes having the widest possible range of opportunities both within and beyond the curriculum. We offer extra-curricular opportunities through various types of provision delivered by school staff, external providers, and independent clubs – all with a view to increasing the range of experiences that children have, enabling them to make informed choices for adult life. Activities are designed to be fun and cater for a wide variety of interests.

We want to offer the scope for each child to find a passion, develop a talent, spark an interest, or simply find pleasure in doing an activity with others. After-school clubs are a fantastic way of achieving this and we are excited to offer a wide range of clubs, including sport, art and craft, lunchtime choir and orchestra, drama, running club etc.

Music, Art & Drama

Woodstock CE Primary School provides opportunities for children to take part in a wide range of musical activities and performances where they are encouraged to sing, compose, and work creatively with sound. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed. A range of opportunities are provided within and beyond the curriculum for children to showcase their musical skills and talents, for example every two years our older pupils take part in Young Voices where school choirs across the Midlands region come together to performance at the Indoor Arena in Birmingham. Visits to the theatre further enriches pupils' cultural development.

As a school we appreciate and understand the importance of drama within our curriculum. Research reveals that drama had a positive impact on children's physical, emotional, social and cognitive development. Drama is developed across the whole school in a variety of ways including storytelling, various performances, and assemblies.

One of our external after-school club providers 'Spotlight Academy' provide opportunities for children to learn a show in a term which is then performed to parents – the shows are very professional looking, and the children thoroughly enjoy their performances.

Homework

Homework can make an important contribution to a child's progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

Homework is set in-line with the school's policy, with tasks planned to appropriately challenge all pupils. Weekly activities focus on English and Maths to reinforce and consolidate skills taught. Often whole-school homework is set which provides an opportunity for children to think creatively and produce their own form of response. A comprehensive Homework Policy outlines further our approaches to homework.

Pupil Parliament & Voice of the Child

Volunteering is an activity that everyone can get involved in and benefit from. At Woodstock Primary we promote and encourage pupils' active citizenship and positive contribution to the school and wider community. We offer lots of opportunities for pupils to take on new responsibilities and be involved in successfully supporting the life

and work of the school. These include elected representatives on our Pupil Parliament where children are responsible for some of the following key areas of the school: subject specific leadership, Environmental Eco work, Rights Respecting etc. Older pupils can also apply and be interviewed for positions such as Playground Leaders and Librarians, and within classes children can volunteer to take on various responsibilities ranging from lunch duties, to helping with the organisation of equipment in Collective Worship.

Involving children as volunteers is very empowering:

- It helps them to develop self-confidence.
- It promotes self-esteem.
- It develops their skills as leaders.
- It involves them in making their own decisions.
- It gives them a voice in the life and work of the school.
- It offers them opportunity to take responsibility
- It enables them to make a positive contribution to the work of the school and wider community.
- It helps to prepare them for the challenges and opportunities of adult and working life.

Pupils tell us that they enjoy the opportunity to volunteer to help make their school an even better place to be and rising to the challenge that additional responsibility brings.

Eco & Environmental Work

Eco-Schools is a scheme, which supports schools to raise pupils' awareness of environmental issues through curriculum work and specific environmental projects. Click here to visit the Eco-Schools website. The eco-schools programme links to most if not all curriculum areas. Many cross-curricular issues such as citizenship, enterprise and personal, social and health education can be tackled through involvement in Eco-Schools.

It is an accredited award scheme. Schools who achieve eco-school status receive a Green Flag to display in their school. If a school achieves four Green Flags, then they can be awarded permanent eco-school status. Woodstock CE Primary School is very proud to say that we were awarded our fifth Green Flag Accreditation and continue to hold the Eco-Award for our school.

Rights Respecting School

Our school uses the work of Unicef to create a safe and inspiring place to learn, where children are respected, their talents are nurtured, and they can thrive. We strive to ensure the Rights Respecting philosophy is embedded within the values of our school life and gives the children the best chance to lead happy, healthy lives and to be responsible, active citizens.

We use the UN Convention on the Rights of the Child (UNCRC) as a guide to further enhancing our curriculum. We have already successfully achieved the Gold level Rights Respecting Award which recognises our school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond.

Global & International Citizenship

Through the inclusion of an international focus within our curriculum offer at Woodstock CE Primary School, children engage in a range of experiences that enhance their learning and raise awareness of their national and international identity. Whether through termly themes or when celebrating European Day of Languages, as a school we have a commitment to both gender and racial equality. This global dimension is reflected in the attitudes and values of our school community, the ethos and the curriculum of our school. We recognise that global issues are an important part of children's lives today. We are living in a world where economies are increasingly interdependent and global communication is a daily reality. Children have access to the Internet, increased opportunities to travel and to watch news stories from around the world, as they develop. A global dimension helps children to understand their role in creating a fair and sustainable world in the future and enables learners to explore links between their own lives and people, places and issues throughout the world. This work is further extended through the 'Our World' initiative that runs weekly across the whole school.

We have links with a French speaking school in Italy and regularly communicate with them through the E-Pals initiative, led by our MFL Lead. We have also been recognised for our work promoting international dimensions within our curriculum through being awarded International School status.

Our World & Primary News

Each week, throughout school, children discuss and reflect on naturally occurring events or topical issues that are happening around the world. The aims of this we hope will broaden the children's geographical knowledge and understanding and the impact of how such events can affect others. Weekly PowerPoints to support each theme are produced and shared with teachers who adapt to ensure they are age appropriate. These are also shared on our school website so that families can further discuss the weekly theme at home. We link with the Primary News resource which also links with our Collective Worship themes and discussions.

Year 6 Weekly Booster Sessions

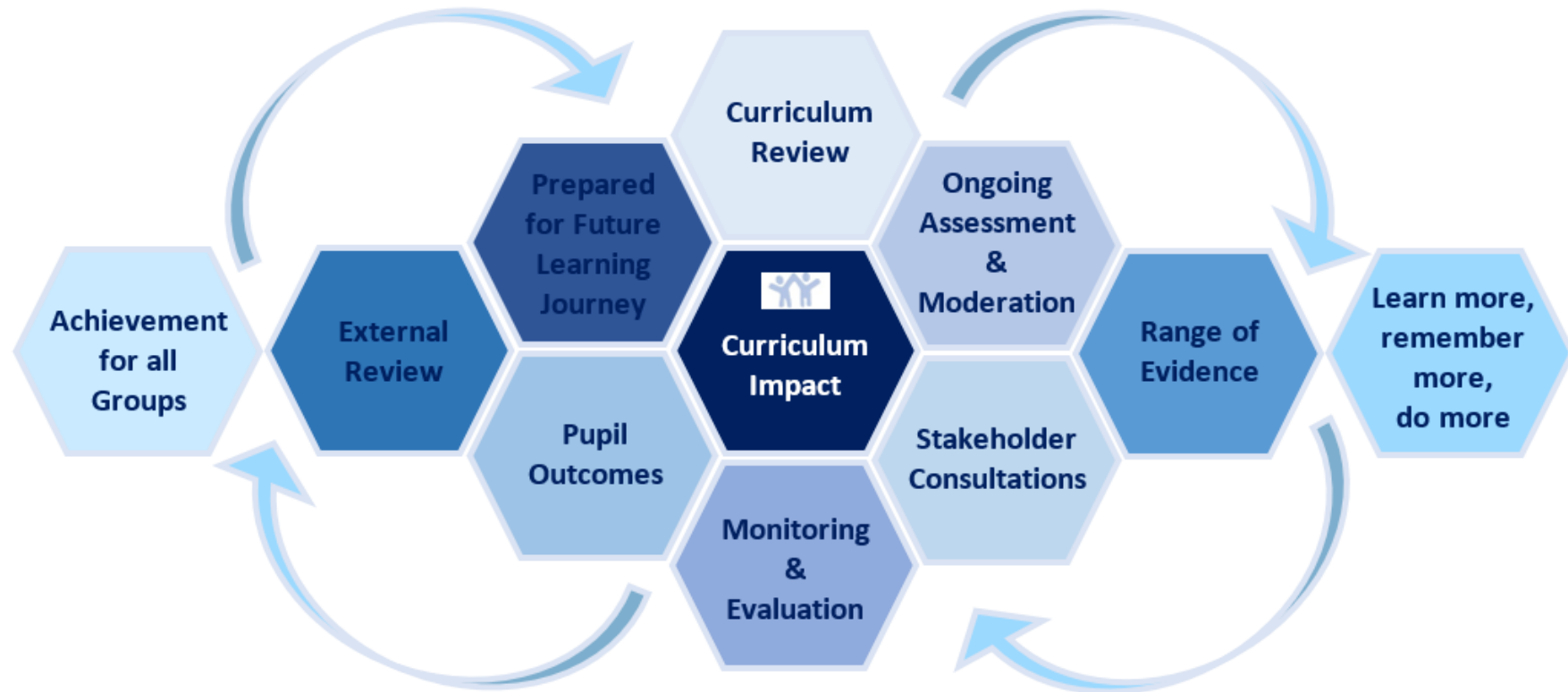
Children in Year 6 are invited to attend a weekly after-school booster session for both Maths and English. These are run by class teachers and children benefit from bespoke teaching in small groups. These sessions are a great opportunity for the children across the phase to work together in different groups whilst further supporting their learning. They are very much a social time where children can further enjoy a range of approaches to learning including problem solving and reasoning. Speaking and listening is very much promoted as a result, children hugely value these times with almost all pupils attending.

Charity & International Aid Support

Children at Woodstock Primary School are actively involved in charity work and fundraising for various local, national and international charities. We hold annual events such as the School's Partnership Charity Enterprise fundraising where we work with schools within our partnership to raise funds for nominated charities: Children in Need; Comic Relief and Sport Relief. Often children will approach teachers with ideas to further raise money for different causes, in particular responding to an international issue. Recent fundraising events have included a fundraising event for Christian Aid in support of global disasters. Other events have included a bake sale for a local children's bereavement charity; and taking part in the local OX5 Oxford Hospital run.

Curriculum Impact: What difference does the curriculum make to our children?

At Woodstock CE Primary School we strive for all pupils to achieve their absolute potential, by having high expectations across all aspects of school life. Children make very good progress from Foundation Stage and, by the end of Key Stage Two, do extremely well when compared with national and local results across all subjects at both the expected standard and at greater depth. Our stimulating curriculum prioritises core skills in English, Maths and PSHE whilst actively encompassing the acquisition of knowledge and skills across all areas of the National Curriculum. The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality-first teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes. The impact and measure of our curriculum is to ensure children not only acquire the appropriate age-related knowledge linked to the curriculum but also skills which equip them to progress from their starting points. In shaping our curriculum this way, progress is measured and evidenced for all children, regardless of their starting points or specific needs. Enjoyment of the curriculum promotes achievement, confidence, and excellent behaviour.



When our children leave us, as well as being ready for the transition into the KS3 curriculum, they have a wealth of transferrable skills which have been developed throughout their time at primary school in an inclusive and nurturing environment. Our children enjoy lessons, and we believe this early love of learning stimulates children to become life-long learners. Our work on promoting social skills and character traits through our PSHE and Relationships curriculum, as well as directly linking to our school's Christian values, enables children to become excellent role models and aspire to be the very best they can be. Developing their independence, motivation and attitudes as learners,

and their sense of responsibility as future citizens is at the heart of our teaching and learning.

We ensure quality-first teaching enables our children to develop their long-term memories and define their progress as knowing more and remembering more. Teachers and staff work hard to plan a broad, balanced, and ambitious curriculum which is expertly delivered to ensure a child's entire school experience enables them to develop a deep body of knowledge which will see them through to further study, work and a successful adult life in whatever pathway they choose.

We are proud that once the children from Woodstock CE Primary have moved on to secondary school, they have been supported through their transition; have been exposed to rich vocabulary and have high aspirations and self-belief all through the teaching of this broad and balanced curriculum.

Assessment & Pupil Outcomes

Assessment should have a purpose, be meaningful, impact on outcomes and inform future teaching and learning. We use a range of assessment strategies to build a clear picture of the progress our children make. They are assessed within every lesson which helps the teacher plan the next steps of learning, and regular 'check-ins' take place to shape and create a bespoke curriculum to meet the needs of our learners. Assessment week takes place towards the end of each long term (3x a year), with assessment data being gathered, analysed, and interpreted, with the support of SLT in Pupil Progress meetings. Day-to-day teacher assessment and moderation, from a range of evidence, also helps to inform overall termly judgements being made. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents at Parents' Evenings and within End-of-Term Reports. Bespoke support and interventions are put in place to accelerate the progress of any children who are identified as 'at risk' learners.

Class Teachers are responsible for the day-to-day organisation of the curriculum. Phase and Subject Leaders monitor weekly lesson plans, medium term and long-term plans, ensuring that all classes are taught the full requirements of the agreed schemes of work, and that all lessons have appropriate learning objectives.

Subject Leadership

Subject Leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. All subject leaders are given access to training and CPD opportunities to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and the professional practice of colleagues.

The role of the Subject Leader and/or team is to:

- Provide a strategic lead and direction for the subject.
- Support and advise colleagues on issues related to the subject.
- Monitor pupils' progress in that subject area.
- Provide efficient resource management for the subject.
- Keep up to date with developments in their key area of learning at both national and local levels.
- Monitor how their subjects are taught through monitoring the medium- and short-term planning ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum, and that progression is planned for.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Lead sustainable improvement through supporting colleagues and others.

- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning, and assessment within their subjects.
- Have a secure awareness of the schemes of work for EYFS, KS1 and KS2.
- Lead pupil consultations to gain feedback about areas of the curriculum
- Report to the Headteacher and Curriculum Lead on the strengths and areas for development of the subject and the strategies for improvement.

It is the role of each Subject Leader and/or team to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement - development planning links to whole-school objectives and priorities through the school's Raising Achievement Plan and linked to individual appraisal targets for Leadership & Management. Each Subject Leader reviews the curriculum plans for the subject and sees that knowledge, progression and acquisition of skills is planned into schemes of work.

Governors & Accountability: Support & Challenge

Governors take an active role in supporting the Curriculum Review process. A termly schedule is in place to allow Subject Leaders with link Governors to see their subjects in action across the whole school. Governors take accountability for feeding into the Subject Leaders post-review report - these are shared and discussed at phase/staff meetings as appropriate. Reports are also shared with the full Governing Board so that they are fully kept in the loop. Where appropriate, Governors will support Curriculum reviews where the subject area links directly to their Raising Achievement Target.

Quality Assurance

We value the importance of and invest in Quality Assurance to ensure we maintain and improve our efficiency, leadership and pupil progress through self and external review. By working towards quality assurance standards, we ensure that both staff and children support high-quality inclusive teaching and learning. We work in partnership with the Local Authority, Diocese and wider school community to support and inform our monitoring and evaluation processes. The benefits of Quality Assurance to our school are:

- Provides us with accountability at all levels, including goal setting
- Supports ongoing school development, including quality of education
- Enables professional dialogue and outward thinking
- Sparks innovation



Woodstock CE Primary School Framework of Curriculum Themes Overview Visits & Workshops

		Autumn		Spring		Summer	
EYFS	NURSERY	THIS IS ME! (Outdoor Learning & Forest School)		I LIVE HERE (Outdoor Learning & Forest School)		THE GREAT OUTDOORS! (Outdoor Learning & Forest School)	
	RECEPTION	OUR COMMUNITY	FOLLOW THE STAR	ONCE UPON A RHYME	SPLISH SPLASH SPLOSH	AT THE BOTTOM OF THE GARDEN	WHEELS, WINGS AND OTHER THINGS
	VISITS	Visitors to school: vet, doctor, dental nurse & vicar	Christmas Nativity Pantomime Chipping Norton	Story Museum	Outdoor Learning & Forest School	Teddy Bears Picnic	Bus Museum: Long Hanborough
PHASE 1	YEARS 1&2	A	INTO THE WOODS		PASSPORT TO BRITAIN		MEMORY BOX
		VISIT/ VISITORS	Blenheim/Combe Sawmill & Forest Trail Visit church to interview Clergy – Jewish visitor (Yom Kippur)		Link with schools in four UK countries Visit local churches to identify key features		Oxfordshire Museum (Hillend Y2) Churches in locality visited
	B	AROUND OUR WORLD		CASTLES & DRAGONS		FIGHTING FIT	
	VISIT/ VISITORS	Cotswold Wildlife Park Guest speaker: exploration (Religious Leader Visit)		Warwick Castle Visit church to look at crosses		Sport Workshops at Marlborough School (Hillend Y2) Pitt Rivers 1 st Visit –I-Spy Museum orientation tour Visit from Clergy to tell Bible stories	
PHASE 2	YEARS 3&4	A	FIELD TO FORK		TOMB RAIDERS		EUROPE EXPLORED
		VISIT/ VISITORS	Dairy & Organic Farm, Blenheim Kitchen Garden Tour Health Professionals (dietician, dentist) Visit church (Clergy to talk about faith & prayer)		Oxfordshire Museum Workshop & Box Loan Visit church (Easter and other stories in stained glass windows) Last Supper Shared Meal		European Shared Breakfast and Pizza Making Workshop/ Art Workshop Religious Building Virtual Tour (Synagogue)
	B	EARTH MATTERS		CITY OF SPIRES		INVADERS & RAIDERS	
	VISIT/ VISITORS	Three R's Workshops from Ardley in school Oxfordshire Museum Autumn Exhibition Catholic Church		Oxford City Visit: Christchurch College, Story Museum Investigating similarities/differences in Woodstock Churches (Anglican, Methodist Catholic, & Baptist)		Oxfordshire Museum Workshop: Stone age to Bronze Age Roman Residential to Cirencester & Chedworth Roman Villa Visit from Clergy: Worship & Prayer/ Miracles of Jesus	
PHASE 3	YEARS 5&6	A	MEET THE GREEKS		AMAZON ADVENTURE		WAR & PEACE
		VISIT/ VISITORS	Oxfordshire Museum Greek Workshop Junior Citizen (Y6 only)		Living Rainforest Mayan Workshop, Pitt Rivers Easter Story told in church		Woodstock Trail, Soldiers of Oxfordshire/Oxfordshire Museum, Winston Churchill Workshop & WW2 Escape Room at Blenheim River Study in the locality IMPS (Y6 only) & Y6 Residential
	B	RULE BRITANNIA		IN THE BEGINNING		GOING GLOBAL	
	VISIT/ VISITORS	Parliament & Theatre Performance Blenheim Palace Monarchy Workshop Junior Citizen (Y6 only) Clergy Visit		Science Oxford OUM Natural History - Evolve, Adapt, Survive: Evolution Workshop Young Voices Music Concert Easter Story told in church		Westmill Windfarm Solar Farm IMPS (Y6 only) & Y6 Residential	



Woodstock CE Primary School Curriculum Framework Summary of Themes

Early Years: Nursery & Reception

		Autumn	Spring		Summer		
EYFS	NURSERY	THIS IS ME!	I LIVE HERE!		THE GREAT OUTDOORS		
		<p>During the topic 'This is Me!' we focus on themes that help us get to know the children, and for them to learn to talk freely about their home and community and gain a sense of personal identity. We look at names, age, birthdays, family & pets, our day, our faces and bodies, our feelings, our friends, and our celebrations. In the Nursery the children's learning needs and interests will help determine which themes we cover and for how long. We acknowledge 'special days' and 'special people,' as celebrated events from a variety of faiths and cultures occur throughout the term. In the second term our activities start to link with Reception's learning about the Christmas story. We work on a Nativity performance with Reception.</p>	<p>The Nursery topic for the Spring is I Live Here! We focus on our own homes, safety at home, different types of homes, materials homes are made from and building houses. Our emphasis depends on the children's interests and enjoyment of activities. The children are encouraged to share their ideas, perhaps about their likes and dislikes linked to homes. We will also enjoy fairy tales that feature homes such as The Three Little Pigs and Goldilocks.</p> <p>We continue to acknowledge 'special days' and 'special people,' as celebrated events from a variety of faiths and cultures occur throughout the term.</p>		<p>This term we focus on 'The Great Outdoors.' There is an emphasis on finding out about the world around us and on caring for plants and creatures, observing the environment, and giving opinions. We share wonderful books and stories linked to our topic such as Jack & the Beanstalk, Jasper's Beanstalk, Oliver's Vegetables, Oliver's Fruit Salad, and The Hungry Caterpillar to name just a few!</p> <p>There is also a focus on growth and the change that comes with it, for people as well as plants. Over the summer we will start to think about how we have grown and developed, and for those starting school begin to work towards transition.</p>		
	OUR COMMUNITY	FOLLOW THE STAR	ONCE UPON A RHYME	SPLISH SPLASH SPLOSH	AT THE BOTTOM OF THE GARDEN	WHEELS, WINGS AND OTHER THINGS	
	RECEPTION	<p>During this theme the children will learn about the people who live and work in their local community. Many people from the community will visit the children in school to talk about their job, show the children their uniforms and answer questions that the children may have. Visitors include a doctor, a vet, the vicar and the headteacher.</p> <p>We get to know our school community by taking a walk round the school and finding our way around as well as meeting the different people who help us at school.</p>	<p>This topic explores light and dark both through art and science. The children will learn about light sources as well as how to stay safe in the darker evenings. The children will explore different materials to see how well they show up in the dark. We will also consider fire safety and visit the fire station, linking with Bonfire night. We will enjoy stories about night and day.</p> <p>Later in the term we learn about the star in the Nativity story as we explore together the story of Jesus' birth. The children of Reception and Nursery perform a nativity play at the end of this term.</p>	<p>This theme explores rhyme through poetry, nursery rhymes and stories. The children will learn a number of traditional nursery rhymes and use this work to strengthen their understanding of the use of rhyme.</p> <p>During this topic we will also explore traditional tales, comparing openings, characters and storylines. The children will learn to retell stories, adapt traditional tales and record their own stories using maps. We also explore what tradition means and discuss family traditions such as birthdays, religious celebrations and other special days.</p>	<p>During this theme we explore water and all its uses. We experiment with ice and water and look at the changing states. The children look at rainbows and learn to colour mix to create all the colours of the rainbow. The children learn about floating and sinking and explore materials to see what they do.</p> <p>We discuss countries and communities who have too much or too little water and how this can affect their lives. The children learn how water can keep us fit and healthy and how it keeps us and our clothing clean. We explore watery art using watercolours paints.</p>	<p>This theme is all about plants and minibeasts that live in our gardens. The children learn about all the creatures that can live in our garden, where they live, what they eat and how they grow. The children are able to create a wormery, build bug hotels and go on minibeast hunts. The theme launches with a gardening day where the children all plant beans to watch them grow as well as visit the nature trail and do some digging in the vegetable garden.</p> <p>The children look after and grow a variety of flowers and vegetables around the environment and can observe them closely as they grow to gain an understanding of what they need to thrive.</p>	<p>We will be looking at different modes of transport and reading stories about different vehicles. We will embark on a 'Talk for Writing' project focusing on the story of 'Naughty Bus'. We will make our own story maps and try writing our own versions of the story, changing some of the details.</p> <p>To inspire us we will visit the Long Hanborough Bus Museum. Linking with Science, we will explore forces and movement by sending vehicles down ramps and measuring how far they travel. We will also be creative with track prints and still life drawings of different things that move.</p>

	Autumn	Spring	Summer
YEAR A	<p>INTO THE WOOD</p> <p>Children will use the local environment and grounds of Blenheim Palace to investigate different habitats and environments; they will explore, identify, and answer questions about common and wild plants, including evergreen and deciduous trees; and animals and mini beasts who live in the woods. Through a visit to Blenheim's Forest and woodland trail, children will enjoy a range of activities including minibeast safaris, forest art and craft, den building, and pond dipping. They will also admire nature's shapes, forms, and design as they gather natural materials to use to create their own natural sculptures inspired by the work of the artist Andy Goldsworthy.</p> <p>Traditional tales with adventures into the woods, and their alternative versions will be used to develop children's oral storytelling and English skills.</p>	<p>PASSPORT TO BRITAIN</p> <p>This theme will begin by thinking about the town, country, and continent they live in. Using fiction and non-fiction books, children will develop their geographical skills, and knowledge of the United Kingdom – where its countries are located on a world map, their capital cities – exploring each one in detail; the national flags, patron saints; and traditional food, art, and music.</p> <p>They will also identify the key physical and human geography or key historical places/events of each country including mountains, landscapes, and settlements such as The Giants Causeway; Scottish Islands; and Snowdon.</p> <p>In science, children will focus on the development of working scientifically by; planning and carrying out investigations and practical activities; beginning to suggest ways to answer scientific questions; and gathering and recording information.</p>	<p>MEMORY BOX</p> <p>Children's curiosity about the past and changes over time will be developed through practical, hands-on experiences that support the understanding of chronology. They will investigate the differences between their own lives and that of their parents and grandparents when they were children, including sharing memories of childhood and creating a family tree. Children will design, make, and test their own wooden toy with moving parts.</p> <p>Children will travel further back in time beyond living memory to find out what it was like for children in the past, including home, school, toys, technology, transport, and food. They will explore first-hand what it was like to attend school and work in a washroom – life for children was hard! Children will also make connections with the past and how it has influenced our lives today, for example by finding out about seaside holidays.</p>
	<p>AROUND OUR WORLD</p> <p>Children will develop their locational knowledge by finding out where the seven continents of the world are and how their proximity to the equator or the poles affects their climate. They will take a flight to different countries exploring their climate and land features, focusing on a cold region (Antarctica) and a hot region (Africa).</p> <p>They will 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, navigating their way around a world map. Children will explore the Animal Kingdom and how we classify animals; connections to places that they are native to will be investigated.</p> <p>Exploration of the world, with a focus on Columbus, Cook, Scott and Amundsen, will help children to understand that geographical knowledge of the world has increased over time.</p>	<p>CASTLES & DRAGONS</p> <p>This is a history and English-led theme around the mythical legends of castles, including Merlin and the Knights of the Round Table. The use of fiction, non-fiction texts and images, will inspire children's independent writing and curiosity of the past. Children will develop their awareness of the past and chronological understanding through the exploration key periods in history.</p> <p>They will learn about types of castles (motte and bailey castles, stone castles etc); what they are made from; why they were built; and who lived in them. Children will visit Warwick Castle to gain first-hand experience of life in a castle, the various features and why they were built. They will compare the lives of the rich and poor during Medieval times and how they were treated differently.</p>	<p>FIGHTING FIT</p> <p>Children will investigate what makes them healthy and look at the basic parts of the body and know how these relate to the senses. They will find out about basic needs for survival including the importance of exercise, eating the right amounts of different food types, and hygiene. Children will find out about Florence Nightingale and Mary Seacole and how their work changed nursing and hygiene in the Crimean War; they will interview present day health professionals and look at changes over time. Children will look at how exercise affects the body and how some exercises affect different parts of the body. During our Health and Sports Week children will have the opportunity to engage in a wide range of different sporting activities, as well as making healthy snacks.</p> <p>To further work on healthy eating, children will explore how to live a healthy lifestyle, including activities to support positive mental health and wellbeing.</p>
YEAR B			



Woodstock CE Primary School Curriculum Framework Summary of Themes

Key Stage 2: Years 3 & 4

	AUTUMN	SPRING	SUMMER
YEAR A	<p>FIELD TO FORK</p> <p>Following visits to an organic farm, organic produce grower and Blenheim Gardens, children will gain an understanding of seasonality, and how a variety of produce is grown, reared, caught, and processed. Children will develop their geographical skills to identify from where in the world different foods are grown and imported from. This will link to work on food miles and how we can work towards reducing our carbon footprint.</p> <p>Children will learn about the importance of having a balanced diet, research different food groups and how they keep us healthy; they will plan, design, and make a seasonal fruit crumble.</p> <p>In science, children will work scientifically to develop their knowledge and conceptual understanding of the digestive system and its associated body parts, including teeth. They will also explore the human skeleton and muscles, as well as food chains.</p>	<p>TOMB RAIDERS</p> <p>Children will journey back to the land of the Pharaohs and discover the fascinating world of Ancient Egyptian history. They will explore the Egypt of today and yesterday and discover when the Ancient Egyptian civilisation began and ended. Through visits and workshops carried out by the local Museum, children will investigate daily life, such as clothing, childhood, and environment – they will even mummify their classmates! Children will reflect on how objects are a source of evidence which help us to answer questions and understand life in the past and the secrets of this civilisation.</p> <p>In technology, children will design and make a working Shaduf; using research to develop design criteria and create prototypes to test them for improvement.</p> <p>In science the children will study forces and magnets by carrying out a range of scientific investigations. In RE the children will share a Seder meal to understand an aspect of Jewish life and celebrations.</p>	<p>EUROPE EXPLORED</p> <p>This theme will begin with children taking a virtual trip across the English Channel to discover the continent of Europe. Not only will they find out the names, locations and features of European countries and capitals, but they will also discover some fascinating facts about Europe including the work of famous artists and composers, and traditions and culinary dishes of different countries.</p> <p>Children will carry out independent enquiry-led research about a country of their choice, considering significant human and physical features and what attracts tourists there, to present to a chosen audience. In DT the children will make a stand-up picture frame to display their European artwork.</p> <p>Children will explore sound and how it travels. Working scientifically, children will investigate materials that provide the best insulation against sound. They will also study plants and the best conditions for growth; this includes the life cycle of plants and water transportation.</p>
	YEAR B	<p>EARTH MATTERS</p> <p>The Iron Man by Ted Hughes will be used as a stimulus for children to become Planet Protectors by recycling and spreading the green message. Through the three Rs (reduce, reuse, recycle) children will be encouraged to make environmental awareness a way of life for them.</p> <p>This will lead into a science and geography focus where children will develop their world locational knowledge through investigating patterns of where volcanoes and earthquakes are found. In science, children will develop their scientific knowledge of rock types, including igneous rocks which are produced because of volcanoes. They will research volcanoes and earthquakes around the world and the impact they have on humans and the physical environment.</p> <p>In DT, children will make their own robot using pneumatics.</p>	<p>CITY OF SPIRES</p> <p>This is a literacy-led theme where children will step into the world of fantasy stories inspired by the work of Lewis Carol and CS Lewis. Children will delve into magical worlds of adventure and mystery and use their imaginations to discover what lies beyond. Don't forget to pack your imagination!</p> <p>Alongside this literary-led theme, children will explore the city of Oxford by; following the Alice in Wonderland Trail; identifying key geographical features of the city focusing on human and physical characteristics, and how these might have changed over time. Children will carry out research into what attracts over nine-million tourists to Oxford each year. They will also research significant people in history who have had links to Oxford and well-known historical buildings.</p> <p>In DT, children will be developing their sewing skills to join different fabrics.</p>



Woodstock CE Primary School Curriculum Framework Summary of Themes

Key Stage 2: Years 5 & 6

	AUTUMN	SPRING	SUMMER
YEAR A	<p>MEET THE GREEKS</p> <p>Children will take a trip back to one of the most fascinating civilisations in history as they discover Ancient Greece and all it has to offer. Children will be taken on a voyage of discovery to explore how much of this fascinating civilisation is still evident in our society today. They will discover the people, the inventions, the art, the technology, the mythology and so much more.</p> <p>Children will need to use their research skills to investigate what life was like daily for the Ancient Greeks. They will research areas such as food, clothing, education, and family life and present the information in a variety of ways.</p> <p>In technology, children will investigate time keeping in Ancient Greece and make either a sundial or water clock; using research to develop design criteria and create prototypes to test them for improvement. In art children will investigate clay work and pattern traditionally found during this period to recreate their own pottery designs.</p>	<p>AMAZON ADVENTURE</p> <p>Children will use atlases to recap prior learning about the continents and discussing the physical differences between North and South America, including time zones around the world. They will identify countries and major features such as rivers, lakes, and mountain ranges, and learn about lifestyles, languages, and some traditions. Children will take a trek into the depths of the jungle as they explore the fascinating world of the rainforest. They will discover where the rainforests are; what they are like; and who lives there. Children will look at the water cycle and make comparisons between local rivers and the Amazon, looking in detail at the Amazon Basin.</p> <p>Children will uncover the mysteries of the Mayan Civilisation as they explore Mayan ruins and from there embark on a journey that will help them to uncover the life, society, and civilisation of both ancient and modern Mayans.</p>	<p>WAR & PEACE</p> <p>The children will learn about the history leading up to the outbreak of war. They will investigate the countries that formed the two major alliances; the axis and the allies and use geographical skills to locate these countries on world maps. A focus on main leaders, such as Adolf Hitler and Winston Churchill will lead the topic into the significance of Churchill in our locality, including a historical and geographical locality study and changes to the town over time, fieldwork skills and OS Map skills.</p> <p>The children will learn about the Blitz and the cities most affected, locating these on maps of the United Kingdom. They will investigate what life was like for different groups of people e.g., those who fought, those who stayed behind and children. The children will consider how conflict impacts the lives of different people, including recent conflicts and the impact on refugees.</p> <p>A visit to Blenheim Palace, following the Woodstock Town Trail and River Glyme study will inspire children’s curiosity to know more about changes in geography and history on their doorstep.</p>
	<p>RULE BRITANNIA</p> <p>Children will take a journey of discovery as they find out about the Viking and Anglo-Saxon struggle for the kingdom of England. They will explore where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today.</p> <p>Children will find out about law and order across the ages and have opportunity to think about the kinds of crimes we have today, what punishments criminals are given, and how both are informed by history. They will visit Westminster and learn about the work of Parliament today. Children will reflect on their rights and responsibilities as citizens and understand the importance of the fundamental British values of democracy, rule of law, individual liberty, and the need for mutual respect and tolerance of those with different faiths and beliefs.</p>	<p>IN THE BEGINNING...</p> <p>To bring learning alive, children will visit the Natural History Museum, Oxford to carry out an Evolution workshop where through close observation and handling of specimens, children will explore how animals have evolved to survive in their habitats. They will investigate the work of Charles Darwin and Alfred Russel Wallace on natural selection and examine important fossil evidence of the history of life. They will investigate the creation of the world – both scientific and Biblical.</p> <p>Children will blast off to the far-flung corners of the galaxy to find out more about the planets that make up our solar system. They will find fascinating facts about the Sun, Moon and Earth and develop an understanding of day and night, the seasons and the Moon’s phases. The Sun and the planets making up our Solar System are investigated, along with the other stars in their constellation.</p>	<p>GOING GLOBAL</p> <p>Children will learn how transport and communication can connect the world in more ways than ever before; they will gain an appreciation of how what we buy and what we consume can have a profound impact on the lives and societies of people around the world. Linked to this, children will look at the distribution of natural resources including energy, food, minerals, and water.</p> <p>Children will become global ‘caretakers’ by developing an appreciation of the impact of population growth on our valuable resources. They will learn about the importance of safeguarding our planet for future generations, by carrying out research to find out about alternative energy sources and sustainable projects around the world and visiting a local alternative energy plant and wind farm.</p>
YEAR B			