



The curriculum at Beaumont Lodge Primary School

At Beaumont Lodge Primary School, we follow all the requirements of the National Curriculum which provides us with the outline of knowledge, skills and understanding that we are required to cover.

Pupils at Beaumont Lodge will benefit from increasing the breadth of vocabulary and widening enrichment opportunities. Staff are aware of end points. They contextualise learning to engage children sufficiently well to retain skills and knowledge. Curriculum organisers support parent understanding of the learning journey their child will experience and how they can further support their child.

Through a broad curriculum and range of experiences, we endeavor to prepare our children with the cultural capital and sustainable life skills which will enable them to become happy, successful, respectful, resilient, tolerant and resourceful global citizens. There are many activities that are not recorded in books and examples of these will be displayed around our school and are collated in a class scrapbook to reflect the varied curriculum and experiences that we offer.

In the Early Years Foundation Stage (EYFS), child-initiated learning and adult directed activities focus on play based, active learning. We promote children's learning through observing, interacting with and extending children's play, supporting their thinking and asking open questions to challenge and consolidate their learning.

The EYFS curriculum is divided into seven distinct areas of learning aimed at developing the whole child. At Beaumont Lodge we provide opportunities for the children to acquire the skills and knowledge they need in a stimulating environment where activities are planned around an annual cycle of topics and are influenced by the interests of the children. We also recognise the importance of a rich learning environment indoors and outside to support all areas of the curriculum. This allows our children to explore and experiment, to develop social skills, confidence and independence and develop their ability to self-regulate.

The Beaumont Lodge Early Years curriculum identifies the Characteristics of Effective Teaching and Learning that will support our children in becoming self-motivated, effective learners into and beyond key stage 1. Carefully planned continuous provision and enhancements as well as effective adult interactions, with planned vocabulary development, support the children in progressing from playing and exploring their environment through active play and rehearsal of learnt skills towards independent creative and critical thinking.

Children learn phonics and early reading by following the Little Wandle Letters and Sounds Revised program. We teach English through a range of engaging texts in order to expose children to good quality stories and picture books to develop an enjoyment of reading and writing. Children develop a love of early maths through nursery rhymes, patterns, number studies and following the NCETM Mastering Number program.

Building on the foundations of EYFS, all pupils engage in a daily 10 minute reading session, focusing on enjoyment of reading and prosody. Hooked on Books is later introduced, to encourage pupils to explore books through a range of lenses by engaging in Book Talk (high-quality discussion), Demonstration Comprehension (including thesaurus thinking) and Independent Comprehension.



Across the school, we teach maths through a mastery approach using the Maths No Problem resources which encourages children to become fluent with wider concepts of maths and to have good reasoning skills.

Foundation subjects are taught through a developing cross-curricular approach, linking to the local area where possible. The Beaumont Lodge curriculum encourages participation through a creative and stimulating approach to learning, within a rich environment and is supplemented with a variety of enrichment activities.

Using a range of teaching styles and resources, teachers plan effectively to ensure learning is diverse and accessible to all. Recognising that children learn and develop in various ways and at different rates, our provision is adapted, and interventions planned and delivered to fill gaps in knowledge. Children's progress is continuously monitored through formative assessment, whilst summative assessment three times a year ensures pupil learning is evaluated and future provision is adapted.

We return to learning frequently to ensure children's understanding is embedded. Curriculum teams ensure sequential learning in each subject is being covered, and evaluate how effective the content is by assessing the knowledge and understanding that the children have gained against the expectations.

Early Years Foundation Stage offers the children a foundation upon which to build their knowledge and understanding. The children are introduced through a series of short topics to a range of historical figures, events and places that they will study in more depth later in their schooling.

In their first topic, as they get to know each other and their environment, they learn about the immediate local area including the school, local shops and parks. This will be built upon in the year 1 local area study. Next the children in foundation stage explore different festivals and look at how people celebrate in Leicester and around the world. Within this topic they find out a little more about what it is like in India, China and the Arctic. This helps to prepare them for more detailed work on world geography and civilisation development across key stage 2 and study of the Antarctic in year 4 and Baghdad in year 6. During the Spring Term, the foundation stage children consider what makes someone a hero. They meet Tim Peake and begin to wonder what it is like in space. This is further built upon in year 5 when pupils explore Space in depth. They also meet Florence Nightingale and find out more about how the medical profession helps us. This is built upon in year 2 when pupils study Wonder Women. Later the foundation children look at changing and growing and consider how they have changed since they were babies and how life is different for them as a child compared with life when their parents were children. During the summer term they study Wild Animals. Within this topic they look at wild animals past and present. They look at how life and wildlife in Africa is different to life and wildlife here. This introduces them to the Safari topic studied in year 2. They also spend some time looking at dinosaurs and are introduced to Mary Anning. This learning is built upon in Y6 when pupils explore Darwin's theory of Evolution. Finally, the children look at life under the sea, learning about different sea creatures and finding out about the Titanic and why it sank. They also look at how it is different at the seaside to where they live and consider how the seaside is different now to a Victorian Seaside. This learning is built upon through the Year 1 Time Traveller topic.

In year 1, using a series of 'episodes', a character (Ted) begins his adventures by exploring the local area (geography). The focus will be on the local area and the way in which the land use has evolved over the years, some of which will be in living memory of some local people (history/geography). It will allow for discussion about why more and more green spaces are disappearing to make way for houses and



homes. This leads into discussion about density of areas and overcrowding, the negative of which is further developed and portrayed through the Great Fire of London (history).

Following this, pupils will be encouraged to consider whether exploration has always occurred – focussing on two explorers and their eras: Christopher Columbus exploring through sailing the seas and then The Wright brothers - two American aviation pioneers generally credited with inventing, building, and flying the world's first successful motor-operated airplane (exploring air travel). Year 1 compares how exploration has changed over the periods. Pupils are encouraged to consider how other aspects of life, relevant to them has changed and encouraged to consider how toys and holidays have evolved over the years. Comparisons are made with some input from visitors and family at home for whom changes have occurred in living memory, allowing for community involvement in the enrichment of the curriculum. This area will be further supported by discussions with children about the way modern toys can involve online gaming and electronics. These skills of comparison are further built upon in year 2.

Year 2 begins considering Castles, Knights and Dragons – with a focus on Lady Jane Grey due to the context of our city. The nearby Abbey park and Bradgate Park ruins are accessed as a great resource to explore a range of cross curricular links (art – sculptures, landscapes/ castles with Turner). This local area monument paves the way for further (geography) work, exploring castles and ruins in counties and cities of the UK (map work). Whilst exploring the locations of castles around the UK, pupils begin to question and explore what geographical and human features surround such castles and whether they have changed over time. This study of LJG and castles in the UK, paves the way for children to questions whether women continued to have royal roles – thus the introduction and exploration of Elizabeth I in the Royalty topic. Designing and creating clothing designs for Elizabeth I (in the style of the flamboyant Zandra Rhodes). This introduction to Royalty, prepares pupils for future topics of Queen Victoria and the Tudors in KS2. The introduction of Wonder Women, ignites the idea that women had varying roles of importance in the past. Here the achievements of Mary Seacole, Florence Nightingale and Edith Cavell are all explored and celebrated, with the impact on national and international life noted. Pupils learn that such achievements can only be celebrated and remembered, through the fact that the events were recorded and that the achievements of such individuals should empower all Beaumont Lodge pupils to have high aspirations. Here the area of communication and specifically how communication has evolved is explored, with comparisons being drawn between William Caxton and Tim Berners-Lee – allowing the early comparison skills introduced in year 1 to be further developed. Year 2 then focus on 'Safari' – this topic is linked to geographical similarities and differences (human and physical), animals including humans and habitats, an area further explored in key stage 2 where different locations and their geographical features are explored.

Year 3 begins with a focus on Mountains and Shackleton's journey and his achievements. They explore polar regions in contrast to the Year 2 topic of Safari. Year 3 marks the historical analysis focussing on how Britain has evolved over the years – beginning with the Stone age to the Iron age. Pupils develop an understanding of the beginning of human life, and the human development (again further developed in Year 6) that occurred in the periods after. They look at how artefacts, monuments and paintings are used as evidence to construct ideas and arguments by historians, to make sense of and further understand such developments. A strong geography link is developed when studying these periods, as children explore the monuments that have been left behind and can still be found today. Using fieldwork, they learn to investigate the localities of these monuments and use sketching and the production of maps to convey the surrounding areas. They consider the changes in land use and evaluate the impact this has had on historical structures found within Britain. Year 3 purposely focuses on the history of Britain, to allow pupils to develop a thorough understanding of what came before other, including significant events studied before and after this year group. However, towards the end of the year, the pupils are encouraged to consider what was occurring



around the world, whilst this was occurring in Britain – beginning with a focus The Egyptians. This unit considers whether achievements and developments in early civilisations is merely restricted to occupants of Britain, or whether civilisations around the world also had achievements of their own. Through studying the work of archaeologist Howard Carter, pupils begin to recognise significant historical events linked to that period and consider what was occurring in Britain at the same time. Land use and rivers (specifically The Nile) are explored as key aspects of physical geography of Egypt before pupils consider the impact of these on the civilisation to understand the importance of such geographical features.

Year 4 widens this analysis of ancient civilisations, by looking at a civilisation from Europe – the Ancient Greeks, before exploring even further afield, looking at the Ancient Maya. Pupils develop an understanding of the location, key features and achievements of these civilisations. The study of Europe becomes key during these units (Geo), both by looking at the human and physical geography and considering why these civilisations felt the need to explore further afield, pupils become confident in using maps to locate a range of countries and capitals, recording their grid references. Encouraging pupils to recognise that settlements were not only limited to Europe, The Mayans are explored as another, contrasting civilisation from a new geographical area beyond Europe - again widening the area now being covered in contrast to earlier years and units.

Year 4 explores the impact humans are having on the Earth, through considering the key question *What is causing the greatest damage: Humans or Natural Disasters?* Pupils explore a range of physical geography (volcanoes, earthquakes, tsunamis), combining this with their learning of solids, liquids and gases (Science).

Year 5 builds upon the year 4 unit of Ancient civilisations, looking at Ancient Rome and specifically at the impact of Romans in Britain. This unit allows pupils to link back to their year 3 learning of the Celts as a starting point. This provides a good foundation for understanding the context of the invasion, allowing pupils to investigate the impact. Utilising the skills in year 3 around using a variety of sources for evidence, they begin to consider what remains of Roman Britain (Geo). They question and evaluate whether the arrival of the Romans in Britain was beneficial to Britain and why.

Widening the scope of invaders, settlers and ancient civilisations, whilst maintaining a focus on Britain, the Anglo-Saxons and Vikings are explored (history). Whilst learning about events, people and features unique to these civilisations, pupils draw on prior knowledge to compare similarities and differences between other invaders. Pupils begin to realise how Ancient Civilisations could have influenced life today and describe such impact - sometimes positive and sometimes negative.

Year 6 begins by exploring the Tudor Dynasty ready for further development in KS3. They explore significant individuals, specifically learning about history in the local area by investigating the story of King Richard III. They consider what makes a good leader and what can be learnt from the way these monarchs reigned. Year 6 builds upon the work started in years 3 and 5 looking at the environment, but focusses on the Evolution and Inheritance aspect (science), whilst recognising the work of significant individuals (Darwin) and their exploration (Geo) that contributed to modern day understanding of these concepts. The chronology is further reinforced, by looking at the huge impact of Charles Darwin on science in the Victorian era. Linking to Darwin's own social status, the class system is explored through further analysis of the Victorian era (history) to understand the groundwork for modern society this period offered and to support pupils in understanding the dynamics of the modern world. This offers children the understanding a basic understanding of the British Empire in preparation for KS3. Pupils in year 6 evaluate recognise their studies in previous years highlighted invasion and settlements and consider whether invasion and settlements are



still a current issue in modern day. World wars are explored, allies are pinpointed through geography and map work, before the impact of war is evaluated to answer the key question: *Is war ever justified?*

All art and design technology has been developed around the history and geography topics. Progression is clear, for example printing begins in year 1 with imprinting into clay, which then leads into year 2's relief printing technique taught to pupils for the first time. Year 3 begins to explore an alternative form of printing, focusing on screen printing, without any complex layering, which is later taught in year 5, when children are asked to reflect back to the skills that they had first developed in a prior year group (year 3). Year 4 again looks at another alternative printing technique, block printing to create Stelae, which the block is only used once. This is further developed in year 6, where block printing is revisited, but the blocks are used repetitively. There are a range of artists now taught across the key stages, with at least 2 or 3 focus artists per year group. The range of artists selected to focus on are of different backgrounds and are artists with contrasting styles with links to the historical or geographical contexts. Design technology projects have been allocated to link into topics, but again ensure progression with pulleys, cogs and other features etc, but where pupils will again be able to reflect on prior learning, before building on these skills.

Music, French, RE, PHSE and computing will remain standalone topics where they do not link yet – with constant review to see where meaningful, contextual links can be developed.

Throughout the school, we encourage children to develop a range of important life skills including a positive attitude to learning where they are willing to have a go and not give up when faced with difficulties. This positive mindset helps our children to develop resilience, strategies for solving problems and to think critically while recognising achievements. Staff support the children in developing these characteristics by being effective role models and discretely teaching such skills.

Our curriculum is developed to build a foundation that is then built upon, embedding skills needed to become successful life-long learners. We prepare and equip children for life beyond school in order to become positive, active members of society and lifelong learners.

Through a culture of respecting rights, we want children to take responsibility for their own learning and be actively involved. Children are encouraged to be curious and motivated, to adopt an enquiring mind, with skills to discover more for themselves.