



Curriculum Implementation Statement:

- In the Early Years Foundation Stage, we have identified the focus themes. These provide a theme to guide learning in that half term. However, we also ensure that we follow the children's lead in the EYFS and pursue aspects that they are interested in.
- We have ensured that the EYFS coverage in Reception provides a basis for learning in Year 1 and that key skills are developed so that children are ready to start the Key Stage 1 curriculum when they enter Year 1. We have also ensured that learning in Year 1 is at a higher level and builds on that covered in the EYFS.
- In KS1 and KS2, themes are led by the curriculum subjects of Science, History, Geography and RE (following the Tameside agreed syllabus) with cross curricular links made throughout to ensure coverage of the entire National Curriculum over time.
- The topic themes have been carefully selected across the school to ensure that we cover the National Curriculum in its entirety across Key Stage 1 and Key Stage 2. We also exploit opportunities to extend learning further.
- History led themes are organised differently across the two key stages. In Key Stage 1, we start with the period closest to the children's understanding which is comparing their lives to that of their grandparents when they were growing up. We then move further back into the past by looking at the Victorian time period which was an era of significant change for our local area and then moving further back again by considering significant national events through the Great Fire of London. In Key Stage 2, we organise our learning broadly chronologically. We have organised the European and British periods of history chronologically so that children start in Year 3 with the Stone Age and then work through Ancient Greece, The Roman Empire, The Anglo-Saxons and Vikings, the Normans and then the Industrial Revolution in the Victorian Era. We also cover two periods from further afield – The Ancient Egyptians and the Mayan Civilisation. These are not covered chronologically but we have selected to teach about this content in Year 5 and 6 due to the difficult concepts covered within them.
- We also block our RE so that we have RE theme weeks three times a year. We also cover RE at other times of the year to fit in with festivals and celebrations.
- For the academic year 2020-2021, we have reorganised our themes so that they link across the school under broad umbrella themes. These umbrella themes are organised so that the whole school from Nursery to Year 6 learn about subject areas that are linked in some way. This supports children to make links between their learning in previous years and look forward to their learning in future years. The themes are displayed in the hall for children to discuss and make links in their learning. The umbrella themes are also launched in an assembly with the whole school to raise excitement in learning.
- The umbrella themes are
 - Term 1A: Me, Myself and I
 - Term 1B: What a Wonderful World!
 - Term 2A: Discovery Detectives
 - Term 2B: Time Travellers

- Term 3A: Amazing Animals
 - Term 3B: Location, Location, Location
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- In 2020-2021 we will have RE theme weeks in each term to cover our RE curriculum as a discrete subject as well as learning about festivals across the year.
 - In the EYFS, we have chosen three RE themes which are mainly taught one per term, working the learning in to make links with other areas of learning. However, learning opportunities are exploited as and when appropriate too.
 - Where possible, English learning is linked to themes so that curriculum links are developed and learning is enhanced. For example in the Year 2 theme 'Why does a dinosaur not make a good pet?' the book 'Gigantosaurus' is used as a stimulus for creating narrative texts and for non-chronological report writing about our own dinosaurs.
 - Class novels have also been chosen to tie in with themes. In the theme 'How has Greece changed over time?' the year 4 class shared the text 'Who let the Gods out?'.
 - The theme overview for 2020-2021, along with the umbrella themes, is provided on the next page.

Curriculum Umbrella Themes 2020-21

	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Umbrella Theme	ME, MYSELF AND I	WHAT A WONDERFUL WORLD!	DISCOVERY DETECTIVES	TIME TRAVELLERS	AMAZING ANIMALS	LOCATION, LOCATION, LOCATION
N	Who lives in my house?	Which colours make you feel happy or sad?	What can I do with water?	How do I get about?	What would you find at the farm?	What happened to Jack's beans?
R	What do I know about me?	Why are there so many leaves on the ground?	Should Goldilocks say sorry?	Who can I ask for help?	Are all minibeasts scary?	How can we help the pirates find the treasure?
Y1	Which birds and plants would I find in our forest school?	Why does it get dark earlier in winter?	Which materials should the Three Little Pigs have used to build their house?	What has changed since your grandparents were young? (1950s / 60s)	Why can't a meerkat live in the North Pole?	Where do we live?
Y2	How could you be the next Dina Asher-Smith?	What was it like to live in Mossley during the Victorian time?	How can we grow our own salad?	Why was Samuel Pepys a significant person from history?	Why would a dinosaur not make a good pet?	Why do we love to be by the seaside?
Y3	How far can you throw your shadow?	What makes the Earth angry? (including Rocks and Soils)	Can you feel the force?	Who first lived in Britain?	What are the 'Bear' necessities of life?	How has Greece changed over time?
Y4	Why is music enjoyed by so many?	Where would you choose to build a city? (inc. water cycle)	How could you cope without electricity for a day?	Why were the Romans so powerful?	What happens to the food we eat?	Who were more successful the Anglo-Saxons or the Vikings?
Y5	Could you walk in Neil Armstrong's footsteps? (+ forces)	Why should the rainforests be important to us all?	Could you be a forensic scientist?	Why were Norman castles certainly not bouncy?	Do all animals and plants start life as eggs?	Can you walk like an Egyptian?
Y6	Have we always looked like this?	Who were the Mayans and what did we learn from them?	How could you light up your life? (including Electricity)	Would you survive the Victorian workhouse?	What would a journey through your body look like? (including animals and habitats)	I'm a Y6 pupil, can you get me out of here?

RE themes for 2020 – 21

	Term 1	Term 2	Term 3
N	Which stories are special and why?	Which places are special and why?	Where do we belong?
R	Which people are special and why?	Which times and special and why?	What is special about our world?
Y1	Who is a Christian and what do they believe?	What makes some places sacred?	What does it mean to belong to a faith community?
Y2	Who is a Muslim and what do they believe?	How and why do we celebrate special times?	How should we care for others and the world, and why does it matter?
Y3	What do different people believe about God?	Why do people pray?	What does it mean to be a Christian in Britain today?
Y4	Why is Jesus inspiring to some people?	Why do some people think that life is like a journey and what significant experiences mark this?	What does it mean to be a Hindu in Britain today?
Y5	Why do some people think God exists?	If God is everywhere, why go to a place of worship?	What does it mean to be a Muslim in Britain today?
Y6	What do religions say to us when life gets hard?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What matters most to Christians and Humanists?

- For each subject we have identified key concepts which form the spine of our curriculum allowing links to be made across themes and supporting the development of children’s long-term learning. The same concepts are explored in a wide breadth of topics across KS1 and KS2. By revisiting the same concepts over time and across themes children gradually build a deeper understanding of them.
- The key concepts for Science, History, Geography and RE are given in the table below. These form the spine of our curriculum as they are the structure upon which the detail of our curriculum knowledge is based and allow links to be exploited supporting long term learning.

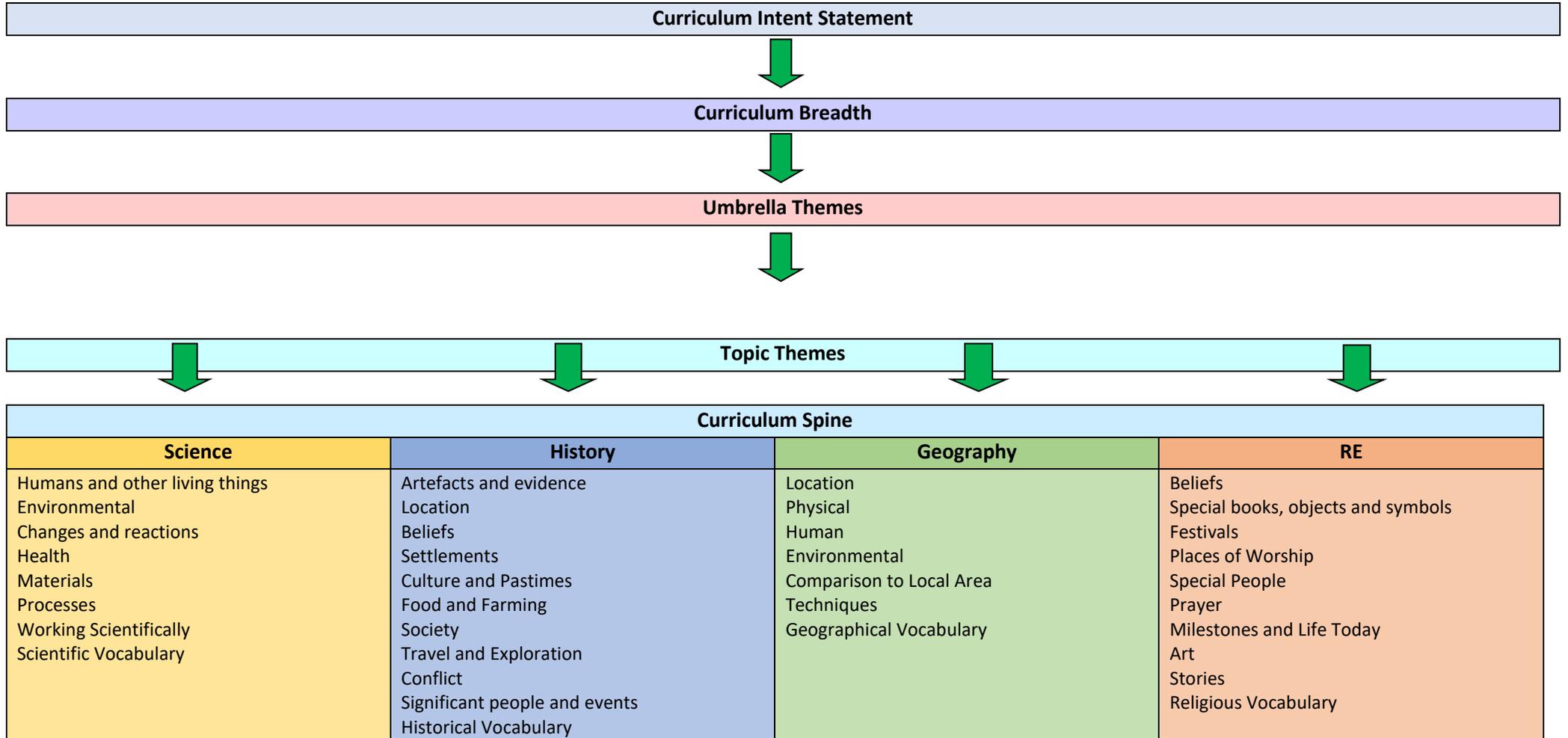
Science	History	Geography	RE
Humans & other living things Environmental Changes and reactions Health Materials Processes Working Scientifically Scientific Vocabulary	Artefacts & evidence Location Beliefs Settlements Culture and Pastimes Food and Farming Society Travel and Exploration Conflict Significant people & events Historical Vocabulary	Location Physical Human Environmental Comparison to Local Area Techniques Geographical Vocabulary	Beliefs Special books, objects and symbols Festivals Places of Worship Special People Prayer Milestones and Life Today Art Stories Religious Vocabulary

- In our Key Concept Maps we have identified the key learning that children will understand through studying each theme. We have planned this around our key concepts which form our curriculum spine. Each theme has a Key Concept Map which not only identifies this learning but also identifies cross-curricular learning in other subject areas such as Art, DT, Music, Computing, PE etc. which ties into the theme. An example of a Key Concept Map for Year 2 ‘What was it like to live in Mossley during the Victorian time?’ and for Year 5 ‘Why should the Rainforests be important to us all?’ are provided below.
- In our themes that are not led by Science, we have planned pieces of work to develop the skills of Working Scientifically to ensure that Science as a core area of the curriculum has regular coverage and retains a high priority in the curriculum even when not in a science driven theme.
- We also ensure though that we only make links to other curriculum areas where this is logical and where learning for both the curriculum subject and the theme is enhanced. We do not make links that would not ensure quality teaching and learning.
- For this reason, in some themes and in some curriculum areas, teaching and learning can be discrete. This is the case with some aspects of Music for example choral, recorder and brass lessons. This is also the case with some aspects of computing and PE. Other subjects are kept discrete for example the teaching of Spanish and PE when these are taught by subject specialists.
- The way in which our curriculum has been implemented is demonstrated by the diagram below.

<p>(H) Artefacts & Evidence: Collect evidence of Victorian Mossley, first hand, by going on a History walk around the local area.</p>	<p>(H) Location: Understand where Mossley is on the UK map and its proximity to Manchester. Understand the significance of the location of Mossley and why this was so important (during the Industrial Revolution).</p>	<p>(H) Beliefs: Explore the beliefs and Christmas traditions that started during the Victorian times e.g sending Christmas cards, putting up a Christmas tree, the first Christmas crackers, putting up stockings and having Christmas lunch.</p>
<p>(H) Settlements: Investigate why Mossley grew into the busy town it is today.</p>	<p>(H) Culture & Pastimes: Compare and contrast school life now and school during the Victorian times. Explore the toys available during the Victorian times and compare them with the toys of today.</p>	<p>(H) Society: Through stories look at the differences between classes in the Victorian times.</p>
<p>(H) Travel & Exploration: Understand the importance of the railway during the Victorian times.</p>	<p>(H) Significant people and events: Queen Victoria</p>	<p>Historical Vocabulary: Words and phrases such as : ‘Before I was born, when I was younger’, past, present, then, now, before, after. Chronological</p>
<p>(G) Techniques: Use aerial photographs and maps to recognise landmarks and basic human and physical features – devise a simple map of Mossley 100 years ago with symbols and a key. Use simple fieldwork and observational skills to study the geography of the surrounding environment.</p>	<p>Geographical Vocabulary: River Key Symbols Map Aerial photograph</p>	<p>Art and design: Study the composition of LS Lowry paintings. LS Lowry – paintings of mills</p>
<p>Working Scientifically: Identifying, classifying and grouping: Sorting toys - materials Research with secondary sources: Looking at pictures taken in different time periods. What can we find out about how people lived differently to us?</p>	<p>Computing: Using cameras and ICT to take and manipulate images. Editing these in Picasso</p>	<p>Music: Compose and perform a piece of music using untuned instruments using machines and factories as a stimulus.</p>
<p>English Units: Narrative – Setting – A Christmas Carol Non-Fiction – Instructions – how to build a snowman</p>	<p>Geography Understand where Mossley is on the UK map and its proximity to Manchester.</p>	

<p>(G) Location: Pupils can locate the world's countries and major cities, using maps and globes to focus on Europe and north and South America. Identify the significance and position of the latitude, longitude, equator, Northern and Southern hemispheres, The tropics of cancer and Capricorn, Arctic and Antarctic circle, the Prime/ Greenwich Meridian and time zones. Pupils can identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles. Tropical rainforests are located around the equator where the weather is hot and humid. Temperate rainforests are located further north and south where the weather is more temperate. The Amazon rainforest is located in South America.</p>	<p>(G) Physical: The rainforest is made up of layers. The forest floor and understorey are dark and damp. Plants that grow here do not get much sunlight. The canopy is a thick layer which covers the majority of the forest floor. The emergent layer are taller trees which stick up above the canopy. The River Amazon flows through the middle of the rainforest.</p>	<p>(G) Human: There are many tribes living in the rainforest. They speak different languages and often survive by hunting and gathering. To survive in the rainforest it is important to find water from a river or collected in puddles. Food can be found in the form of fruits in the trees or edible roots and berries. There are some animals which are dangerous to our survival living in the rainforest.</p>	<p>(G) Environmental: In many places, the rainforest is being chopped down for wood or for farming. This means animals and humans are losing their habitats. It can also lead to flooding and landslides as the soil is not protected by the roots of the trees. Rainforests provide oxygen for us to breathe. Many animals are found in the rainforest. Different animals like to live in the different layers. Some species of animal are only found in the rainforest. Loss of habitat is a threat to these animals.</p>
<p>(G) Techniques: Identifying continents and countries where rainforests are located on an atlas. Recognising the equator and the tropics of cancer and Capricorn.</p>	<p>Geographical Vocabulary: Canopy Emergent layer Understorey Deforestation Habitat</p>	<p>(G) Comparison to the local area: Pupils compare the Brazilian rainforest to Mossley. They compare physical features such as climate, rainfall and vegetation and human features such as infrastructure and houses.</p>	<p>Working Scientifically: Identifying, classifying and grouping: Revise mammals, amphibians, reptiles, birds and insects. Sort rainforest animals into these categories. Which animals are predators and prey? Construct food chains using the information. Pattern seeking: which animals live in which layers of the rainforest? Which types of animals are we most likely to find in each layer? Research with secondary sources: Use computers to research rainforest animals and why they live in the rainforest.</p>
<p>English Units: Narrative – Narrative diary – The Great Kapok Tree / The vanishing rainforest Non-Fiction – Non-chronological reports</p>	<p>Music: Creating the sounds of the rainforest using untuned instruments thinking about volume and dynamics.</p>	<p>Computing: Make an excel spreadsheet to compare weather data in the UK and the rainforest.</p>	<p>Art and design: Accurate realistic pencil drawings of animals based on the work of Rousseau</p>

Curriculum Implementation Diagram



- For each subject that leads Themes, we have produced a key concept coverage chart. This shows when key concepts are covered across year groups allowing teachers to plan to make links in learning and refer to previous learning to help support children to make links in their learning and thus support long term knowledge and skill development. Teachers can then quickly refer to the relevant year group and look at the more detailed key concept map to support them to make links during teaching and learning.
- We have also included where key concepts for one subject are being taught within a theme that is driven by another subject.
- These key concept coverage charts are provided on the following pages.

Science Key Concept Coverage Chart

	Humans & other living things	Environmental	Changes and reactions	Health	Materials	Processes	Working Scientifically	Scientific Vocabulary
1	Forest School Dark in Winter Meerkat	Forest School Dark in Winter	Forest School Dark in Winter		Little Pigs		Covered in all Themes	Covered in all Science Themes
2	Dinosaur Usain Bolt Grow Salad	Dinosaur Usain Bolt Grow Salad	Usain Bolt Grow Salad	Usain Bolt	Samuel Pepys			
3	Bear Necessities Feel Force Shadows	Bear Necessities Feel Force Shadows	Bear Necessities Feel Force Shadows	Bear Necessities Shadows	Feel Force Angry Earth Shadows	Bear Necessities Shadows		
4	Food we eat Music	Food we eat Electricity	Food we eat Electricity Build a City Music	Food we eat Electricity Music	Electricity Build a City Music	Food we eat Electricity Build a City Music		
5	Eggs	Visit the Moon Eggs	Visit the Moon Forensic Scientist Eggs	Eggs	Visit the Moon Forensic Scientist	Visit the Moon Forensic Scientist Eggs		
6	Body Light up Life Looked like this	Looked like this	Body Light up Life Looked like this	Body Light up Life	Light up Life	Body Light up Life		

History Key Concept Coverage Chart

	Artefacts & evidence	Location	Beliefs	Settlements	Culture & Pastimes	Food and Farming	Society	Travel and Exploration	Conflict	Significant people & events	Historical Vocabulary
1	Grandparents				Grandparents	Grandparents					Covered in all History Themes
2	Victorians Samuel Pepys	Victorians Samuel Pepys Seaside	Victorians	Victorians Samuel Pepys	Victorians Seaside		Victorians Samuel Pepys Seaside	Victorians Seaside		Victorians Samuel Pepys	
3	Stone Age Greece	Stone Age Greece	Stone Age Greece	Stone Age Greece	Stone Age Greece	Stone Age	Stone Age Greece	Stone Age	Stone Age Greece	Stone Age Greece	
4	Romans Anglo-Saxons	Romans Anglo-Saxons	Romans Anglo-Saxons	Romans Anglo-Saxons	Romans Anglo-Saxons	Romans	Romans Anglo-Saxons	Anglo-Saxons	Romans Anglo-Saxons	Romans Anglo-Saxons	
5	Visit the Moon Normans Egyptians	Visit the Moon Normans Egyptians	Egyptians	Normans Egyptians	Normans Egyptians	Egyptians	Normans Egyptians	Visit the Moon Egyptians	Normans	Visit the Moon Normans Egyptians	
6	Mayans Victorians	Mayans Victorians	Mayans Victorians	Mayans Victorians	Mayans Victorians	Mayans	Mayans Victorians	Victorians	Mayans	Mayans Victorians	

Geography Key Concept Coverage Chart

	Location	Physical	Human	Environmental	Comparison to Local Area	Techniques	Geographical Vocabulary
1	Meerkat Where do we live?	Meerkat	Meerkat Where do we live?	Meerkat Where do we live?	Meerkat	Meerkat Where do we live?	Covered in all Geography Themes
2	Dinosaur Seaside	Seaside	Seaside		Seaside	Victorians Seaside	
3	Angry Earth Greece	Angry Earth Greece	Angry Earth Greece	Angry Earth	Angry Earth Greece	Angry Earth	
4	Build a City	Build a City	Build a City	Build a City	Build a City	Build a City	
5	Rainforests	Rainforests	Rainforests	Rainforests	Rainforests	Rainforests	
6	Get me out of here!	Get me out of here!	Get me out of here!			Get me out of here!	

RE Key Concept Coverage Chart

	Beliefs	Special books, objects and symbols	Festivals	Places of Worship	Special People	Prayer	Milestones and Life Today	Art	Stories	Religious Vocabulary
1	Who is a Christian? Sacred Places Faith Community	Who is a Christian? Sacred Places Faith Community	Who is a Christian? Sacred Places	Who is a Christian? Sacred Places	Who is a Christian? Sacred Places	Who is a Christian?	Who is a Christian? Faith Community	Who is a Christian? Sacred Places	Who is a Christian?	Covered in all RE Themes
2	Who is a Muslim? Special Times Care for others	Who is a Muslim? Special Times	Who is a Muslim? Special Times	Who is a Muslim?	Who is a Muslim? Special Times Care for others	Who is a Muslim?	Who is a Muslim? Special Times Care for others	Who is a Muslim? Care for others	Who is a Muslim? Special Times Care for others	
3	Beliefs in God Why pray? Christian today	Why pray? Christian today		Why pray? Christian today	Beliefs in God Christian today	Why pray? Christian today	Beliefs in God Why pray?	Beliefs in God Christian today	Beliefs in God	
4	Jesus inspiring Life like a journey Hindu today	Jesus inspiring Life like a journey Hindu today	Jesus inspiring	Life like a journey Hindu today	Jesus inspiring Life like a journey Hindu today	Hindu today	Jesus inspiring Life like a journey	Jesus inspiring Hindu today	Jesus inspiring Life like a journey	
5	God exists God everywhere Muslim today	God exists God everywhere Muslim today	God exists God everywhere Muslim today	God exists God everywhere Muslim today	God exists God everywhere Muslim today	God exists God everywhere Muslim today	God exists God everywhere Muslim today	Muslim today	God exists Muslim today	
6	Life gets hard Arts or Charity Christian/Humanist	Life gets hard Arts or Charity Christian/Humanist	Life gets hard Christian/Humanist	Arts or Charity Christian/Humanist	Life gets hard Arts or Charity Christian/Humanist	Life gets hard Christian/Humanist	Life gets hard Arts or Charity Christian/Humanist	Life gets hard Arts or Charity	Life gets hard Arts or Charity Christian/Humanist	

- As well as the core curriculum, we believe that the co-curricular provision that is offered by the school supports children to develop their strengths and pursue their wider interests and contributes to how the school can further meet its curriculum intents. The link between the clubs on offer to children, events and competitions the school engages in and the school's curriculum intents is shown in the table below.

<p>Intent 1 Be numerate and literate, meeting or exceeding age-related expectations across the curriculum.</p>	<p>Book Club Debating Club MCSP Debates Higher Order Thinking Maths Times Table Rockstars club MCSP Maths Battle MCSP Spelling Bee Coding Club Science club MCSP Wonderful Book Share scheme Visits to local library Visits to museums and historical sites Visits from poets DEAR time Class Novels</p>
<p>Intent 2 Be confident and articulate communicators.</p>	<p>Debating Club Book Club MCSP Debates JASS Award Class Assemblies once a term Visits from poets</p>
<p>Intent 3 To be respectful, responsible, caring and considerate members of the local, national and global community.</p>	<p>Turtle Team Gardening Club MCSP events MCSP student council JASS Award Whit walks Singing at Methodist Church to the Elderly Luncheon Club Visits to St George's Church Mossley Heritage Society Forest School Visits from members of local and national community eg Police, Fire Service Visits to museums and historical sites Charity events eg, Children in need, Macmillan Coffee</p>
<p>Intent 4 To be resilient learners who have high aspirations and a desire to succeed.</p>	<p>MCSP Careers Fair JASS award Rainbow Learners behaviour rewards. MCSP Maths Battle MCSP Spelling Bee Tameside school games competitions MCSP Sports competitions Visits from poets</p>
<p>Intent 5 To encourage mental, physical and social development and equip them with the skills to manage their own wellbeing.</p>	<p>Multisports clubs Gardening Club Running Club Board Games Club Tameside school games competitions MCSP Sports competitions JASS Award Choir Mindfulness activities Forest School DEAR time</p>
<p>Intent 6 To be inquisitive and curious about the world around them.</p>	<p>Turtle Team Gardening Club JASS award Science Club Seasonal walks</p>

	<p>Mossley Heritage Society Visits to local church Visits to local library Forest School Visits to museums and historical sites Coding Club Class Novel</p>
<p>Intent 7 To be aware of the needs of others and be inclusive to all.</p>	<p>JASS Award Singing at Methodist Church to the Elderly Luncheon Club Use of Makaton</p>
<p>Intent 8 To be given rich and varied opportunities to develop across the arts.</p>	<p>Art Club Tameside Music Service lessons Recorder club JASS Award MCSP Christmas concert Brass concert Choir Visits from poets</p>