



Walkwood
Church of England  Middle School

Curriculum Rationale

Love to Learn; Learn to Live; Live to Love

Whole school

Intent	Implementation	Impact
<p data-bbox="98 282 779 319">What is the purpose of our curriculum?</p> <p data-bbox="98 323 331 360">Love to Learn</p> <ul data-bbox="136 368 779 1157" style="list-style-type: none"> • This aspect concerns the subject content, which is structured and delivered in an age-appropriate, engaging and differentiated way. • The content is both the subject matter and the subject-specific processes that are taught and explored. • Our curriculum is ambitious and enables <i>all</i> pupils to possess the skills they need to succeed as learners. Each section of our curriculum is strategically planned to ensure information is built upon carefully and robustly; our curriculum is broad and balanced. • Pupil work is appropriately differentiated so that all learners, regardless of ability and especially those with special educational needs and/or disabilities (SEND) and/or disadvantaged pupils, make optimum and swift progress. <p data-bbox="98 1198 318 1235">Learn to Live</p> <ul data-bbox="136 1243 779 1390" style="list-style-type: none"> • Here we have the learning skills – our ‘Superhero skills’. These six aspects are part of the Walkwood Way, and are delivered in each lesson. 	<p data-bbox="786 282 1458 319">How do we make sure that it is happening?</p> <ul data-bbox="824 323 1458 1193" style="list-style-type: none"> • The Learning Journal within each subject is a key document, with three functions: <ul data-bbox="862 400 1458 678" style="list-style-type: none"> • To define ‘end points’, relevant to each year group and key stage; • To clarify subject specific skills; • To act as a reference point for both teachers and pupils in order to enable both to demonstrate next steps in progress. • Using ‘The Walkwood Way’, the subject content for a lesson is taught within a context that makes use of the Superhero Skills as well as the Fruits of Faith. • This curriculum is published on the website. In addition, a Curriculum Calendar exists for each subject. • There is no specific lesson planning format that is required for all subjects. • Resources for the curriculum may be commercially available packages, or they could be materials that are prepared by colleagues and shared. 	<p data-bbox="1464 282 2136 319">How do we know that it is working?</p> <ul data-bbox="1503 323 2136 1246" style="list-style-type: none"> • Each year there is the opportunity for subject leaders, with appropriate teachers if there are any, to review the delivery of the curriculum on offer. A Department Action Plan follows the review and links to the school priorities. • Long and medium-term planning demonstrates adaption reflecting the results of audits, including Pupil Voice. • For English and Mathematics, the impact is determined in regard to KS2 outcomes as well as GL Assessment data. The latter form is being developed within Science. • Internal audits and moderation through the year inform a consideration of impact. • There is a two-year cycle of external inputs: one year has a Governor visit, while the other year involves an externally-lead review. • Impact can also be measured through key questioning skills built into lessons, child-led assessment, summative assessments and data analysis.



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- Teaching draws out the opportunity for applying these learning and thinking skills.
- Literacy and numeracy strands are part of this section too. Reading is prioritised across the school, ensuring that reading for pleasure is celebrated as a focus of our learners.

Live to Love

- Our ten school values – our Fruits of Faith – are an aspect of our school that is unique to us. These values are in action throughout our school, and are thus another part of the Walkwood Way.
- It is appropriate that opportunities to model these values, and to exercise them, are within lessons.
- We encourage pupils to step beyond familiar cultural boundaries and develop new ways of seeing the world.



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English

Intent	Implementation	Impact
<p data-bbox="98 282 633 316">What is the purpose of our curriculum?</p> <p data-bbox="98 325 331 359">Love to Learn</p> <ul data-bbox="136 368 763 957" style="list-style-type: none"> • We nurture well-read, shrewd, informed, enquiring and enthusiastic readers and writers, who are articulate speakers and assiduous listeners. Pupils explore reading material and other media accessible to them. • We ensure coverage of all aspects of the English National Curriculum alongside the above. • Our use of the Accelerated Reader program helps motivate readers to broaden their reading content and to strive to be the best reader (and thus writer) that they can be. <p data-bbox="98 1011 318 1045">Learn to Live</p> <ul data-bbox="136 1054 763 1340" style="list-style-type: none"> • Reading for pleasure is at the core of learning in English, and thus across all subject areas - Creative Thinker. • We ensure high quality texts provide the opportunity for learners to become purposeful, motivated and confident writers and orators - Effective Participator. 	<p data-bbox="786 282 1368 316">How do we make sure that it is happening?</p> <ul data-bbox="824 325 1451 1340" style="list-style-type: none"> • Carefully sequenced schemes of learning in English mean that coverage of skills is built upon systematically. • Use of Learning Journals in English enables pupils to have a solid understanding of their own progression: which skills they have already harnessed and which they are still to develop. • Pupils access a broad and balanced English curriculum, which ensures exposure to high quality texts from the very start of their time with us in Year 5. • Pupils are immersed in a language-rich environment within their English lessons which allows exploration of high-quality lexicon and thus implementation of such vocabulary in their own spoken word and written work. • Non-negotiable skills linked to high standards of spelling, punctuation and grammar underpin the expectations of our writers through the English curriculum. • The implementation and monitoring of the Accelerated Reader program enables reading to be a key priority within and across the school. 	<p data-bbox="1464 282 1957 316">How do we know that it is working?</p> <ul data-bbox="1503 325 2107 1252" style="list-style-type: none"> • Reviews and audits reveal the progress which pupils make and how this is achieved through strong, confident teaching. • Pupils leave our school as avid, confident readers who are interested in literature and read for pleasure, across various genres and topics. • Ultimately our pupils read like writers and write like readers - the two skills are intertwined and carefully modelled by highly skilled English teachers. • Pupils are able to analyse and consider a writer's techniques and to consider the cultural setting of a text. • Through spoken language, pupils assert themselves in a plethora of situations, both formal and informal - and communicate with ease. • Pupils have an extensive knowledge of vocabulary and can use it to express themselves readily and confidently.



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- Pupils discuss how characters interact with one another and how this may be honourable; pupils are able to present their work to one another and doing so courteously - [Team Worker](#).

Live to Love

- We passionately develop a love of literature within our pupils which they will take with them beyond their middle school education - [Honour](#).
- Drop Everything and Read is our cross-curricular drive for reading for pleasure, promoting literature and a love of reading across all subject areas - [Inquisitiveness](#).

- The implementation of Drop Everything and Read further compounds the school's focus upon reading for pleasure – both for pupils and for staff.



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Mathematics

Intent	Implementation	Impact
<p data-bbox="98 282 779 319">What is the purpose of our curriculum?</p> <p data-bbox="98 323 331 360">Love to Learn</p> <ul data-bbox="136 368 757 746" style="list-style-type: none"> • We ensure coverage of all aspects of the Mathematics National Curriculum • We intend to provide a curriculum which caters for the needs of all individuals, ensuring challenge and problem solving for all abilities. • We ensure that teaching and learning is varied and reflective to enable every pupil to succeed. <p data-bbox="98 799 318 836">Learn to Live</p> <ul data-bbox="136 844 757 1129" style="list-style-type: none"> • We are committed to ensuring that pupils recognise the importance of maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts- Creative Thinker. <p data-bbox="98 1182 304 1219">Live to Love</p> <ul data-bbox="136 1227 757 1385" style="list-style-type: none"> • We want all pupils to enjoy mathematics and to experience success in the subject, with the ability to reason mathematically- Achievement. 	<p data-bbox="786 282 1458 319">How do we make sure that it is happening?</p> <ul data-bbox="824 323 1444 1337" style="list-style-type: none"> • Carefully sequenced schemes of learning, which build upon prior learning, in maths mean that the coverage of skills is built upon, and that pupils progress carefully and systematically through the maths curriculum. • Use of Learning Journals and the Question Level Analysis sheets, enable pupils to have a solid understanding of their own progression: which skills they have already understood and which they are still to develop. • Teachers reinforce the expectation that all pupils can achieve high standards in Mathematics. • Well-differentiated independent work provides the means for pupils to develop their fluency skills, before ensuring that all pupils, no matter their ability, have the opportunity to apply their knowledge to problem solving and reasoning questions. • Assessment feeds directly into planning which enables teachers to swiftly adjust their own teaching, in order to enable all 	<p data-bbox="1464 282 2139 319">How do we know that it is working?</p> <ul data-bbox="1503 323 2123 1385" style="list-style-type: none"> • Reviews and audits reveal the progress which pupils make and how this is achieved through strong, confident teaching. • Pupil voice shows pupils are engaged in the subject, are challenged and feel proud of their achievements during their time with us. • Pupils leave Our school with a good understanding of the mathematical skills they have been taught. They can apply their fluency skills within problem solving and reasoning. • Internal and external assessments, alongside teacher assessments, demonstrate that pupils make good or better progress in mathematics whilst at Walkwood Church of England Middle School. • The result of our carefully scaffolded curriculum and its delivery by specialist teachers means our pupils develop a natural confidence and aptitude with numbers, which enables them to be resilient and valuable in the workplace.

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| <ul style="list-style-type: none">• We are committed to developing pupils's curiosity about the subject, as well as an appreciation of the beauty and power of mathematics- Inquisitiveness.• The teaching of fluency mathematical skills enables our pupils to be secure with the number that is found all around us and explicitly links to real-life- Achievement.• The mathematical skills pupils have developed can then be taken through as a foundation for the workplace- Aspiration. | <p>pupils to make optimal progress, regardless of ability.</p> <ul style="list-style-type: none">• We understand the importance of consistency and the sharing of good practice, making use of CPD sessions and pupil progress meetings, to ensure we are always delivering the best possible outcomes for our pupils• We take part in events such as The Primary Maths Challenge and the UKMT Junior and team competitions with our more able mathematicians, which provide ample opportunity for those pupils to apply and extend their own numerical skillset, as well as enabling them to enrich the thinking of their peers. | |
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SEND

Intent	Implementation	Impact
<p data-bbox="107 288 629 320">What is the purpose of our curriculum?</p> <p data-bbox="107 331 327 363">Love to Learn</p> <ul data-bbox="138 379 757 1353" style="list-style-type: none"> • We provide opportunities for our pupils to engage with a diverse and well-rounded curriculum. • We create a curriculum that sparks imagination, motivation and engagement. • We provide a positive and safe environment where pupils are to express own points of view, understand and respect other points of view. • We develop independent skills to implement in a range of contexts and environments. • We provide a curriculum that caters for the needs of all pupils, ensuring appropriate differentiation and challenge. • We deliver a curriculum that allows different needs and skills to be demonstrated through varying learning styles. • We offer opportunities for pupils to undertake activities taking on different skills and understanding, learning the importance of collaboration. 	<p data-bbox="795 288 1368 320">How do we make sure that it is happening?</p> <ul data-bbox="826 331 1444 1082" style="list-style-type: none"> • Through our provision of a holistic curriculum, incorporating academia, social communication and emotional well-being, we ensure understanding the needs and interests of the pupils. • We develop a range of activities and strategies to develop confidence and allow pupils to express themselves in a variety of ways. • We are sure to include differentiation of resources such as: visual, verbal and kinaesthetic resources. • Deployment of Teaching Assistants is strategically considered. • We provide interventions as necessary. • We incorporate assessments to supply meaningful data. • We frequently review our Schemes of Work and responses of pupils. 	<p data-bbox="1473 288 1957 320">How do we know that it is working?</p> <ul data-bbox="1505 331 2128 1050" style="list-style-type: none"> • Internal audits, external reviews and moderation reveal positive areas and development opportunities. • Staff surveys express confidence in the delivery of lessons for the inclusion of SEND pupils. Identification of areas of need are developed through training and resources. • Pupils demonstrate engagement and motivation within lessons. • Pupils make progress in the different areas of need. • Parental views of the inclusion and identification, support and development of pupils. • Inclusion of SEND pupils in extracurricular activities.

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Learn to Live

- We equip pupils with skills so they can develop lifelong learning and the ability to undertake tasks independent using problem solving skills they have enquired - [Self-Manager](#).
- We nurture social communication skills to have the confidence when sharing ideas and opinions - [Effective Participator](#).
- Pupil resilience is enhanced in the ability to reflect on own work and take on the opinions of others - [Reflective Learner](#).

Live to Love

- Pupils develop self-worth, self-esteem and inclusion - [Achievement](#), [Inclusiveness](#).
- We understand and appreciate differences and how to respectfully approach these - [Tolerance](#), [Friendliness](#).
- Our staff foster curiosity about subjects and develop areas of interest to further investigate - [Inquisitiveness](#).
- Nurture skills that can be taken further into their next stage of education and adult life – [Friendliness](#), [Forgiveness](#).



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Spiritual & Social Education

Intent	Implementation	Impact
<p data-bbox="98 284 779 320">What is the purpose of our curriculum?</p> <p data-bbox="98 327 779 363">Love to Learn</p> <ul data-bbox="136 370 779 710" style="list-style-type: none"> • Our pupils know and understand a range of religions and worldviews. • We aim to create a positive and safe learning environment for pupils to explore and express their ideas. • Pupils to see spiritual, personal, social and health education as a core subject which will equip them for their adult lives. <p data-bbox="98 758 779 794">Learn to Live</p> <ul data-bbox="136 801 779 1388" style="list-style-type: none"> • Our pupils gain and deploy the skills needed to engage seriously with people of differing religions and worldviews – Effective Participator. • Pupils engage with systematic enquiry into significant human questions to develop an understanding and skills needed to appreciate and appraise varied responses to these questions – Independent Enquirer. • We aim for pupils to be able to express ideas and insights about the nature, significance and impact of religions and worldviews- Reflective Learner. 	<p data-bbox="788 284 1458 320">How do we make sure that it is happening?</p> <ul data-bbox="824 327 1458 1348" style="list-style-type: none"> • We use the Worcestershire Agreed Syllabus to reflect the three key aims of RE. • Schemes of learning build upon skills and knowledge over the key stages, reflecting back on different religious views. • We use a range of activities to develop confidence and allow expression in a variety of ways. • Pupils engage in guided group discussion which prepares structure for later written work, supported by scaffolding enabling all levels of ability to achieve success. • Resources include key language, vocabulary mats and scripture to immerse pupils. • We regularly regular review the themes of the scheme and the responses of the pupils, resulting in changes to the delivery; ensuring the scheme matches the needs of the pupils at Walkwood • Key ‘life themes’ of mutual tolerance, moral character development, diversity, respectful attitudes, democracy, rule of 	<p data-bbox="1467 284 2141 320">How do we know that it is working?</p> <ul data-bbox="1503 327 2141 1300" style="list-style-type: none"> • We incorporate a range of assessments, in particular extended writing which shows success of scaffolding. • Long and medium-term planning, demonstrates adaption reflecting the results of audits, especially Pupil Voice. • Pupil Voice audits reveal the depth of understanding of the subject content, but also the application of it to the wider world. • A range of scripture is used to measure how confidently pupils can interpret and analyse. • Pupils use their knowledge of religions to apply these to how we live our lives today. • Pupils are able to show similarities and differences in belief as well as to explain why. • Impact can also be seen in pupils’ verbal responses, as they articulate their viewpoints respectfully as well as understanding why some people might have a different view.



Love to Learn; Learn to Live; Live to Love

- Pupils to develop the ability to formulate their own opinion and be able to express their views respectfully, taking account of the view of others – [Self-Manager](#).
- We want pupils to be equipped to consider their place in the world outside of education and prepare them for their future path of choice – [Self-Manager](#).

Live to Love

- We aspire to develop our pupils' sense of self-worth as individuals, so they can accept differences in opinions and maintain respect for others on a life-long basis – [Inclusiveness](#).
- We aim to embed our ten Fruits of Faith into pupils so they take and use these values with them in the outside world.
- Pupils to have a curiosity about the world they live in and the variety of people who surround them, enabling them to continually ask questions and seek answers - [Inquisitiveness](#).
- Our pupils to have a love, rather than a fear of difference, and to show kindness in their lives – [Friendliness](#), [Forgiveness](#).

law, liberty and culture are all advanced through learning objectives;

- Quiet reflection time is given to pupils within lessons so they can consider how what they are using in school can help them in the outside world.
- We use up to date and modern case studies as well as traditional texts and scripture to diversify the range of materials used.
- Pupils are immersed in Collective Worship, Deep Days and use of Fruits of Faith to build upon their theological understanding, to allow them to develop their own sense of love and care.
- We are flexible as teachers, which allows the pupils to guide the learning and to raise life questions which may trouble them at the present time and beyond school age.
- We respond to local and world events in our teaching, so pupils can make meaningful connections with the Fruits of Faith.

- Pupils show a good understanding of Relationship and Sex Education and health education.



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Humanities

Intent	Implementation	Impact
<p data-bbox="98 282 779 319">What is the purpose of our curriculum?</p> <p data-bbox="98 323 331 360">Love to Learn</p> <ul data-bbox="136 368 779 790" style="list-style-type: none"> • We foster pupils’ understanding of ‘belonging and being’ and how they connect to the past, live in the present and look to the future. • Our curriculum includes all objectives and aspects required within the National Curriculum. • We provide pupils with the skills and guidance to develop their own knowledge and ignite their passion for Humanities. <p data-bbox="98 842 318 879">Learn to Live</p> <ul data-bbox="136 887 779 1385" style="list-style-type: none"> • Humanities aims to enable pupils to develop their knowledge, understanding and skills by becoming independent thinkers and questioners, acquiring a solid basis for lifelong learning – Independent Enquirer. • We encourage curiosity, a passion to learn and a ‘go-for-it’ attitude towards learning by pushing pupils’ own boundaries – Self-Manager. • Pupils justify and develop opinions of the past but also use this knowledge within 	<p data-bbox="786 282 1458 319">How do we make sure that it is happening?</p> <ul data-bbox="824 323 1458 1300" style="list-style-type: none"> • Skills are frequently revisited; our lesson plans and resources help pupils build on prior knowledge alongside introducing new skills and challenge. • Key vocabulary word mats are used in scheme of work and built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that pupils are allowed opportunities to repeat and revise this knowledge. • We intend to inspire pupils and practitioners to develop a love of History and Geography and see how it has shaped the world they live in. • Cross curricular aspects are embedded within schemes of work with other subjects for example: English, Mathematics and Science to encourage a broad and balanced curriculum. • Embedded use of our Superhero Skills and Fruits of Faith within every lesson enable passion for learning and drive curiosity. 	<p data-bbox="1464 282 2139 319">How do we know that it is working?</p> <ul data-bbox="1503 323 2139 1125" style="list-style-type: none"> • Pupils are consistent with their use of historical technical vocabulary. • Pupils are able to distinguish between the different types of geography and the value of them. • We want to ensure that Humanities is loved by the practitioners teaching it and pupils, therefore encouraging them to continue building on this wealth of historical knowledge and understanding. • Impact can also be measured through key questioning skills built into lessons, child-led assessment, summative assessments and data analysis. • Ultimately pupils leave Walkwood Church of England Middle School as confident and resilient learners with a passion for learning about the past and the wider world around them.

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their own lives and recognise how the world around us is ever changing and that we use the past to learn from our mistakes – [Reflective Learner](#).

Live to Love

- Pupils develop a chronological understanding of the world we live in and understand the consequences of actions through past, present and future - [Thankfulness](#).
- Pupils demonstrate an appreciation of our local area and global community, understanding that they can make a difference in society - [Honour](#).



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Science

Intent	Implementation	Impact
<p data-bbox="98 280 779 319">What is the purpose of our curriculum?</p> <p data-bbox="98 323 331 362">Love to Learn</p> <ul data-bbox="136 373 752 963" style="list-style-type: none"> • We deliver an engaging and challenging curriculum so that pupils develop a scientific perspective of the world around them and can make informed decisions. • We aim to prepare our pupils effectively for the future to make them confident, responsible members of the school and wider community. • We ensure coverage of all aspects of the Science National Curriculum. • Through studying environmental issues, pupils will also develop their understanding of what it means to be a ‘global citizen’. <p data-bbox="98 1011 320 1050">Learn to Live</p> <ul data-bbox="136 1061 734 1388" style="list-style-type: none"> • We enable pupils to develop their knowledge, understanding and skills by becoming independent thinkers and questioners, acquiring a solid basis for lifelong learning - Independent Enquirer. • We encourage curiosity and a passion in our pupils for them to learn about the world around them – Self-Manager. 	<p data-bbox="786 280 1458 319">How do we make sure that it is happening?</p> <ul data-bbox="824 323 1440 963" style="list-style-type: none"> • Carefully sequenced schemes of learning mean that coverage of scientific skills and knowledge is built upon systematically. • Use of Learning Journals enables pupils to have a solid understanding of their own progression. • An essential component of working scientifically is doing things in a scientific way and understanding the use of ‘the scientific method.’ • Scientific literacy, communication skills and numeracy underpin the curriculum. • Pupils given career information, advice, and guidance with several opportunities to talk about different scientific roles. 	<p data-bbox="1464 280 2139 319">How do we know that it is working?</p> <ul data-bbox="1503 323 2119 836" style="list-style-type: none"> • Reviews and audits reveal the progress which pupils make and how this is achieved. • Internal and external assessments, alongside teacher assessments, demonstrate that most pupils make good or better progress. • Pupil voice shows pupils are engaged in the subject, are challenged, and feel proud of their achievements. • Pupils leave Our school with a good understanding of the scientific skills and knowledge they have been taught.



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- We ensure that all pupils gain an understanding of science to make them critical thinkers and to enable them to challenge, debate and understand – [Creative Thinker](#).

Live to Love

- We passionately develop a love of science within our pupils which they will take with them beyond their middle school education - [Honour](#).
- We demonstrate an appreciation of our local area and global community, and understand that pupils can make a difference in society - [Friendliness](#).
- We are committed to developing pupils's curiosity about the subject, as well as an appreciation of the beauty and wonder of the world around us - [Thankfulness](#), [Inquisitiveness](#).



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Physical Education

Intent	Implementation	Impact						
<p>What is the purpose of our curriculum?</p> <p>Love to Learn</p> <ul style="list-style-type: none"> The schemes of work cover all aspects of the National Curriculum meaning pupils will experience a broad range of topics. We encourage curiosity and engagement with a variety of different sporting and fitness activities. <p>Learn to Live</p> <ul style="list-style-type: none"> We provide pupils with a varied curriculum so they develop skills for lifelong learning and encourage lifelong participation in physical exercise, so they remain fit and healthy – Effective Participator We allow pupils to develop the skills necessary for varied team roles – Team Worker. We provide opportunities for pupils to evaluate and comment on performances of themselves and others in order to improve – Reflective Learner. <p>Live to Love</p> <ul style="list-style-type: none"> We promote a love of physical activity and learning, so pupils experience a sport they enjoy and may wish to continue further. 	<p>How do we make sure that it is happening?</p> <ul style="list-style-type: none"> Through the use of our Learning Journals pupils develop their ‘Head’, ‘Hands’ and ‘Heart’ skills. <table border="1" data-bbox="797 437 1471 916"> <thead> <tr> <th data-bbox="797 437 1059 496">Head <i>Love to Learn</i></th> <th data-bbox="1068 437 1274 496">Hands <i>Learn to Live</i></th> <th data-bbox="1283 437 1471 496">Heart <i>Live to Love</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="797 502 1059 916"> This area involves the ‘thinking’ element of PE and the passion for wanting to improve and learn more: <ul style="list-style-type: none"> Critical thinking Problem solving identification/ evaluation/analysis Decision making-tactics </td> <td data-bbox="1068 502 1274 916"> This area involves the skills developed, which can be transferable into different areas of pupil life – our Superhero skills: <ul style="list-style-type: none"> Leadership Roles Sport specific skill development Creativity </td> <td data-bbox="1283 502 1471 916"> Finally, this area is about modelling the ‘Walkwood Way’ and the values of the Fruits of faith- <ul style="list-style-type: none"> Character Mindset Expression </td> </tr> </tbody> </table> <ul style="list-style-type: none"> This provides pupils with a range of transferable skills, not just those specific to the sport itself, but that can be used in a variety of subjects and within the community – helping to develop the holistic child. Sequential planning enables progression within and across lessons, allowing pupils’ ‘Head’, ‘Hands’ and ‘Heart’ objectives evolve. Skills are reinforced and revisited to check pupil understanding and ensure the fundamentals are being built upon. 	Head <i>Love to Learn</i>	Hands <i>Learn to Live</i>	Heart <i>Live to Love</i>	This area involves the ‘ thinking ’ element of PE and the passion for wanting to improve and learn more: <ul style="list-style-type: none"> Critical thinking Problem solving identification/ evaluation/analysis Decision making-tactics 	This area involves the skills developed, which can be transferable into different areas of pupil life – our Superhero skills : <ul style="list-style-type: none"> Leadership Roles Sport specific skill development Creativity 	Finally, this area is about modelling the ‘Walkwood Way’ and the values of the Fruits of faith - <ul style="list-style-type: none"> Character Mindset Expression 	<p>How do we know that it is working?</p> <ul style="list-style-type: none"> Reflection of the Departmental Action Plan and its link to the school priorities. Pupils apply their knowledge, understanding, skills and values to a range of physical activities and adapt to different situations and challenging environments. Pupil Voice shows pupils are engaged in the subject, are challenged, and feel proud of their achievements.
Head <i>Love to Learn</i>	Hands <i>Learn to Live</i>	Heart <i>Live to Love</i>						
This area involves the ‘ thinking ’ element of PE and the passion for wanting to improve and learn more: <ul style="list-style-type: none"> Critical thinking Problem solving identification/ evaluation/analysis Decision making-tactics 	This area involves the skills developed, which can be transferable into different areas of pupil life – our Superhero skills : <ul style="list-style-type: none"> Leadership Roles Sport specific skill development Creativity 	Finally, this area is about modelling the ‘Walkwood Way’ and the values of the Fruits of faith - <ul style="list-style-type: none"> Character Mindset Expression 						



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- We offer opportunities for pupils to compete at district/county/national - Honour.



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Design Technology

Intent	Implementation	Impact
What is the purpose of our curriculum?	How do we make sure that it is happening?	How do we know that it is working?
<p>Love to Learn</p> <ul style="list-style-type: none"> • Design and Technology involves applying knowledge and skills when designing and making products. • The activities undertaken enable pupils to consider the needs of individuals and society. • Pupils in all year groups work in the areas of Resistant Materials and Food and use a range of materials and processes. <p>Learn to Live</p> <ul style="list-style-type: none"> • Pupils are provided with a varied Design Technology curriculum which enables pupils to develop skills for life. • The curriculum is designed to encourage pupils to solve problems Creative Thinker. • Pupils work independently and as part of a team - Self Manager, Team Worker. • The schemes of work give pupils opportunities to research - Independent Enquirer and evaluate - Reflective Learner. 	<ul style="list-style-type: none"> • Schemes of work provide the framework for learning and teaching in Design Technology. • Carefully sequenced schemes of learning mean that coverage of design skills and knowledge is built upon systematically. • One unit of work is planned and undertaken each term in rotation with Art and Design. • Schemes of work are sequential with a range of differentiated tasks to aid progression. • Use of Learning Journals enables pupils to plot their own progress, evaluate performance and set targets. • Non-negotiable skills linked to high standards of presentation, and attitude to learning. 	<ul style="list-style-type: none"> • Each year the delivery of the curriculum on offer is reviewed. A Department Action Plan follows the review and links to the school priorities. • Assessment information is collected and analysed termly. • Book scrutinies, lesson observations and learning walks throughout the year ensure consistency. • Information is gathered from Pupil Voice. • Internal audits and moderation through the year inform a consideration of impact.



Love to Learn; Learn to Live; Live to Love

Live to Love

- Pupils appreciate that there are alternative viewpoints to their own in offering design solutions so they respect diversity – **Tolerance, Thankfulness.**
- We want pupils to have ambitions and to grow up wanting to be to apply knowledge and skills to appropriately technological and design careers – **Aspiration.**



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Computing

Intent	Implementation	Impact
<p data-bbox="98 282 779 319">What is the purpose of our curriculum?</p> <p data-bbox="98 323 338 360">Love to Learn-</p> <ul data-bbox="152 371 741 722" style="list-style-type: none"> • The computing schemes of work cover aspects of the national curriculum; dividing this into three main areas – Digital Literacy, Information technology and Coding. • The areas of study for each year group are synchronised, with spirality of content which progresses through the four years. <p data-bbox="98 767 315 804">Learn to Live</p> <ul data-bbox="152 815 757 1283" style="list-style-type: none"> • Our intended outcomes for pupils are to embrace technology and to use technology effectively - <i>Effective Participator</i>. • Pupils engage with different programmes, software and applications and do so safely and appropriately – <i>Self Manager</i>. • We provide opportunities for pupils’ creativity and independence, where they can develop ideas systematically – <i>Creative Thinker, Self Manager</i> 	<p data-bbox="786 282 1458 319">How do we make sure that it is happening?</p> <ul data-bbox="840 323 1429 871" style="list-style-type: none"> • Sequential schemes of work within the curriculum calendar encompass a range of differentiated activities to build on skills and knowledge. • Pupils apply their computing knowledge across the curriculum. • Skills are reinforced and revisited to check pupil understanding and ensure the fundamentals are being built upon. • Learning Journals aid and facilitate pupil centred assessment, allowing pupils to understand where they are, where they are going and what they can do to achieve this. 	<p data-bbox="1464 282 2141 319">How do we know that it is working?</p> <ul data-bbox="1518 323 2123 911" style="list-style-type: none"> • Reflection of the Departmental Action Plan and its link to the school priorities. • We review in lessons how well pupils apply their knowledge, understanding, skills and values to a range of computing activities and adapting to different situations and challenging tasks. • We use internal audits and external reviews to evaluate the progression of pupils through their Learning Journals and reflection of what they need to do to progress. • We review the use of schemes of work and the consistency of delivery across the department.



Love to Learn; Learn to Live; Live to Love

Live to Love

- We develop a love of computing within our pupils which they will confidently take with them into a variety of educational and work-related settings - [Aspiration](#).
- We challenge our pupils to ask questions, explore their answers and develop their understanding of technology beyond the school environment – [Inquisitiveness](#).
- Pupils use computing safely and respectfully in order to demonstrate appreciation of the sensitivities of others and for themselves – [Honour](#).



Love to Learn; Learn to Live; Live to Love

Music

Intent	Implementation	Impact
<p data-bbox="107 336 629 368">What is the purpose of our curriculum?</p> <p data-bbox="107 379 327 411">Love to Learn</p> <ul data-bbox="138 424 741 772" style="list-style-type: none"> • We ensure coverage of all aspects of the National Curriculum for Music. • Pupils experience a variety of opportunities to develop the skills of performing, composing, listening, reviewing and evaluating. • We provide the opportunity to learn to play a musical instrument and develop an interest in the performing arts. <p data-bbox="107 823 315 855">Learn to Live</p> <ul data-bbox="138 868 757 1294" style="list-style-type: none"> • We encourage and develop skills for lifelong learning and creativity using a variety of different instruments - Creative Thinker. • We develop an appreciation, interest and understanding of the importance of music from around the world - Reflective Learner. • We encourage participation in musical activities both in school and in the wider community – Effective Participator. 	<p data-bbox="788 336 1368 368">How do we make sure that it is happening?</p> <ul data-bbox="819 379 1444 1007" style="list-style-type: none"> • We have sequenced schemes of learning in Music so that the coverage of musical skills and knowledge is built upon systematically. • Use of Learning Journals in Music gives pupils a solid sound understanding of their own progression. • Opportunities are provided for those pupils with musical ability and talent to flourish. • The practical nature of the subject allows all pupils to participate and achieve, whatever their ability. • We ensure there are opportunities for pupils to experience live performances from visiting practitioners and musicians. 	<p data-bbox="1469 336 1955 368">How do we know that it is working?</p> <ul data-bbox="1500 379 2112 963" style="list-style-type: none"> • Annual reflection of the departmental action plan and its link to the school priorities. • Reflection of the Departmental Action Plan and its link to the school priorities. • A two-yearly review cycle, alternating a Governor visit and an externally-lead subject review. • Information is gathered from Pupil Voice. • Pupils who receive instrumental tuition have success in graded music exams. • Many pupils demonstrate a passion for participation in school and public performances.



Love to Learn; Learn to Live; Live to Love

Live to Love

- We passionately develop a love of music within our pupils which they will take with them into the future - *Honour*.
- We provide opportunities for pupils to share their love of performing through concerts and musical productions - *Aspiration*.



Love to Learn; Learn to Live; Live to Love

French

Intent	Implementation	Impact
<p data-bbox="98 282 779 319">What is the purpose of our curriculum?</p> <p data-bbox="98 323 331 360">Love to Learn</p> <ul data-bbox="136 368 779 842" style="list-style-type: none"> • We intend to foster pupils' inquisitiveness and understanding of the wider world. • We intend for pupils to enjoy the opportunity to communicate in French and to use their creativity in order to acquire new vocabulary. • We ensure coverage of aspects of the National Curriculum for Modern Foreign Languages. • We believe that the learning of a foreign language provides a valuable, educational, social and cultural experience for pupils. <p data-bbox="98 884 318 920">Learn to Live</p> <ul data-bbox="136 928 779 1241" style="list-style-type: none"> • We intend pupils to understand and respond to spoken and written French – Reflective Learner. • We ensure interactive and relevant resources provide the opportunity for learners to be enthusiastic learners who enjoy learning with their peers - Effective Participant; Team Worker. <p data-bbox="98 1283 304 1319">Live to Love</p> <ul data-bbox="136 1327 779 1393" style="list-style-type: none"> • We develop an understanding of languages and culture which our pupils 	<p data-bbox="786 282 1458 319">How do we make sure that it is happening?</p> <ul data-bbox="824 323 1458 1265" style="list-style-type: none"> • Logically sequenced schemes of learning in French mean that coverage of skills is built upon systematically. Furthermore, pupils start their learning journey describing their immediate environment (family and friends) and end their journey learning about the wider world (Francophone countries). • Use of Learning Journals in French enables pupils to have a sound understanding of their own progression. • Pupils access a wide and varied French curriculum, which encourages pupils to speak coherently and confidently, with increasingly accurate pronunciation and articulation. • Pupils are exposed to authentic language through stories, songs, poems and film to stimulate ideas, develop creative expression and to expand their understanding of the world. • Pupils are challenged to write accurately and confidently, with attention to syntax and punctuation. 	<p data-bbox="1464 282 2139 319">How do we know that it is working?</p> <ul data-bbox="1503 323 2139 1114" style="list-style-type: none"> • Pupils leave Our school as open-minded and tolerant individuals, with a keenness to learn about other cultures. • Reviews and audits reveal the progress which pupils make and how this is achieved. • Pupils have a positive attitude to their French lessons, as shown through pupils voice and observations. • Pupils go on to learn a foreign language at GCSE level. • Pupils have an extensive knowledge of phrases and vocabulary and can use this knowledge to express themselves to a French person(s). • Pupils are curious about other cultures and languages and wish to explore these further. • Reflection of the Departmental Action Plan and its link to the school priorities.



Love to Learn; Learn to Live; Live to Love

will take with them throughout their lives as global citizens – [Honour and Tolerance](#).

- High quality languages education fosters pupils' curiosity and deepens their understanding of the world – [Inquisitiveness](#).
- We encourage pupils to step beyond familiar cultural boundaries and develop new ways of seeing the world - [Inclusiveness](#).



Love to Learn; Learn to Live; Live to Love

Art

Intent	Implementation	Impact
<p data-bbox="98 277 779 320">What is the purpose of our curriculum?</p> <p data-bbox="98 320 779 363">Love to Learn</p> <ul data-bbox="152 363 779 1002" style="list-style-type: none"> • We encourage pupils to express creative ideas in a visual form. • We ensure pupils gain a comprehensive range of skills which are sequentially built upon, to enable them to show their ideas practically, in a wide range of media, materials, processes and techniques. • Through the teaching of subject vocabulary and keywords, we allow pupils to become familiar with and apply 2D and 3D artistic forms. • We facilitate pupils’ design decisions and visual outcomes, referencing the work of artists and designers, both historical and contemporary. <p data-bbox="98 1038 779 1082">Learn to Live</p> <ul data-bbox="152 1082 779 1321" style="list-style-type: none"> • We demonstrate mathematical concepts such as weight, proportion, scale, balance and form – Self-Manager. • We develop visual communication skills and encourage self-expression, emotion and self-identity – Creative Thinker. 	<p data-bbox="779 277 1460 320">How do we make sure that it is happening?</p> <ul data-bbox="810 320 1460 1150" style="list-style-type: none"> • We ensure that schemes of work progressively develop artistic and design skills within project themes. • Learning journals are used to record pupil progress. • The art classroom environment encourages visual communication and aids the development for presentation techniques, range of practical 2D/3D skills. It allow experience of different media, materials, processes and techniques and the sizes, scales and shapes of artwork that they can be produced. • Non-negotiable skills are linked and presented in sketchbooks. • We ensure opportunities to join a range of art clubs over the academic year. This aims to develop specialist knowledge and understanding of processes and techniques and links to art specialist industries. 	<p data-bbox="1460 277 2141 320">How do we know that it is working?</p> <ul data-bbox="1514 320 2141 1310" style="list-style-type: none"> • We conduct reviews and audits internally and externally throughout the year. • The impact of what we teach can also be seen during standardisation and book scrutiny. • The Department Action Plan is regularly reviewed and evaluated. • Pupil progress is tracked and reflected upon during marking and assessment and Learning Journals. • Pupils have a confident understanding of different art specialisms ready for the high school options process. • Pupils’ development of skills, ability and use of artistic vocabulary is evident in sketchbooks, classroom and whole school displays. • Pupils have a stronger and better understanding of how to manipulate and work with a wide range of media, materials, process and techniques. • Use of artistic language is evident within class questions and answers and one to one discussion, and can be justified by pupils.



Love to Learn; Learn to Live; Live to Love

- We enable critical thinking and the ability to interpret the world around us is highly exercised.

Live to Love

- We cover a wide range of 2D and 3D skill set and applying these to a wide range of themes and topics - [Inclusiveness](#).
- We help pupils to step out of their comfort zone when experimenting and working with new materials and media - [Tolerance](#).
- We include reference to a wide range of contextual and cultural references and use of materials, media, processes and techniques - [Inquisitiveness](#).

