

Art and Design

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils; equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding the formal elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) and developing children's art and design skills are strong components within our curriculum and these units are covered every year. Our art curriculum also develops children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists.

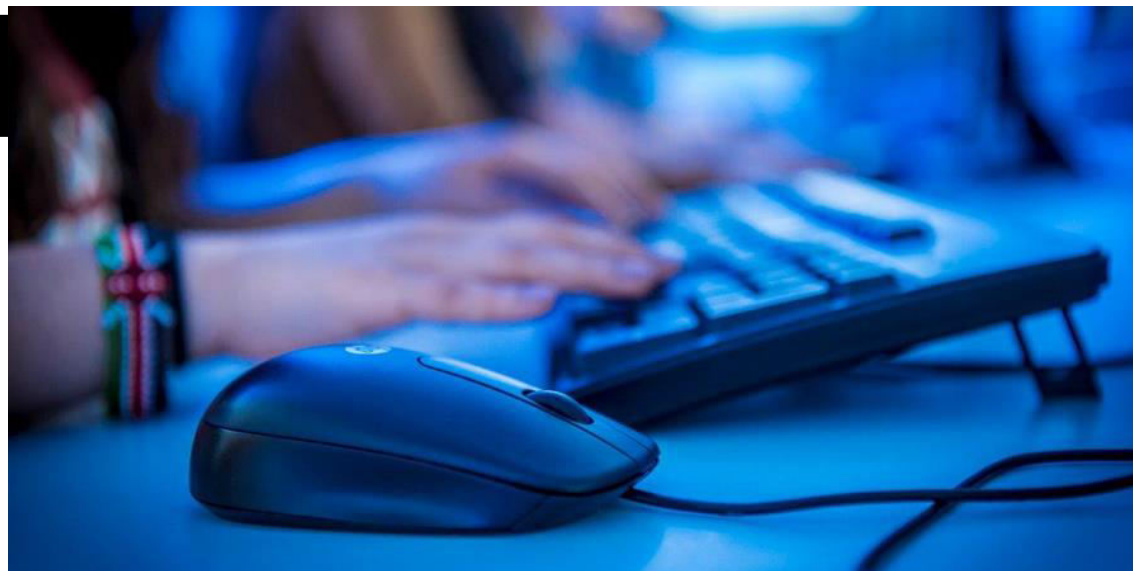


	Autumn	Spring	Summer
Year 1	Formal Elements of Art: Shape, Line, Colour	Art & Design Skills	Landscapes using Different Media
Year 2	Formal Elements of Art: Pattern, Texture, Tone	Art & Design Skills	Human Form Sculpture
Year 3	Formal Elements of Art: Pattern, Texture, Tone	Art & Design Skills	Pre-historic art Craft - Theme: materials
Year 4	Formal Elements of Art: Texture, Pattern	Art & Design Skills	Every Picture Tells a Story Sculpture
Year 5	Architecture	Art & Design Skills	Every Picture Tells a Story (Banksy) Design for Purpose
Year 6	Art & Design Skills	Make My Voice Heard (graffiti art)	Still Life Theme: Memory Box

Computing

Through our teaching of the computing curriculum, we intend to equip children to use computational thinking and creativity to understand and change the world. The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed.

By the time they leave Shield Row Primary, children will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully). The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond. Our aim is to make sure all of our children are digitally literate so that they are able to express themselves and develop their ideas through information and computer technology– at a level suitable for the future workplace and as active participants in a digital world.

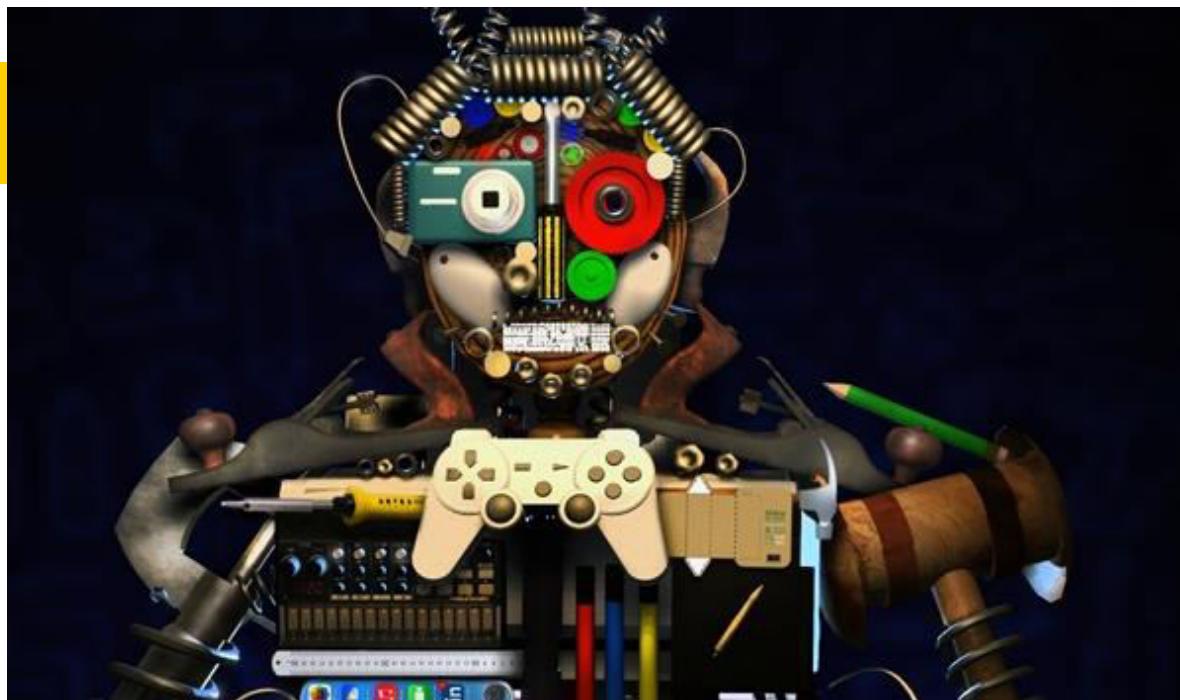


	Autumn	Spring	Summer
Year 1	Getting started Programming Beebots	Algorithms unplugged Digital imagery	Introduction to data Rocket to the moon
Year 2	Word processing Data Collection: International Space Station	Programming: Scratch Junior Online Safety	Stop Motion Animation Algorithms and debugging
Year 3	Networks and The Internet Emailing	Programming: Scratch Journey into a Computer	Digital Literacy Top Trumps Database
Year 4	Collaborative Learning How the Internet Works	Website design HTML	Investigating weather Computational thinking
Year 5	Online safety Micro bit (programming)	Search Engines Sonic Pi (composing music)	Mars Rover 1 (inputs and outputs/ binary numbers) Mars Rover 2 (CAD software)
Year 6	Bletchley Park (WW11 coding)	Bletchley Park (WW11 coding)	Big Data 1 (bar codes/ QR codes, chips) Big Data 2 (design smart school)

Design and Technology

Design and Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts.

At Shield Row Primary, we provide varied learning opportunities which aim to develop not only children's technical skill in Design Technology; but also to develop their wider knowledge of product design and their ability to apply vocabulary accurately. Our content is categorised into five areas: structures, mechanisms, electrical systems, cooking and nutrition and textiles.



	Autumn	Spring	Summer
Year 1	Food: Fruit & veg smoothie	Structures: Windmills	Textiles: Puppets
Year 2	Mechanisms: Moving Monsters	Structures: Chairs	Textiles: Pouches Food: A balanced diet
Year 3	Food: Eating Seasonally	Structures: Castles	Textiles: Cushions Mechanisms: Wheels & axles
Year 4	Mechanisms: Pneumatic Toys	Structures: Bridges	Electrical systems: Torches Food: Adapting a Recipe
Year 5	Textiles: Stuffed Toy	Electrical systems: Greetings cards	Food: What could be healthier? Structure: pavilions
Year 6	Mechanisms: Automata Toys	Electrical: Steady Hand Game	Textiles: Clothing Food: Come dine with me

Geography

Geography is a wide and varied subject. We aim to inspire in our pupils a curiosity and fascination for the planet and their place in it. The teaching of Geography at Shield Row Primary School will equip pupils with knowledge about places and people, resources in the environment and an understanding of the interaction between physical and human processes that have shaped our landscape and environments. Geographical knowledge, understanding and skills provide the framework to explain how the Earth's features are shaped, interconnected and change over time.

We want the children to enjoy learning about geography both inside and outside the classroom, including educational visits to develop fieldwork and to practice their geographical skills. We want our pupils to learn to collect and analyse data; use maps, atlases, globes, aerial photographs and digital mapping to name, identify and locate countries, continents and oceans; and be able to communicate their learning in a variety of ways.

Each unit of work will have a job role attached to it, *e.g. we are environmentalists*, and an end of unit task, which will provide a clear purpose for learning, an opportunity for consolidation of learning and will give children a window to the world of possible careers and jobs.



	Autumn	Spring	Summer
Year 1	What Do I Know About Where I Live?	Animals Around The World: Hot & Cold Places	
Year 2	Where in the World Do I Live?	Let's Explore Australia (UK comparison)	Environments
Year 3	Why is London our Capital City?	Where would you want to live: Kenya or England?	Mountains
Year 4	Village Settlers	Rivers and coasts North East focus	Extreme Earth
Year 5	Counties and cities of the UK	Rainforests	South America
Year 6	I'm a Y6, How Can I Get Out of Here? (Mapping Skills)	European counties and cities	North America: The Grand Canyon

History

Our intent is that the teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity, enable them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of history we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of society and relationships between different groups, as well as their own identity and the challenges of their time.

In Year 1 we begin by looking at changes within living memory related to our locality, through the study of education making links to Beamish and the railways linked to Tanfield Railway. In Year 2 the children look at events beyond living memory and significant events/ people. From Year 3 we develop children's knowledge and understanding as a chronological narrative in two strands: British history and World history.

Each unit of work will have a job role attached to it, *e.g. we are archaeologists*, and an end of unit task, which will provide a clear purpose for learning, an opportunity for consolidation of learning and will give children a window to the world of possible careers and jobs.



	Autumn	Spring	Summer
Year 1	School Days Past and Present	George Stephenson & The Railways 1814	
Year 2	History of Space Travel	The Monarchy	The Great Fire of London
Year 3	Pre-historic Britain 4500 BC – 800 BC	Romans 43 AD	Ancient Egypt 3000 BC
Year 4	Anglo Saxons & Scots 410 AD – 790 AD	Vikings Vs Scots 793 AD – 1066 AD	The Greeks 800BC
Year 5	The Norman Conquest 1066-1348	Local Study: mining 1800s (West Stanley Pit Disaster)	The Mayans 900 AD
Year 6	WW1 1914-1918 WW2 1939-1945	Britain since 1948	Crime & Punishment

Modern Foreign Languages

Shield Row Primary uses the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

We follow a clear programme of study, which ensures that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase. The four key language learning skills; **listening**, **speaking**, **reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

We aim for pupils to develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating.



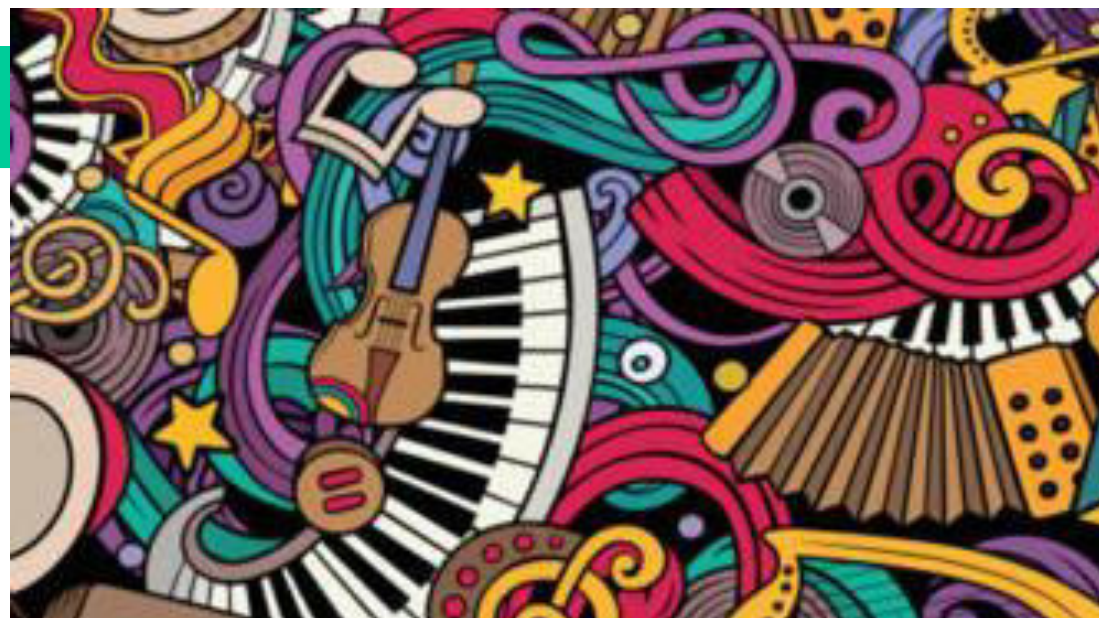
	Autumn	Spring	Summer
Year 3	Core Vocabulary and Phonetics I'm Learning Spanish	Animals Musical Instruments	Little Red Riding Hood Ancient Britain
Year 4	Presenting Myself Family	Habitats At the Café	The Classroom Goldilocks
Year 5	Do You Have a Pet? What is the Date?	The Weather Clothes	The Romans The Olympics
Year 6	Verbs and Grammar At School	The Weekend World War II	Healthy Lifestyles The Planets

Music

The teaching of Music enables personal expression and reflection. We aim for music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement and allowing them to develop their own appreciation of music.

Music is planned in-line with the statements laid out in the national curriculum. Children develop their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

We expose the children to many examples of music styles and genres from different times and places so they become critical listeners, responding to a wide range of genres and periods of music. Children explore and understand the 'building blocks' of music such as dynamics and musical notation and technical vocabulary such as volume, pitch, beat and rhythm.



	Autumn	Spring	Summer
Year 1	Hey You! Rhythm In The Way We Walk & Banana Rap	In The Groove Round and Round	Your Imagination Reflect, Rewind & Replay
Year 2	Hands Feet Heart Ho, Ho, Ho	I Wanna Play in a Band Zoo Time	Friendship Song Reflect, Rewind & Replay
Year 3	Ley Your Spirit Fly Glockenspiel 1	Three Little Birds The Dragon Song	Bringing Us Together Reflect, Rewind & Replay
Year 4	Mamma Mia Glockenspiel 2	Stop! Lean On Me	Blackbird Reflect, Rewind & Replay
Year 5	Livin on a Prayer Classroom Jazz 1	Make You Feel My Love Fresh Prince of Belair	Dancin' In The Street Reflect, Rewind & Replay
Year 6	I'll Be There Classroom Jazz 2	New Year Carol Happy	You've Got a Friend Reflect, Rewind & Replay

Physical Education

Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and promotes positive attitudes towards a healthy lifestyle.

Our intention is that our PE curriculum will inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. We aim to develop children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of areas. A varied curriculum is in place to support this, with activities including: dance, athletics, gymnastics, games, swimming and water safety and outdoor adventure activities.

We ensure children have the opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect.



	Autumn	Spring	Summer
Year 1	Gymnastics Dance	Gymnastics Multi skills	Athletics: Fielding/Striking Skills Invasion skills
Year 2	Gymnastics Dance	Gymnastics Multi skills	Athletics: Fielding/Striking Skills Invasion skills
Year 3	Football & Rugby Gymnastics	Hockey & Rounders Gymnastics & Dance	Athletics: Striking/fielding - Cricket & Net Tennis
Year 4	Football Rugby Gymnastics	Hockey & Rounders Gymnastics & Dance	Athletics: Striking/fielding - Cricket & Net Tennis
Year 5	Football & Rugby Gymnastics	Hockey & Rounders Gymnastics & Dance	Athletics: Striking/fielding - Cricket & Net Tennis
Year 6	Football & Rugby Gymnastics	Hockey & Rounders Gymnastics & Dance	Athletics: Striking/fielding - Cricket & Net Tennis

Personal, Social, Health & Citizenship Education

Today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. An integral part of our school mission is to develop well-rounded children. We aim to help our pupils establish a strong moral foundation so that they have a positive self-image and this is reflected in how they behave and interact with others.

Our curriculum aims to help children understand how they are developing personally and socially; tackle many of the moral, social and cultural issues that are part of growing up; and promote British Values. We timetable a weekly PSHCE session as it endorses positive behaviour, mental health, wellbeing, resilience and achievement.

Through Votes for Schools, we also discuss and debate both national and global issues, providing children with the opportunity to voice their opinions as well as listen to and respect the opinions of others. We ensure our children appreciate what it means to be a member of a diverse society and that they are equipped to be independent and responsible citizens who can contribute positively to their community.



	Autumn	Spring	Summer
Year 1	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 2	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 3	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 4	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 5	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 6	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing

Religious Education

RE helps to promote the spiritual, moral, cultural, mental and physical development of pupils, and prepares them for the opportunities, responsibilities and experiences of later life. At Shield Row Primary we follow the Durham Agreed Syllabus. We aim to develop pupils' knowledge and understanding of Christianity and other principal religions, traditions and world views.

We intend for the teaching of RE to offer pupils the opportunity for personal reflection and spiritual development. We encourage pupils to explore their own beliefs (whether they are religious or not) in the light of what they learn, examine issues of religious beliefs and faith, and consider their own responses to questions raised. Pupils will develop critical thinking and reasoning skills, listen to others, hear and analyse conflicting viewpoints and develop empathy and respect.

Through the RE curriculum we encourage respect for all, including those with differing faiths and beliefs, as pupils develop understanding and appreciation of our diverse society and world. RE helps to challenge prejudice, discrimination and racism.



	Autumn	Spring	Summer
Year 1	Our Wonderful World: Creation stories Why do Christians give gifts at Christmas?	What did Jesus teach us? Easter Beginnings	Special Books What do Muslims celebrate?
Year 2	Leaders & Teachers Christmas Celebrations	Special Places	Who was Buddah? Buddhist Festivals
Year 3	Special Foods What do we know about Jesus?	Jewish Celebrations	What do signs & symbols mean in religion? Christian Rites of Passage
Year 4	What is the bible & why is it important to Christians? Christmas journeys	Islamic Rites of Passage Why is Easter important to Christians?	Sikh Rites of Passage Sikh Worship & Community
Year 5	How & why do Hindus celebrate Divali? Hindus Home & Mandir	Where did the Christian Bible come from? Stories of Christianity	Why is Muhammad important to Muslims? Belonging & Identity
Year 6	Stories of Hinduism What is a Church?	What is the Qur'an & why is it important to Muslims? How do people express their faith through the arts?	Belief in our community What happens when we die?

Science

Our intent is to spark children's curiosity as scientists, developing a thirst for learning and finding out why things happen in the way that they do. The teaching of science at Shield Row Primary School, follows the objectives laid out in the National Curriculum.

We value science as a core subject and want our pupils to learn key scientific vocabulary and knowledge as well as the skills linked to scientific working. We want our pupils to develop the ability to think independently and raise scientific questions, developing an enthusiasm and enjoyment of scientific learning and discovery so that they have an excitement and passion to pursue science at secondary school and know what career options it could lead to.

Each unit of work will have a job role attached to it, *e.g. we are dieticians*, and an end of unit task, which will provide a clear purpose for learning, an opportunity for consolidation of learning and will give children a window to the world of possible careers and jobs.



	Autumn	Spring	Summer
Year 1	Everyday Materials	Animals Including Humans	My Body Identifying Plants
Year 2	Exploring Everyday Materials Famous Scientists	Growing Plants	Living in Habitats Growth and Survival
Year 3	Forces & Magnets Health & Movement	How Plants Grow	Rocks and Fossils Light & Shadow
Year 4	Changing Sound Circuits & Conductors	Living in Environments	States of Matter Eating & Digestion
Year 5	Properties of Materials Earth & Space	Forces & Motion	Life Cycles Changes & Reproduction
Year 6	Seeing Light Changing Circuits	Evolution & Inheritance	Classifying Organisms Healthy Bodies