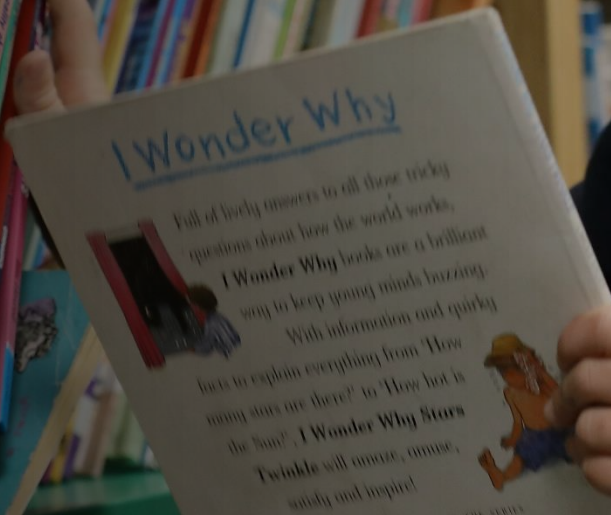
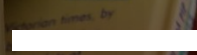


Our Curriculum

An
aspirational
community
nurturing
successful
learners.



**BAILDON GLEN
PRIMARY SCHOOL**

Our Curriculum

We define 'curriculum' as the totality of a child's experience at Baildon Glen Primary School, ensuring they are secondary school ready, equipped with the right knowledge and the right skills for the next stage of their educational journey. Our children are at the heart of our curriculum and is underpinned by our Six Ways to Grow:



At Baildon Glen, we are committed to delivering a curriculum that provides our children with knowledge and skills across all primary subjects, with the aim of ensuring pupils are ready for the next stage of their learning. We do this by ensuring that core learning is embedded throughout our curriculum, providing pupils with opportunities to practise and refine the skills they have been taught across a range of contexts.

Curriculum Intent

At Baildon Glen, we value the uniqueness of each individual child, recognising and nurturing their potential for learning. Our aim, through our tailor-made curriculum, is to enable each child to fully participate in current and future society as a responsible, self-confident citizen. We use our local community, and the surrounding areas to enhance and make learning purposeful.

We believe that our curriculum offers a balance between understanding and using knowledge as well as developing and applying skills, leading to better understanding and progression for the pupils. Our curriculum has been designed with the following principles: it is personalised around what our children need, maximising our locality; it is outward-facing, setting learning in local, national and global contexts wherever possible; it aims to celebrate diversity to emphasises unity and it is rooted in authenticity and context so that learning is relevant, purposeful and sequenced, because we want children to know certain things at certain points of their life.

Core Learning



Core learning is integral to the expectation of excellence that runs throughout our curriculum, ensuring that we demonstrate high standards to the children, and that they have high expectations of themselves. There is an emphasis on reading and writing throughout our curriculum, with maths being taught discretely, making cross-curricular links where appropriate. We ensure the effectiveness and demonstrate impact of our core learning through rigorous assessment in our cyclical benchmarking model. 'Hook' texts are used to engage children in their learning across the curriculum, giving all children access to high quality texts to promote a love of reading.

Life Skills



Children at Baildon Glen leave school with the skills to support them with lifelong learning to ensure they can access wider opportunities in their future lives. Our children will be challenged, in an environment where they feel safe, and where any mistakes are viewed as part of their learning journey to build a determination to succeed. Our children are taught how to work in teams, where each team member is valued and has a role to play in order to achieve a collective goal. This enables them to develop excellent communication skills and provides our children with opportunities to explain and discuss their ideas, allowing them to become reflective and considerate learners. This is achieved by providing a curriculum that motivates and inspires children, so that they have a thirst for learning, and an intrinsic desire to achieve their goals. Character development, independence, collaboration and building resilience are key elements that our curriculum offers and combining this with developing the whole child in a structured approach to teaching well-being and mental health, we believe we are preparing our children for the wider world

Our curriculum encompasses enrichment with the expectation that our children will work within, and be, active members of the community. This is embraced and encouraged by members of our governing body, local businesses and parents, who work with our staff to plan community projects and topical days. In doing this, we are creating future global citizens, who will be equipped for the challenges and opportunities of life, in a fast-changing and interdependent world.


Curriculum Design

As part of the curriculum design, we have considered:

- Developing sequential, progressive learning skills, where pupils know more and can do more, building on what they have been previously taught.
- The depth, breadth and curriculum content, so that children have a rich understanding of our world.
- Coverage of the National Curriculum as a minimum.
- Having a clear purpose for assessment, and the way in which that is used.
- Listening to pupil's voice so that this feeds into the curriculum and the children learn about things that they are passionate about.
- Local context of our school and its history, as well as forward facing to our future and enriching the lives of pupils and our community. Through this, we have identified four 'Curriculum Drivers' which further enhances and personalises the curriculum and address the needs of our school community, ensuring that our children develop the cultural capital and knowledge needed to become successful and active citizens of the future. These are:

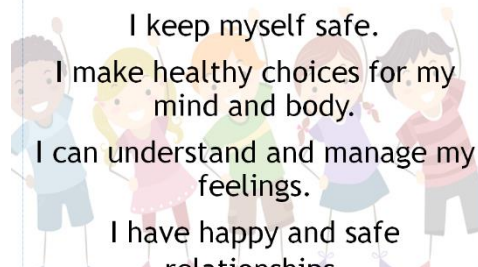
- Equality and Diversity
- Healthy Me!
- Possibilities
- Fresh Experiences

Equality and Diversity



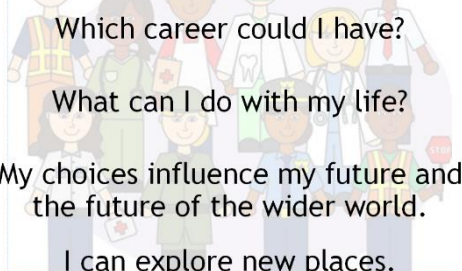
I embrace different cultures and religions.
I know that being different is good.
I understand that fairness considers everyone's views.
I know that everyone is equal and valued.

Healthy Me!



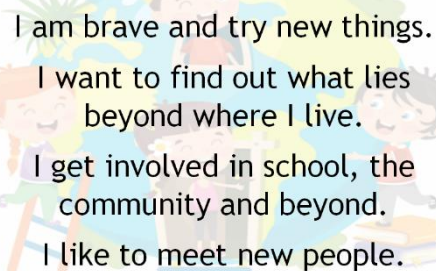
I keep myself safe.
I make healthy choices for my mind and body.
I can understand and manage my feelings.
I have happy and safe relationships.

Possibilities



Which career could I have?
What can I do with my life?
My choices influence my future and the future of the wider world.
I can explore new places.

Fresh Experiences



I am brave and try new things.
I want to find out what lies beyond where I live.
I get involved in school, the community and beyond.
I like to meet new people.

Sequence of Learning

Phase 1 - Starting with a 'Hook'!

Most topics will begin with a special trip, visitor or activity which aims inspire and enthuse the children about the area which they will be learning about that term.

Phase 2 – Learning, research and skill development

The main part of the topic is taken up with the children acquiring the geographical or historical skills and knowledge needed to understand the key themes within the topic. Wherever possible this will involve children reading the facts and stories for themselves, exploring the topic and acquiring the skills, before being taught directly by the teacher.

Phase 3 – Learning 'Outcome'

Towards the end of the topic, the children are provided with an opportunity to show that they have truly mastered the skills and knowledge covered by the topic and therefore the last sessions of every topic are focused around the children's outcome of learning. When they are finished, the topics conclude with a special 'sharing' of learning afternoon where the children have to present their project to visiting parents and answer any questions. This hosts a variety of opportunities such as performance, exhibition, hands on workshops and assemblies.

Enrichment



Curriculum Enrichment

Visitors, Visits and Residentials

At Baildon Glen, we provide a host of enrichment activities to enhance the learning of our pupils. We believe that children are motivated and eager to learn when their interest is captured, and enrichment activities often spark that desire to learn.

School trips are regular events, as are sporting fixtures and opportunities. Visits are always planned to support and further enhance learning. For example, children may visit the Zoo or wildlife park to compare different habitats and requirements. We also offer children the opportunity to go on a residential visit, during Year 6, to provide an extra opportunity to develop independence and be fully immersed in a new environment.

We also regularly enjoy visitors in school. These may be people working within the community, such as police officers, or visitors such as authors and actors. Children love to be outside and, where appropriate, we are providing opportunities for children to learn outdoors so that they can put their learning into context. In maths for example, measuring becomes real if measuring real life objects and distances. Where possible we make use of a wonderful local environment and forest school.



Topic Days and Themed Weeks

Each half term, at Baildon Glen, we enhance our curriculum further by having themed 'Topic Days' to immerse in an aspect or theme will further inspire our children. These will be linked to our Curriculum Drivers. See the supporting documents for current and up to date themes for this year.

Examples of previous days

Theme	Plan
Aspiration Week	Each class explored various career choices, enhanced by visits/visitors to give first-hand information. This built on PSHE topics and provided inspiration for personal growth.
Anti-Bullying Week	Children look at bullying from a variety of perspectives, including the roles different people can play in bullying including 'bystanders'. This led to discussions on the importance of kindness and respectfulness in our six ways to grow.
Mental Health Week	Building on the regular classwork using MyHappyMind, this week focused on how we can look after our mental health and also to support others who may need it.
People of Ethnic Minority Week	To build our cultural capital, each class studied a famous person of ethnic minority and empathised with the struggle these people may have faced.

The themes and focus of these days may change year on year, depending on the needs of the school and in response to any local or national events. We collate our Topic days into floor books that show all these additional enrichments.

Geography – Purpose of Study

Our intent is to develop learners who have:

- An appreciation of how the world is interconnected, and how diverse places, cultures, and environments provide endless possibilities for personal growth and career aspirations. Pupils will recognize how Geography can help them understand potential opportunities in fields such as sustainability, environmental science, and urban planning, inspiring them to explore future career possibilities.
- A broader world view, allowing them to see beyond their local community to understand global issues and experiences. They will develop curiosity about diverse places, peoples, and cultures, fostering a passion for discovering fresh experiences and developing a deeper awareness of the world beyond where they live.
- An inclusive approach to learning that embraces equality, diversity, and global citizenship, ensuring that pupils develop an understanding of different cultures and societies, while considering their role in a multicultural world. This supports our commitment to equality and diversity, and the development of empathy and respect for others.
- A developed base of geographical knowledge and vocabulary to further develop their oracy and cultural capital, empowering them to confidently engage in discussions about diverse places and global issues.
- Fluency in complex geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques so that they question the status quo, develop cognitive resilience, oracy, and cultural capital.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings so that they can deal effectively with conflicting opinions and articulate their opinions clearly and calmly.
- Significant levels of originality, imagination, or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques so that they demonstrate curiosity and understand the world around them and their responsibilities for it.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there so as to develop their aspirations and responsibilities.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment so that they further develop their cultural capital.

Aims:

The National Curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to: - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

History – Purpose of Study

Our intent is to develop learners who:

- Learn about and from the past, to interpret the present, so that they can change the future, understanding how historical events, figures, and movements have shaped the world we live in today and how they can play a role in creating a better future for themselves and others.
- Can consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence, derived from a range of sources, to guide their own views and respectfully challenge the validity of the source of evidence, fostering resilience and an understanding of how to approach difficult or conflicting perspectives respectfully and thoughtfully.
- Can think, reflect, debate, discuss, and evaluate the past, formulating and refining questions and lines of enquiry, developing children's resilience during conflict, and understanding the importance of healthy, respectful dialogue in shaping our future relationships.
- Have a passion for History and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways, fostering a sense of respect for diversity and recognizing how historical events have shaped diverse perspectives in the world around them.
- Have an excellent knowledge and understanding of people, events, and contexts from a range of historical periods thus developing their cultural capital.
- Understand historical concepts and processes, leading to a clear understanding of how this has impacted the modern world and the opportunities available to them, and helping them see the possibilities for creating a better world based on what they learn.
- Can think critically about history and communicate ideas confidently, in styles appropriate to a range of audiences, to give them the skills needed for future careers, while developing oracy skills that support a confident, collaborative approach to learning.
- Have respect for historical evidence and the ability to make robust and critical use of it, to support their explanations and judgments, allowing children to express their views confidently and understand the importance of making informed decisions for a healthier, more inclusive society.
- Have the desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics, to build children's resilience for the future, encouraging them to explore historical experiences beyond their local community, and inspiring them to seek out fresh experiences that broaden their understanding of the world and its diverse people.

Aims:

The National Curriculum for history aims to ensure that all pupils:

- Know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Art – Purpose of Study

Our intent is to develop learners who have:

- The skills to experiment, invent and create their own works of art, craft and design enabling them to understand their place in the world, embrace their responsibilities as global citizens, and explore the possibilities of careers and aspirations within the creative industries.
- The ability to think critically and develop a more rigorous understanding of art and design, fostering cognitive resilience and oracy skills, while also supporting healthy self-expression and emotional well-being.
- An excellent knowledge of how art and design reflect and shape our history, contributing to the culture, creativity and wealth of our nation and promoting an appreciation of diversity and equality in our shared heritage.
- The skills to produce creative work, exploring their ideas and recording their experiences, to inspire curiosity about the world and the people within it, while developing their aspirations and responsibilities as global citizens.
- The skills to become confident in drawing, painting, sculpture, and other art, craft and design techniques, enhancing their cultural capital and opening up possibilities for future opportunities and careers.
- The skills to evaluate and analyse creative works using the language of art, craft and design, which will further develop their oracy and their cultural awareness.
- An excellent knowledge of diverse artists, craft makers and designers, enabling them to understand the historical and cultural development of art forms, while promoting equality, diversity and a respect for fresh experiences and new perspectives.

Aims:

The National Curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Design Technology – Purpose of Study

Our intent is to develop learners who:

- Develop creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.
- Acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art so that they understand their place in the world, develop an understanding of what is possible and our responsibilities as global citizens.
- Learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens so that they understand their place in the world, develop an understanding of what is possible and our responsibilities as global citizens.
- Evaluate the past and present design and technology to further develop their oracy, cultural capital and the opportunities available to them.
- Develop a critical understanding of its impact on daily life and the wider world to further develop cultural capital.
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world through fresh experiences so that they understand their place in the world and develop an understanding of what is possible.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others to further develop their oracy, cultural capital and the opportunities available to them.
- Understand and apply the principles of nutrition and learn how to cook to prepare them for adulthood to maintain good health.
- Develop an understanding of how design technology might influence their future career path.

Aims:

The National Curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook

Music – Purpose of Study

Our intent is to develop learners who will:

- Listen, understand and respond to different genres of music.
- Have the foundations of the interrelated dimensions of music.
- Learn to sing or sing along with nursery rhymes and action songs, developing their listening and language skills.
- Improvise, leading to playing classroom instruments.
- Share and perform the learning that has taken place thus developing confidence.
- Sing and learn to play instruments within a song.
- Understand that music is created to be performed and perform this with confidence.
- Appreciate that music is created through a process which has a number of techniques.
- Describe music and the effectiveness of musical instruments.
- Understand that compositions need to be understood by others.
- Play notes on an instrument with care so they are clear.
- Have control of voice e.g. Singing in tune with accurate pitch.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Recognise notes on a musical stave and use standard musical notations.
- Sing or play from memory with confidence.
- Create songs with verses and a chorus.
- Appreciate the works of famous composers, developing their cultural capital.
- Foster cultural awareness, enhance creative expression, and promote social skills, thereby contributing to a well-rounded development and appreciation of the arts.
- Engage with music regularly to develop enhanced emotional well-being, improved self-expression, and stronger social connections, fostering a supportive and creative learning environment that promotes overall mental health and personal growth.
- Engage with different genres of music to develop a deeper understanding and appreciation of diverse cultures which will enhance their cultural capital.

Aims:

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

RE – Purpose of Study

Our intent is to develop learners who have:

- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity as they meet new people in their life journey.
- Knowledge and understanding of the major world religions and non-religious worldviews, through the following three disciplines:
- An understanding of key texts and traditions; beliefs, teachings and sources; practices and ways of life; forms of expression; identity and belonging.
- An understanding of how religion has influenced humanity's search for meaning and purpose.
- A desire to investigate and observe lived religious practices within local, national, and international contexts; and consider how they have shaped and continue to shape society, so they understand the world around them.
- The ability to question, evaluate and express themselves through debate and discussion - “disagree agreeably” in a safe and stimulating environment enabling them to deal with conflict in a calm and articulate their idea successfully
- A moral compass - recognising the difference between right and wrong and readily apply this enabling them to have an awareness of their role in society.
- An understanding of fairness and can see differing perspectives.
- The ability to reflect upon their own beliefs and cultural practices.
- Informed personal choices.
- Empathy with and an understanding of others.
- An understanding of diversity in Bradford and Britain.

Aims:

The study of religion should be based on the legal requirements and provide an appropriate balance between the six major World religions and, where appropriate other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

The breadth of study takes account of the four levels of community cohesion:

- the school community at Baildon Glen
- the community within which the school is located of Baildon, Bradford and Yorkshire.
- the UK community.
- the global community.

PE – Purpose of Study

Our intent is to develop learners who:

- acquire, develop and master their fundamental movement skills.
- further their knowledge and understanding of Physical Education concepts and principles and develop their overall competence in a range of activities
- to enjoy, and excel in, a broad range of physical activities.
- succeed at their level.
- enjoy their learning, providing them with knowledge and skills for a lifelong love and participation in physical activity and sport.
- cooperate and collaborate effectively as part of a team and compete appropriately against others, adhering to the principles of fairness, sportsmanship and respect.
- develop a strong understanding of general health, fitness and mental wellbeing.
- can be physically active for sustained periods of time.
- understand the importance of leading healthy, active lives and making informed and appropriate lifestyle choices.

Aims:

The National Curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

Computing – Purpose of Study

Our intent is to develop learners who:

- Understand and apply the fundamental principles and concepts of computer science (including abstraction, logic, algorithms and data representation) in order to be able to use technology to overcome tasks and challenges in their lives, being change ready and adaptable to the evolving world.
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems, developing the independent skills needed in many careers – as well as in day-to-day life.
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems with a view to being a resilient person, making rational decisions based on their experiences and skills, who can exist in the ever-changing face of the 21st Century.
- Develop essential computing knowledge that helps them refine skills which may later impact their career choices.
- Be responsible, competent, confident and creative users of information and communication technology.
- Know how to recognise risk online and keep themselves safe (commerce, conduct, content and contact).

Aims:

The National Curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology.

MFL – Purpose of Study

Our intent is to develop learners who have:

- A developing understanding that there are different languages across the world so that they understand their place in the world, develop an understanding of what is possible.
- Interest and thirst for learning other languages so that they understand the world around them, their responsibilities for it, their aspirations and the possibilities.
- Understanding of Spanish culture in enjoyable and stimulating ways to further develop their oracy and cultural capital.
- The skills of listening, speaking, reading and writing in Spanish
- Awareness of similarities and differences between cultures to further develop and build on cultural capital
- Understanding of what is necessary to be part of a multi-cultural society and openings to other cultures so that they understand their responsibilities for each other, the environment and the world around us.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.

Aims:

The national curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.