



The Diocese of Coventry
Multi Academy Trust

Curriculum Policy
St John's C of E Academy

Updated: November 2025

Review date: November 2027

Changes to policy November 2025

- Page 5 – Clarification of subjects covered in ‘topic’ units.
- Page 5 – Reception learning – amendment to how this is now captured following changes to EYFS expectations.
- Page 6 – Removal of information about portfolios.
- Page 7 – Removal of information about Nationals School-led Tutoring Programme.
- Appendices amended to reflect current practise in line with changes to EYFS.

Who We Are, Why We Are Here And How We Live- Our School Vision



In our school our Christian vision shapes all we do:

VISION

To be an excellent school, embedded in Christian values that develops children into confident, happy citizens and provides a platform to flourish in local, global and Christian communities, both today and in the future

MISSION STATEMENT

We will provide high quality teaching, learning and reflection from the teachings and values of Christianity to serve our community and beyond.

Matthew 5:16

“Let your light shine before others, that they may see your good deeds and glorify your father in heaven.”

PUPIL VISION

I will shine!

To fulfil our mission as a whole school community, we strive to live out the vision through our child-friendly motto of “I will shine!” intertwined with our school values of:

- Identity
- Drive
- Excellence
- Character
- Teamwork
- Stewardship

Introduction to our curriculum- The St. John's Approach

St. John's is a nurturing school with a bespoke, holistic and exciting curriculum that enables all children to shine. We believe that all our children have the right to a high- quality education with a broad and balanced knowledge-rich curriculum. We are committed to giving all of our children every opportunity to achieve the highest of standards (*see our Special Educational Needs policy which details how we will work together to ensure that the curriculum we provide will meet the needs of all pupils and enable their families to work with us to support learning and development.*) Each child is inspired, through our school values, to strive for excellence- academically and pastorally. As a Church of England school, Christian values remain at our core.

We follow the National Curriculum and Christian values remain at our core, inspired by our vision and motto 'I will shine!'- taken from Matthew 5:16 - Let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Our school community believes that our vision, motto and associated values make our school special and empower children to learn shine and grow into respectful global citizens.

Our values are therefore at the heart of our curriculum and lived out through all of the topics taught within the wider curriculum- from Reception's 'Twinkle, Twinkle, We Are Stars' to Year 6's final topic 'I will shine!' Our curriculum is designed to provide opportunities for challenge and through a range of enrichment opportunities, we develop and facilitate children as leaders as well as learners. Promoting healthy lifestyles is also important to us so physical and mental fitness is covered within topics throughout our curriculum, as well as environmental links and current issues.

The St. John's curriculum not only fosters positive partnerships with parents through interactive 'Come and Shares', we also have many parent volunteers who support enrichment and positive wellbeing opportunities.

Not only is the school community positively influenced by our curriculum, but our curriculum design and implementation makes a positive contribution to schools on a local and National level.

Curriculum Rationale

In the Spring of 2019, we reviewed our curriculum. In line with our vision and values, we sought the views of all stakeholders. This included questionnaires to all children, parents, staff and governors. Following the individual stakeholder analysis, we complete a more detailed analysis, pulling together shared views from across the St. John's community. The results of the questionnaire supported us with further developments to all areas of the curriculum (**see appendix 1 for shared outcomes from the stakeholder review**). We used all feedback to re-create and shape our curriculum vision.

Our Curriculum Vision and Aims

(See appendix 2 for vision shared with stakeholders)

At St John's Church of England Academy, we will excite, engage and inspire pupils with a relevant, inclusive and memorable curriculum that makes learning irresistible. We will ignite children's curiosity, instilling a passion for lifelong learning. At the heart of their learning, children at our school will develop an understanding the core values we've developed as a

community, the core values that we believe make our school special, the core values that will allow our children to shine and grow into respectful, global citizens.

Our core values are:

- Identity
- Drive
- Excellence
- Character
- Teamwork
- Stewardship

Alongside our core values, we will be relentless in our desire for all pupils to become independent self-regulating learners and we will provide regular 'WOW' moments for our children to have fun, encounter challenges and develop problem-solving strategies whilst planning, monitoring and evaluating their own learning. Children will leave St John's equipped with a range of strategies that will enable them to access future learning in a variety of ways - overcoming barriers to learning through resilience and perseverance and achieving great success. Children will know how to live a healthy lifestyle, both physically and mentally. Our 'Topic' curriculum will cover statutory objectives from the National Curriculum with the key knowledge, skills and understanding carefully mapped out and built upon over time. The 'topics' cover the Art, Design and Technology, History and Geography aspects of the national Curriculum. Children will be encouraged to re-visit prior learning and then delve even deeper, building on the skills and knowledge taught progressively each year. We are confident that this will lead all children at our school to flourish – both academically and personally, throughout our curriculum, within their school life and beyond.

How our curriculum is implemented

We offer a full, broad, balanced and ambitious curriculum at St John's. All subjects have been designed using the National Curriculum's end of key stage expectations and programmes of study, alongside statutory and non-statutory Early Years documents.

All subjects have a clear rationale and routeway, from Reception to Year 6, which the teachers follow to plan sequences of learning. Each routeway shows clear progression in knowledge, skills and vocabulary, within and across year groups (**see Appendix 3 - Subject routeway example**)

How often are lessons taught from Year 1 to Year 6?

- Reading, Writing and Maths is taught daily.
- Science, Computing, Music, RSHE and RE are taught discretely each week
- French is taught discretely in KS2.
- PE is taught for 2 hours each week.
- Geography, History, Art, Design and Technology are taught within topics - for approximately 30 hours for each subject each year. These taught lessons may be grouped together within a topic or taught weekly over a period of time. This dependent on the overall learning journey

How is learning captured?

Learning across the school is captured in a variety of ways.

In Reception, children have an individual Learning Journal, which records a sample of learning across the year and tracks progress. There are also class portfolios for wider curriculum subjects. As the year progresses, each child's begin a Writing book. Phonics booklets are completed in line with phonics expectations.

For the rest of the school, learning is kinaesthetic as well as outcomes recorded in books. Children have discrete books for English, Maths, Science, RE, Reading VIPERS, RHE as well as a topic book combining History, Geography, Art and DT learning.

How Knowledge, Skills and Vocabulary are embedded

Within teaching and learning, we use a range of strategies across the school to embed new, recent and longer acquired knowledge.

Our Topic Curriculum - A vehicle for teaching History, Geography, Art and DT

Following stakeholder views, we decided to create bespoke, relevant topics for all year groups within school. The topics are intended as a vehicle to engage and excite the children's learning within History, Geography, Art and DT, whilst enabling them to make links to between different subjects and recap prior learning.

Topics for each year group have been carefully considered to ensure the knowledge, vocabulary and skills learnt by children throughout the school are logical and progressive, with regular opportunities to re-visit prior knowledge and learning.

From Reception to Year 6, each topic focuses on at least 3 of the subjects identified. Most topics focus on all 4 subjects. Our school values, alongside the key curriculum drivers agreed by stakeholders 'Discover, Captivate, Excite, Challenge and Flourish' are the golden threads which stitch our curriculum seamlessly together. **(See Appendix 4 for the routeway through a topic and Appendix 6 for our Whole School topic overview)**

We recognise the importance of children learning about their local area, as well as areas nationally and globally- from Allesley Park to Coventry to the West Midlands and surrounding areas. There are lots of opportunities for children, as they journey through the school, to gain further knowledge of the area around our school and understand the impact of local historical events and people on our lives today.

Knowledge Organisers and Curriculum Maps

At the start of each term, 'Knowledge Organisers' and 'Curriculum Maps' are created by teachers and sent home with the children **(See Appendix 5 for an example of a Knowledge Organiser and Appendix 6 for an example of a Curriculum Map)**

These documents aim to do the following:

- Provide parents and children with an overview of the learning the children will be completing.
- Provide parents and children with the key knowledge the children will be unpicking.

These documents support with focused learning at home and help knowledge to be retained within the children's long-term memory.

Please see our website for further information around subject specific intent and implementation.

Curriculum Enrichment

Our school community values purposeful learning and fun 'WOW' moments, so we include a variety of enrichment opportunities within and beyond the school day.

Within the school day children have the opportunity to:

- Learn how to play a range of Musical instruments as part of Music lessons
- Receive extra paid music tuition from specialist tutors

- Attend purposeful school visits
- Visit the local church and other places of worship
- Learn with expert visitors

Where possible, children attend Sporting and Musical competitions.

After the school day, children have the opportunity to:

- Attend sporting fixtures
- Sign up to private music tuition
- Attend a range of after school clubs - led by internal staff, external providers or experts in the local community.

Our curriculum enrichment actively promotes child leadership. Children have regular opportunities to be a member of child-led teams.

These teams include opportunities for children to work with each other, lead on an area within school and support members of the wider community.

Previous tasks have included:

- Raising money for a variety of local, national and global charities
- Planning, leading and evaluating worship
- Sharing learning with contrasting schools
- Leading House Points and positive praise
- Engaging children with prayer writing

Children within our school have also been selected to be Young Ambassadors for the City of Coventry. This is a great opportunity for them to help lead community events within the local area.

Assessment across the curriculum

At St. John's, through our marking and feedback, teachers use on-going assessment for learning to identify strengths and next steps in knowledge and learning, resulting in rapid progress and increased attainment.

In addition to this, members of the Senior Leadership Team complete a range of monitoring and evaluation activities to assess children's attainment and progress across the wider curriculum. These include:

- Looking at books with the children
- Dropping into lessons
- Child-led discussions
- Rigorous data analysis termly
- Progress pit-stops half termly with teachers- looking at books and speaking with children

We also have a range of summative assessment tools across the curriculum. Please look at the subject information on our website for more information regarding this.

Appendix 1- Stakeholder Review

Our Current and Revised Curriculum – Stakeholder Views

Following a questionnaire about our current curriculum, here are the views of our stakeholders: Children, Parents, Staff and Governors

We think our current curriculum is:

- Enjoyable
- Fun
- Engaging
- Interesting
- Enjoyable
- Informative

Things we like about our current topics:

- Trips and Visitors
- Parents sharing learning
- Fun WOW moments
- Research
- Hooks to give purpose
- Learning Outside
- Learning Logs

We want our revised curriculum to be:

- Fun
- Exciting
- Creative
- Interesting
- Hands-on
- Linked to our school values
- Inspiring

We would like more:

- ★ History of the UK
- ★ Links to environmental concerns
- ★ Kings and Queens– Past and Present
- ★ Links to wellbeing and first aid
- ★ Pioneers and famous people
- ★ Links to our local area– achievements and issues
- ★ Singing, Drama and Art
- ★ Links to different cultures and diversity
- ★ Links to current affairs including basic politics and democracy

Appendix 2- Curriculum Vision

St. John's Church of England Academy

Our Curriculum Vision: The St John's Approach



Discover Captivate Excite Challenge Flourish

At St John's Church of England Academy, we will excite, engage and inspire pupils with a relevant, inclusive and memorable curriculum that makes learning irresistible. We will ignite children's curiosity, raising aspirations and instilling a passion for lifelong learning. At the heart of their learning, children at our school will develop an understanding of the core values we've developed as a community, the core values that we believe make our school special, the core values that will allow our children to shine and grow in to respectful, global citizens.

Our core values are:

- Identity
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Alongside our core values, we will be relentless in our desire for all pupils to become independent self-regulating learners and we will provide regular 'WOW' moments for our children to have fun, encounter challenges and develop problem-solving strategies whilst planning, monitoring and evaluating their own learning. Children will leave St John's equipped with a range of strategies that will enable them to access future learning in a variety of ways - overcoming barriers to learning through resilience and perseverance, and achieving great success. Children will know how to live a healthy lifestyle, both physically and mentally.

Our 'Topic' curriculum will cover statutory objectives from the National Curriculum with the key knowledge, skills and vocabulary carefully mapped out and built upon over time. Children will be encouraged to re-visit prior learning and then delve even deeper, building on the skills and knowledge taught progressively each year. We are confident that this will lead all children at our school to flourish—both academically and personally, throughout our curriculum, within their school life and beyond.

Appendix 3 - Subject Routeway Example- see our website for the full document

Cover Page:



Design Technology Knowledge, Skills and Vocabulary Routeway

National Curriculum Requirements

End of Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

- Design**
- design purposeful, functional, appealing products for themselves and other users based on design criteria
 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

- Make**
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

- Evaluate**
- explore and evaluate a range of existing products
 - evaluate their ideas and products against design criteria

- Technical knowledge:**
- build structures, exploring how they can be made stronger, stiffer and more stable
 - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

End of Key Stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, children should be taught to:

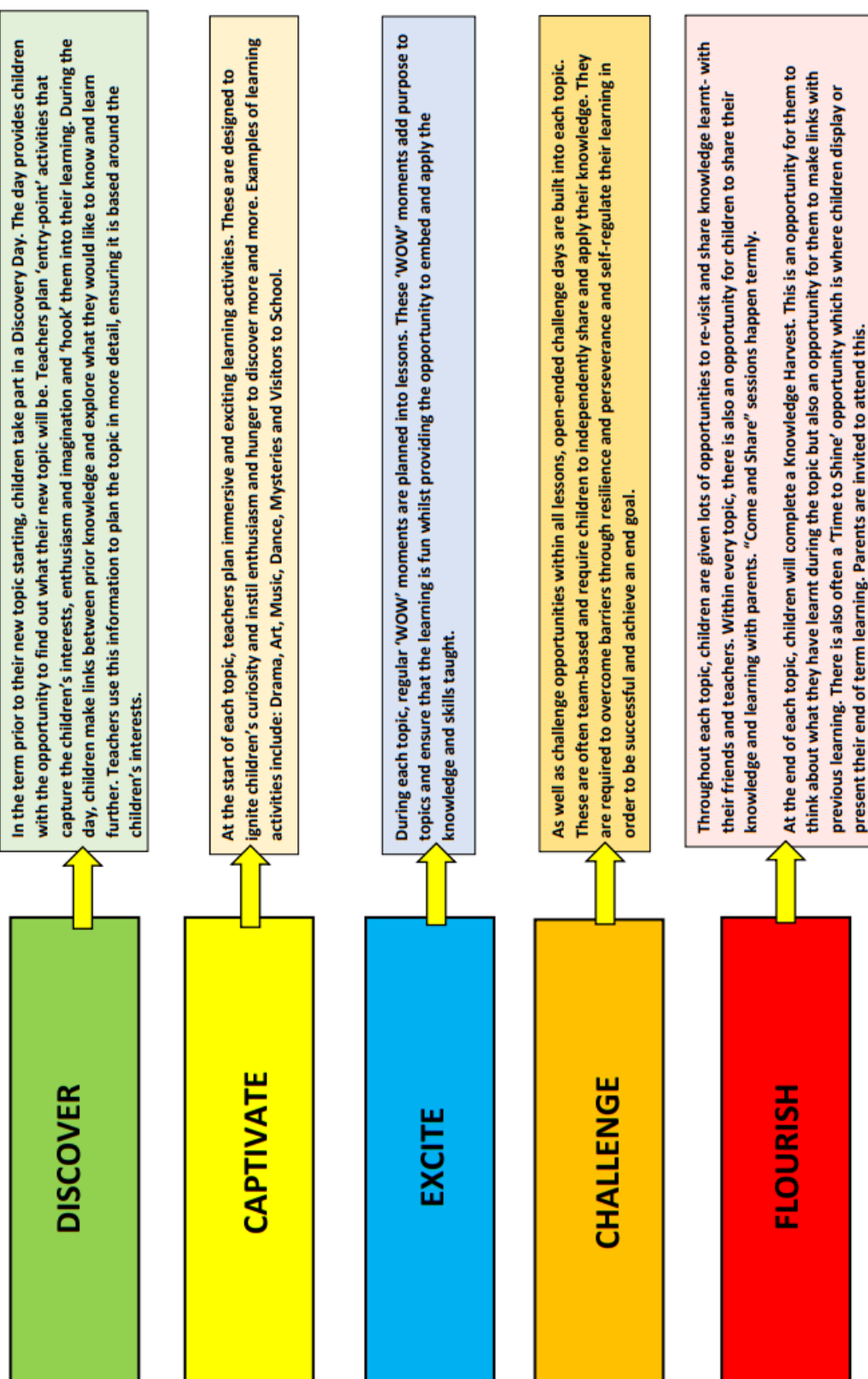
- Design**
- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Knowledge Skills and Progression within a year group:

| Year 3 | Set in Stone | Going Global | Egyptian Discovery |
|--------|--|--|---|
| | <p>Task: Using a basic bread recipe to design and bake a healthy bread with additional ingredients for research for the 'Good Food' magazine</p> <p>National Curriculum- Cooking and Nutrition</p> <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing bread (white, wholemeal seeded, pitta, bagel and fruit bread)- focusing on taste, appearance and ingredients. (knowledge of how fruit and vegetables can be added to recipes with a particular focus on bread. Knowledge that bread was created in the Stone Age but looked and tasted different to modern day bread. Knowledge that Paul Hollywood is a well-known chef in modern day who has designed and created many bread recipes) <p>Make</p> <ul style="list-style-type: none"> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques- a focus on baking 2 pieces of bread- 1 plain and 1 with added ingredients (Knowledge of how to combine ingredients to make bread. Knowledge of how bread was cooked in the stone age and how this is different to today and know that the dough needs to rise before being baked.) <p>Evaluate</p> <ul style="list-style-type: none"> begin to evaluate their ideas and products against their own design criteria- evaluate both breads created against the following criteria (taste, appearance and ingredients) Children also to evaluate their 'added' ingredient- Does it improve the bread? Why? How has it altered the taste and appearance? (knowledge of how their chosen added ingredient has altered the overall quality of the bread and the reasons why- knowledge of changes in taste and appearance) <p>Vocabulary</p> <p>Measure ingredients, recipe.</p> <p>Additional Skills</p> <ul style="list-style-type: none"> -Evaluate existing types of bread -Measure amounts of ingredients using grams and ml - Follow instructions and recipes | <p>Task: Experimenting with mechanisms to design, create and evaluate a simple pulley system for a rainforest tribe to use in the rainforest</p> <p>National Curriculum- Mechanisms (Pulleys and Gears)</p> <p>Evaluate Existing designs</p> <ul style="list-style-type: none"> investigate existing products- pulleys in the rainforest- photos (Knowledge that pulleys are a mechanism which allows heavy objects to be raised. Knowledge that in the rainforest, pulleys may be used to transfer objects across rivers or down from trees. Knowledge of how to combine materials to create a system that has moving parts, including pulley) Develop an understanding of how key people have helped shape the world in Design and Technology (knowledge that Archimedes of Syracuse was an inventor, engineer and Mathematician who invented the first compound pulley system. It is said he moved an entire warship laden with men using compound pulleys and his own strength) <p>Design/ technical knowledge</p> <ul style="list-style-type: none"> generate and develop ideas of how pulleys work through the use of a range of given objects (cotton reel, string, pencils/straws) Observe models of pulleys in the classroom and communicate their ideas through discussion, annotated sketches (children presented with a pulley request from a rainforest tribe) <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment (pulleys, string, rope.) understand and use mechanical systems in their products (pulleys) <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products- How effective is your pulley at lifting objects? How could it be more effective? (use of stronger rope and bigger space for carrying objects) Why would a pulley system be more effective for rainforest tribes than using human hands? (Knowledge that pulleys are effective in lifting and moving heavy | <p>Task: Designing and making a strong and stiff sarcophagus for an Egyptian Pharaoh and evaluating its effectiveness</p> <p>National Curriculum- Free-standing Structures</p> <p>Evaluate Existing designs</p> <ul style="list-style-type: none"> Investigate a range of existing products- using photos from museums (knowledge of Sarcophagus, how they were made and what they were made for) and with support, develop a design criteria, with a focus on strength and stiffness <p>Design/ technical knowledge</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose (Knowledge that wood creates a strong frame). generate through discussion, annotated sketches of their design (knowledge of how to sketch two 3D representations- one to demonstrate the structure of the frame and the triangles to strengthen each part so that it is fit for purpose, and the other to show how the design will be appealing from the outside) <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment (junior hacksaw, bench hook, rulers, glue) to perform practical tasks (making a frame) select from and use a wider range of materials (wood, cardboard) and reinforce more complex structures (knowledge that cardboard triangles can be used to strengthen structures) <p>Evaluate</p> <ul style="list-style-type: none"> Consider the views of others to improve their work- Children to begin to peer assess by considering the cutting, joining and strengthening of their partner's structure during the making process (set questions given!). Children then to make one improvement before continuing with their product. (Knowledge that ongoing evaluation and feedback is as important as a final evaluation as it helps us to make improvements) |

Appendix 4 - Routeway through a topic

The routeway through each topic



Appendix 7 - Knowledge Organiser

Year 4 – Spring Term

One Minute to Midnight

Knowledge Organiser

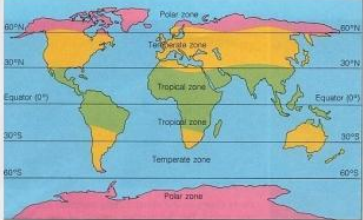


Geography Knowledge

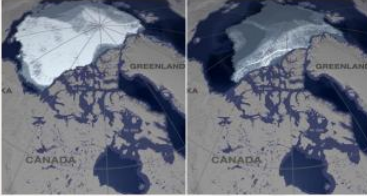
Climate Zones

A climate zone is an area that has its own distinct climate. They also have their own type of vegetation and wildlife. Some of these zones found around the world include:

- Temperate - Mild temperatures and moderate rainfall.
- Tropical - Warm temperatures and lots of rain.
- Polar - Very cold temperatures and precipitation falls as snow.




Melting of the Ice Caps
(knowledge that the ice caps are melting due to climate change)



The melting of the ice caps has many impacts on the world. With the ice melting, it causes sea levels to rise, and contributes to storms and changes in the weather. It also effects wildlife, as animals who live in the ice caps are losing their homes.

Deforestation

Deforestation is the clearing or cutting down of forests. It has an impact on climate change because having less trees means less carbon dioxide is being absorbed. Also, deforestation is causing wildlife to loose their habitats, and impacts upon the lives of humans who live in forests or rainforests.



Trees are cut down so their wood can be burned or used to make things. Large areas of trees are removed so that the land can be used to grow crops or to provide places where farm animals can graze.

Plastic Pollution

Plastics contribute to climate change in lots of different ways. Firstly, the manufacturing of plastics adds to the greenhouse gases which over time are warming up the planet. Secondly, plastics discarded on the beaches are making their way into the seas, harming the wildlife and their habitats. Lots of plastics also cannot be widely recycled, and are only able to be used once. There are lots of ways we can help to reduce the impact plastic has on climate change, such as:

- ⇒ Avoid using plastic where possible, such as using paper straws in drinks instead of plastic ones.
- ⇒ Try and use reusable plastic products, such as drinking bottles and carrier bags.
- ⇒ Ensure plastics are being recycled, and educate those around you on the impacts of plastic on our world.

Food Distribution and Carbon footprint

Climate change impacts on the availability of food worldwide and the mass production of food is impacting on climate change. All food makes a journey from where it is grown or produced to your plate. How far food has travelled is known as its food miles. The more food miles an item has to go to reach us from where it is produced, the greater impact it has on climate change and the bigger carbon footprint it has. The production and transportation of food creates greenhouse gases which is bad for the environment. We can help by eating foods made locally, and consuming less meat..

Vocabulary

| | |
|------------------|--|
| economy | How a country or place is doing in producing and making goods, and how much money it has. |
| climate change | A change in the Earth's climate, temperature or conditions over a long period of time. |
| distribution | The way something is spread out or arranged over an area. |
| resources | Any physical material that is part of Earth that people need and value |
| climate zone | An area that has its own distinct climate, vegetation and wildlife. |
| carbon footprint | The amount of carbon dioxide released into the Earth's atmosphere as a result of human activities. |
| carbon dioxide | A gas in the air which is absorbed by trees and plants. |
| ice caps | A covering of ice over a large area, especially on the polar region of a planet. |
| deforestation | The clearing or cutting down of forests. |

Art Knowledge

Abstract Art

Abstract art uses colours, shapes, forms and materials to show a subject, not as an accurate representation. Abstract art can be emotive— emotive art helps us to feel a certain way when viewing a piece of art. It has form, so it has colours, lines and shapes but they are not designed to represent living things or actual objects.



The famous abstract art or expressionism movement took place in the United States, specifically in New York City. After the Second World War, abstract art became a really dominant form of art across America.



Jackson Pollock

Jackson Pollock is an American expressionist artist who created Abstract Art based on how he was feeling. Pollock was born in America. He moved to New York and trained as a mural painter. Pollock is best known for the "drip" technique he used to create his major paintings. Rather than using a brush, he poured or dripped paint onto canvases.



Vocabulary

| | |
|-----------------|--|
| Jackson Pollock | An American expressionist artist who created Abstract Art. |
| expressionist | An art movement where the work aims to be emotive and show personal moods and ideas |
| abstract | Art that uses colours, shapes, forms and materials to show a subject, not as an accurate representation. |
| emotive | Work that makes us feel a certain way when we view it. |
| collage | a type of art work in which different kinds of materials are pasted onto a surface to make a picture |
| colour | The use of a range of shades and tones beyond black and white in an art piece. |
| form | An element of art that is three-dimensional |

Design Technology Knowledge

Lulu Guinness

Lulu Guinness is a British designer known for her iconic bags and strikingly glamorous designs. She has designed many reusable shopping bags, including a range with supermarket chain Sainsbury's. Her designs are known for being bold and unique.



Fabric shopping bags

Shopping bags can be made with a variety of materials and in a variety of shapes and sizes. Fabric shopping bags are better for the environment than plastic bags as they are able to be re-used, reducing the amount of single-use plastics. They are also strong, and can be washed easily.

Types of stitch

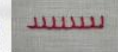
A variety of stitching techniques can join 2 pieces of material together. Each has its own decorative and practical uses.



running stitch



cross stitch



blanket stitch



applique

Vocabulary

| | |
|----------------|--|
| Lulu Guinness | A British accessories designer. |
| cross stitch | A stitch formed of two stitches crossing each other. |
| blanket stitch | A stitch used to reinforce the edge of thick materials. |
| running stitch | Small, even stitches which run back and forth through the cloth without overlapping |
| applique | Pieces of fabric sewn on to a larger piece to form a picture/pattern |
| needle | A piece of polished metal with a point at one end and a hole or eye for thread at the other, used in sewing |
| thread | A long, thin strand of cotton, or other fibres used in sewing. |
| fastening | A device that closes or secures something |
| Velcro | Material made of two pieces of cloth that stick together with a system of very small hooks, used as a fastening. |
| press studs | A set of two metal or plastic pieces that fit together as a fastening when pressed. |

Year 4 Spring Curriculum Map:

One Minute to Midnight

How is climate change affecting our world and what can I do to make a difference?

Identity
Drive
Excellence

Teamwork Character Stewardship

We recognise and value the importance of the our world. Children will develop their knowledge and understanding of climate change, and how it effects us and our environment. They will be investigating the impact of deforestation, global warming and plastic pollution, and considering how we can make a positive difference to help look after our world. Are you hungry to discover more?

As part of Geography, I will be learning about...

- The significance of climate change
- Polar, temperate and tropical climate zones—what are they? How are they different?
- Different areas of Climate Change and how humans can have a positive impact on these areas:
 - Ice caps melting
 - Plastic Pollution
 - Deforestation
 - Carbon Footprint
 - Food Distribution

Ice caps melting.

- What are they?
- How have they changed over time?
- What is the impact of the ice caps melting?

Plastic Pollution.

- How does making plastic impact climate change?
- What alternatives are there?
- How could we made different choices to have a positive effect on climate change?

Deforestation.

- What is it?
- How has the amount of deforestation changed over time?
- How does deforestation have an impact on climate change?
- What impact does deforestation have on different groups of people?

Carbon Footprint and Food Distribution.

- How does food production impact climate change?
- What is carbon footprint? How does this link with food production?

As part of Art, I will be learning about...

Abstract Art and Jackson Pollock

- Who he was
- His painting style—abstract art
- Some of the techniques used within his painting—colour, form, collage

I will be using collage techniques and mixed mediums to create a climate change piece inspired by Jackson Pollock

As part of Design and Technology, I will be learning about...

Reusable fabric shopping bags

- What they are? Why are they good for the environment?
- Lulu Guinness—who is she? What did she design?
- Different stitches used to make a bag, and how these are sewn.
- A range of fastening and decorative techniques.

I will be exploring a range of stitches and decorative techniques to make a reusable shopping bag inspired by Lulu Guinness. These will be sold to raise money for an environmental charity..

Discover, Captivate, Excite, Challenge and Flourish

Discover, Captivate and Excite: Discovery Day, debate around environmental change, raising money for environmental charity

Challenge Day: Exploring Abstract Art

Flourish: Come and Share: Design and Technology Experience: Experimenting with different stitches.

Flourish: Time to Shine: Sale of children's design technology bags in aid of an environmental charity.

