



CITY OF LONDON
PRIMARY ACADEMY
ISLINGTON

Curriculum Policy
Whole School and EYFS

Responsibility:	Kim Clapham Head Teacher
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Next Review Date:	September 2026

Introduction

Our curriculum is based upon the three Cs; it is challenging, connected and creative. As a minimum, our curriculum follows the National Curriculum, but is enhanced through an impressive range of enrichment opportunities provided as an integral part of the curriculum to promote personal development, to strengthen character and to build citizens for the future. The school is strongly committed to raising standards through creative approaches to teaching and learning; as such we fully exploit the rich arts and cultural resource of the City. As a City school, we believe access to the City's rich cultural capital and green open spaces is an entitlement for all of our pupils. Hand in hand with academic excellence, we aim to develop the whole child through our skills and enterprise strategy aimed at promoting fusion skills - highly regarded by employers as prerequisite skills for highly successful future careers.

Pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and 2 ready and secondary ready), and to enable them to be successful in the wider community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. Where relevant, we make meaningful connections across subjects, without losing subject discipline.

The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

This policy makes reference to The New National Curriculum 2014 and our PHSE scheme of work Jigsaw. It is linked to our Equality, Gifted and Talented, SEND, PHSE, British Values and Teaching and Learning policies.

Aims

- That all pupils are provided with creative and outstanding learning experiences that lead to consistently outstanding levels of pupil achievement.
- Progress and attainment are closely monitored through assessment for learning and where required, intervention groups, either in-class or withdrawn, are implemented to allow further consolidation for some, and for greater speed and breadth of delivery at the upper end of attainment.
- That all teachers and other professionals possess strong levels of knowledge in the subjects they teach.
- That all teachers and other professionals are "lifelong learners", committed to an ongoing development of their own knowledge and skills to optimise the pupils' learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- That all pupils from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.

Reception Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A balance of play and self-initiated learning alongside teacher led sessions provide a balanced approach to learning for our youngest children and makes up an important part of the daily timetable.

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Literacy is taught in a cross-curricular way, where appropriate, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

Phonics

In respect of teaching early phonics, reading and writing, we use the Read Write Inc. (RWI) programme. Reading is clearly prioritised to allow pupils to access the full curriculum offer; in EYFS & KS1 the emphasis is on learning to read, write and to communicate clearly and confidently. In KS2 the emphasis shifts to reading and writing to learn. We have a rigorous and sequential approach to the reading curriculum, this develops pupils' fluency, confidence and enjoyment in reading.

Handwriting is taught following the RWI ditties to help children form and orientate their letters correctly. Pupils have rich opportunities to apply these skills in English lessons and across the curriculum and delight in being able to express their ideas competently.

To ensure excellent progress we carefully monitor pupil progress in phonics and reading and where necessary, we implement a bespoke intervention programme to ensure pupils keep up. This is closely monitored by senior leaders and interventions are swiftly implemented. During Y2, pupils are introduced to the approach of Big Reading, where reading comprehension and response to text, are taught through whole class reading texts and decoding skills are embedded beyond decodable books. As children enter KS2 the focus shifts predominantly to the teaching of higher order skill of comprehension and pupils' response to text.

Literacy through literature

We place value on quality texts that both engage the imagination and support the development of literacy skills. In lessons, the children read and respond to a range of fiction and non-fiction books and use them as a stimulus and as model for their own writing. They take part in activities that involve reading, writing, role play, drama, discussion, debate, presentation, recitation. Teachers plan from the National Curriculum for English, 2014, with objectives for Reading, Writing, Grammar, Punctuation and Spelling. There is a strong emphasis on contextualised grammar skills. Pupils analyse the grammatical features the author has used and evaluate the impact and effect on the reader. Pupils use similar grammatical structures in their own writing as they craft their sentences. There are further planned opportunities within each literacy unit to secure spelling and grammar skills through collaborative games which motivate and engage children.

Talk for Writing

Talk for writing is one of our key approaches to ensure high-quality provision, high attainment and excellent progress in writing. It is a powerful method developed by author and expert Head Teacher - Pie Corbet. It works because it is based on the principles of how young children learn. It enables children to orally imitate the key language structures that they will need for story writing and other styles of writing too. If you can't say it, you can't write it. Through fun activities, children will have the opportunity to rehearse the tune of the language they will need for story writing (and other text types or genres). This enables children to learn the story by heart, with actions and passion, much like we do with songs. Children master oral composition of their story so that they can say it confidently and fluently using rich story language. The teacher, as the expert in the role as an author, shows pupils how to craft their writing so that children are helped to write in the same style. This process happens live so that children see the writer's craft. This we call shared writing.

Stage 1: Imitation Once the teacher has established a creative context and an engaging start, a typical Talk-for- Writing unit would begin with some engaging activities warming up

the tune of the text, as well as the topic focused on, to help children internalise the pattern of the language required. This is often followed by talking an exemplar text, supported visually by a text map and physical movements to help the children recall the story or non-fiction piece. In this way, the children hear the text, say it for themselves and enjoy it before seeing it written down. Once they have internalised the language of the text, they can read the text and start to think about the key ingredients that help to make it work. This stage could include a range of reading as-a-reader and as-a-writer activities. Understanding the structure of the text is easy if you use the boxing-up technique and then help the children to analyse the features that have helped to make the text work. In this way, the class starts to co-construct a toolkit for this type of text so that they can talk about the ingredients themselves – a key stage in internalising the toolkit in their heads.

Stage 2: Innovation Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. This could begin with more advanced activities to warm up the key words and phrases of the type of text focused on so the children can magpie ideas. Younger children and less confident writers alter their text maps and orally rehearse what they want to say, creating their own version. The key activity in this stage is shared writing, helping the children to write their own by “doing one together” first. This could begin with using a boxed-up grid (innovating on the exemplar plan) to show how to plan the text and then turning the plan into writing. This allows the children to see how you can innovate on the exemplar text and select words and phrases that work. Demonstrating how to regularly read your work aloud to see if it works is important here. This process enables the children to write their own versions through developing their ability to generate good words and phrases and, hopefully, develops the inner judge when they start to decide why one word or phrase is best. If, during this process a teaching assistant (or in KS2 an able child) flip-charts up words and phrases suggested, these can be put on the washing line alongside the shared writing so when the children come to write they have models and words and phrases to support them. Throughout the shared writing, the children should be strengthening the toolkit so they start to understand the type of ingredients that may help. Once they have finished their own paragraph/s children should be encouraged to swap their work with a response partner. Then with the aid of a visualiser, the whole class can also discuss some of the more successful work. Time now needs to be found to enable the children to give their own work a polish in the light of these discussions and perhaps to begin the dialogue about what works by writing their own comment on their work for the teacher to comment on. We work in groups to innovate on the original story. We can change the characters, the events or add a different ending and use our own ambitious words and phrases to interest and engage the reader. Creative approaches using props, drama, role play and dressing up make the sessions fun.

Stage 3: Independence and Application The teacher now has the opportunity to assess the children’s work and to adapt their planning in the light of what the children can do. This stage could begin with some activities focused on helping the children understand aspects that they were having difficulty with and should include time for the children to have a go at altering their work in the light of what they have just learnt so that they start to make progress. This stage will continue to focus on the next steps needed to support progress so the children can become independent speakers and writers of this type of text. Perhaps some more examples of the text are compared followed by more shared writing on a related topic and then the children can have a go themselves on a related topic of their own choosing. Typically, teachers work with the children to set ‘tickable targets’ which focus on aspects that they need to attend to. Again, this section will end with response partner and whole class discussion about what features worked, followed by an opportunity to polish your work. This process also helps the children internalise the toolkit for such writing so that it becomes a practical flexible toolkit in the head rather than a list to be looked at and blindly followed. At the end of the unit, the children’s work should be published or displayed. The teacher will now have a good picture of what features to focus on in the next unit to move the

children forward. It is important to provide children with a purpose for their writing so classroom display or some sort of publishing is useful.

A Mastery Curriculum for English: with a focus on writing across the curriculum

We recognise how important it is for children to use their knowledge and skills in a relevant context in order to bring their learning to life. English skills are applied across the curriculum, with opportunities to read and write in Topic work, Art and Science. The curriculum is carefully synchronised to enable pupils to use and apply the skills taught in English across other subjects. Practice makes perfect therefore our curriculum is carefully planned to enable pupils to embed and master literacy skills at a deeper level, within a range of new contexts, before moving on. Writing across the curriculum and learning beyond the classroom

Good writers need something to write about, a stimulus and real context that sparks their imagination. The curriculum and high-quality texts provide good models for writing, as does first-hand experience. We plan regular opportunities for writing across the curriculum, for example linking learning in history with narrative writing. As part of the planning process for writing, we encourage learning beyond the classroom to inspire ideas for writing as children cannot create out of nothing. For example, in preparing to write an historical narrative, teachers will plan trips, e.g. to the London Museum or Tower of London to develop essential writer's knowledge enabling pupils to include accurate historical detail to create an authentic setting, use of appropriate archaic language or old fashioned words that have fallen out of usage and models of sentence grammar no longer commonly used. We work in groups to innovate on the original story. We can change the characters, the events or add a different ending and use our own ambitious words and phrases to interest and engage the reader. Creative approaches using props, drama, role play and dressing up make the sessions fun. We recognise how important it is for children to use their knowledge and skills in a relevant context in order to bring their learning to life.

English skills are applied across the curriculum, with opportunities to read and write in Humanities work, Art and Science. The curriculum is carefully synchronised to enable pupils to use and apply the skills taught in English across other subjects. Practice makes perfect therefore our curriculum is carefully planned to enable pupils to embed and master literacy skills at a deeper level, within a range of new contexts, before moving on. Writing across the curriculum and learning beyond the classroom Good writers need something to write about, a stimulus and real context that sparks their imagination.

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National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

Our teachers ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson there is a short and simple mental maths session. In Reception pupils work on number, place and value, learn how to do basic addition and subtraction, take measurements and recognise basic shapes and their properties. We build on skills and understanding in a step by step way and continue to develop place value, the four number operations and the understanding of fractional parts.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science is taught through the Snap Scheme of work, typically as a discrete lesson but is linked to other areas of the curriculum where appropriate. We encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. In Reception we start to develop blocks of knowledge and concepts alongside the development of enquiry skills for example pupils explore how tomato seeds are dispersed; what mini beasts live in the local park/on Hampstead Heath and explore what creatures live in the pond. Key scientific terminology is introduced in each lesson. Pupils carry out simple tests and experiments using equipment and gather and record data. Our lessons include learning about plants, animals and the seasons. Specialist visitors such Reptile Encounters and trips to The Science Museum Education enhance the delivery of our science curriculum, as does active learning working practically with gardening volunteers and looking at hatching and nurturing our own chicks and releasing the butterflies developed from their caterpillar stage. We also have dedicated science days throughout the year and we promote careers within the field of science through our enterprise and skills work.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Art and Design

Art has a very important place in our curriculum and is woven into termly topics. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. Pupils are introduced to a wide range of artists and their styles including the Great Masters. Trips to our wonderful London galleries are regularly organised. City schools hold an annual art exhibition held at the Guildhall Ambulatory and COLPAI parents are proud of their entries. As part of our work as the Barbican's Associate Primary School, we will work towards achieving the Gold Artsmark Award. The achievement of this award will encompass work not only in the area of art and design but cover creativity across the curriculum, drawing upon subjects across the curriculum, for example drama, dance, music, literature, creative technology and design technology.

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple but healthy recipes. They understand where our food comes from and how it is grown. We believe that by instilling a love of cooking we will open a door to one of the greatest expressions of human creativity.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons to aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as they children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There will be increasing opportunities for our pupils to perform as they progress through the school. The children are taken to age and stage appropriate theatrical performances and strong links have been developed with The Little Angel Theatre and puppeteer in residence Chole Purcell. Pupils have worked with our puppeteer in residence to stage their own puppet shows of The Where the Wild things Are and The Disgusting Sandwich. As part of our skills and enterprise strategy, pupils have taken their show 'on the road' to perform their show live for local residents.

Computing

We follow the discreet Islington scheme of work for the development of computing skills but our approach is to integrate IT into all lessons: the use of iPads and other hardware such as Beebots and film cameras is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. As the school grows, pupils will progress to more complex skills set out in the scheme of work such as data analysis and coding. Pupils are taught to use technology safely and to identify where to go for help and support when they have concerns. Parents are engaged and supported to keep their children safe online at home through parental workshops and coffee mornings.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Modern Foreign Language

We teach French to all children starting in the Reception class. Our approach is to make learning a new language fun and our lessons are delivered by our own expert MFL specialist teacher Madame Robey! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs, role play and games such as 'Simple Simon Says' and 'What's in the bag?' are regularly used. We deliver weekly discreet lessons each Thursday and hold special cultural events to celebrate diverse cultures, such as our Bastille Day celebrations and performance where pupils performed over twelve songs in French, alongside role-play vignettes to explain the storming of the Bastille. Parents enjoyed a wonderful afternoon of entertainment before joining us for our French feast of sandwiches, patisserie and fruits.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes and express their ideas using a range of percussion instruments. We follow the Charanga Music Scheme of Work and assemblies also provide an opportunity to practise singing. Ms Lea Andrews, our specialist music teacher/consultant supports the delivery of an exciting music curriculum and leads extra-curricular music sessions. Once on our permanent school site, pupils will have the opportunity to learn to play a variety of musical instruments and be encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music is heard daily in our classrooms and is used to compliment a variety of lessons such as French and PHSE Jigsaw sessions. Music is also used to create mood, atmosphere and to help thinking and concentration. Parents are given access our individual class classical music track list. As a City school our pupils delight in the family of City schools annual Music concert held at the prestigious Milton Court, Guildhall and in preparation for this performance, our pupils benefit from working with the choral director from the City of London School for Girls. Furthermore, our EYFS pupils have enjoyed from a twelve week music programme working with the London Symphony Orchestra.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Physical Education (PE)

PE is delivered through a school-based scheme of work developed with our specialist PE consultant Dave Bateman and it covers dance, gymnastics, games and swimming. In Reception and Key Stage 1, pupils are taught by dance and gymnastic specialist Sarah Miller, alongside their class teacher. Teachers lead on games during the summer term and the focus is on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in small team games and to develop simple tactics for being an effective team member. Swimming is introduced to the timetable from year 1 and pupils follow the LBI programme of study for swimming. As pupils get older and enter KS2, COLPAI will participation more widely in the community by being involved in interschool sports and swimming tournaments, local authority and London based competitions.

PE Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Religious Education

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Islington. The syllabus promotes the spiritual, moral, social and cultural development of our pupils. Pupils are introduced to the main world religions and they will also be aware that some people have no attachment to religious beliefs and follow secular philosophies. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We do not convert or steer pupils towards a particular religious belief.

Religious Education DfE Guidance

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

PSHCE

PSHCE, or personal, social, health and citizenship education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. At COLPAI we follow the whole school Jigsaw Scheme of Work to ensure a clear progression in skills and competencies as part of the taught curriculum. This whole school approach develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. Through the Jigsaw Scheme of Work and beyond, we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society. All our year groups have timetabled PSHCE time but skills and concepts are reinforced at every opportunity within the curriculum. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Passover. Planting and growing things are important aspects of our PSHCE curriculum and we link this to an understanding of healthy eating. Pupils learn to keep themselves safe and safe online and learn about bullying and what to do keep themselves and each other safe from harm.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Humanities

Historical enquiry is the process of asking questions about the past and finding answers by exploring primary and secondary sources to build up key knowledge. Pupils take on the role of becoming 'history detectives' who ask questions and search for answers by scrutinising the evidence. As their knowledge and skills develop, children progress to build on prior knowledge to make more rigorous forms of enquiry involving the development and testing of hypotheses. Pupils will have the opportunity to investigate and explore significant historical people, events and places. Meaningful learning occurs when children are challenged to think critically when analysing evidence from the past and so historical enquiry involves our pupils in: asking questions; gathering key knowledge; using evidence; suggesting an initial hypotheses; reflecting and discussing ideas; testing hypotheses and using further evidence; making judgements; drawing conclusions and communicating learning. Where relevant, teachers make cross curricular links with other subjects and draw upon arts and D&T to enhance history teaching and learning. It is important to us that literacy and where appropriate numeracy skills are used and applied within history teaching. History topics also provide further opportunities to learn about people and cultures. A timetable of trips to support pupils' learning and to enhance the curriculum is published each term. We welcome parental help on these.

Geographical enquiry is the process of finding out answers to questions about the world in which we live. It involves encouraging children to investigate the world through ask questions and searching for answers. As their skills develop, children move to a more rigorous form of enquiry involving the development and testing of hypotheses. In geography lessons, children discover the processes that lead to the outcomes that we can see. Some processes are physical ones that have happened naturally (like the way a river meanders); others are human processes (like the way a settlement develops as more buildings are erected).

Meaningful learning occurs when investigations are directed by challenging questions such as: What is this place like? Why is this place as it is? How is this place connected to other places? How is this place changing? What would it feel like to live in this place? Geographical enquiry involves our children in: generating questions; building upon key knowledge; collecting and recording information (pupils apply the mathematical skills they have learnt here); processing the gathered information; drawing conclusions from the processed data; sharing the conclusions and evaluating what has been learnt. Here are the geographical and historical enquiries that different year groups will pursue through the humanities scheme of work, which runs from Y1 through to Y6 ensuring progression in skills and knowledge:

Year 1	Geography: Our Local Area What's it like where we live?	History: My Family History What was life like when our grandparents were children?	Geography: People and their Communities Where in the world do these people live?	History: The Greatest Explorers Who were the greatest explorers and what did they do?	Geography: Animals and their Habitats Where do our favourite animals live?	History: Great Inventions – The First Flight How did the first flight change the world/Why were the Rainhill trials important?
Year 2	Geography: Seasons What are seasons?	History: Bonfire Night and the Great Fire of London Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?	Geography: Journeys – Food Where does our food come from?	History: Holidays How have seaside holidays changed over time?	Geography: Our Wonderful World What are the seven wonders of our world?	History: Our Local Heroes Who are our local heroes and why should we remember them?
Year 3	History: The Stone Age What was new about the Stone Age?	Geography: Climate and Weather Why is climate important?	History: The Bronze Age and the Iron Age Which was more impressive – the Bronze Age or the Iron Age?	Geography: Our World Where on Earth are we?	History: Our Local Area Why is local history important?	Geography: Coasts Do we like to be beside the seaside?
Year 4	Geography: The Americas Can you come on a Great American Road Trip?	History: The Ancient Egyptians How much did the Ancient Egyptians achieve?	Geography: Rivers and the Water Cycle How does the water go round and round?	History: Roman Britain Was the Roman invasion good or bad for Britain?	Geography: Earthquakes and Volcanoes How does the Earth shake, rattle and roll?	History: Crime and Punishment How has crime and punishment changed over time?
Year 5	History: The Anglo-Saxons Was the Anglo-Saxon period really a Dark Age?	Geography: Changes in our Local Environment How is our country changing?	History: The Vikings Would the Vikings do anything for money?	Geography: Europe – A Study of the Alpine Region Where should we go on holiday?	History: Journeys What makes people go on a journey?	Geography: Journeys – Clothes Where does all our stuff come from?
Year 6	Geography: South America – The Amazon What is life like in the Amazon?	History: The Mayan Civilisation Why should we remember the Maya?	Geography: Global Warming and Climate Change Are we damaging our world?	History: The Ancient Greeks What did the Greeks do for us?	Geography: Our World in the Future How will our world look in the future?	History: The Impact of War Did WWI or WWII have the biggest impact on our locality?

Humanities Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study> <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Thinking Skills are the mental processes that we apply when we seek to make sense of experience. They enable us to integrate each new experience into the schema that we are constructing of how things are. Better thinking will help us to learn more from our experience and to make better use of our intelligence. In the past children were largely considered to be 'clever' if they demonstrated the ability to commit to memory huge amounts of data and to recall that data on the appropriate occasion. The problem with learning 'facts' is that they become outdated, or new research requires modification of previously accepted 'knowledge'. Even more importantly, in our evolving world, the ability to think is fast becoming more desirable than any fixed set of skills or knowledge. We need problem solvers, decision makers and innovators. Approaches to learning at COLPAI encourage our children to become thinkers who can not only receive information but can manipulate and judge information. As their confidence grows and skills develop they become less passive thinkers and more pro-active thinkers who are able to make sense of information and tackle more complex problem solving situations. In lessons we encourage empathy and different viewpoints, talk based activities to help language acquisition as a tool for analysis and questioning techniques to encourage expression of opinion. Philosophy for Children (P4C) encourages our children to think for themselves and at the same time to encourage them to think with others. Our teachers often provide high quality texts as the stimulus for discussion and to facilitate the enquiry. As skills develop the children not only state their own ideas but support them with reasons. They become aware of the differences and similarities between their own ideas and those of their classmates. Respect for one's own views and respect for the views of others is an important part of these lessons.

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of skills is offered through school trips, visiting specialists and themed days and weeks.

Trips and Visits

We plan an impressive series of enrichment trips each half term for each year group and these are communicated to parents at the start of the academic year. The trips are directly linked to the curriculum. Our location gives us access to a wealth of City arts and cultural venues and green open spaces further supplemented by additional educational institutions in London. Our curriculum offer fully exploits these rich resources.

Workshops and specialists

Each year group takes part in a variety of workshops throughout the academic year. These link to their topic work or to a whole school theme. We invite specialists from a range of institutions e.g. the Science Museum, The Museum of London, artists and musicians. We also have links with small independent educationalists like 'Animal Encounters'.

Themed days and weeks

We plan themed weeks throughout the year e.g. Anti-Bullying week and Healthy Living week to help boost friendship and compassion and exercise and good nutrition respectively. Pupils take part in an Enterprise event in the summer term; this year saw our Y1 pupils take their puppet show on the road into the local community to perform for local residents and build community links. Themed days are also incorporated into curriculum. These may be designed to fit with national initiatives e.g. World Book Day, to match with events in the UK e.g. a national election and also to highlight our curriculum subjects.

Wrap Around Care

We work in collaboration with Highbury Roundhouse to provide an 'extended day' for working parents and carers from 8.00am until 6pm. Breakfast care allows parents to drop children off early. The pupils are given a simple but healthy and nourishing breakfast. After school children are cared for in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax. There is a planned programme of activities for this time slot each day. They are also given a nutritious light tea and fresh fruit. Extended day provision is in high demand with almost 50% of families taking up provision.

Monitoring and Evaluation

The Head Teacher and SLT continuously monitor the effectiveness of the curriculum. Feedback from the CEO of the Trust, Governors, parent and pupil surveys, and pupil progress data are all considered alongside lesson observations and work scrutiny. Action points are agreed and discussed with staff. The Head Teacher includes curriculum developments in her regular reports to the Board of Governors, shares developments with the CEO of the Trust through accountability and scrutiny visits from and through peer monitoring and review days working with leaders from across Outstanding Trust schools.

