

The Wider Curriculum At Borough Green

Wider curriculum subjects

Some of our wider curriculum subjects are supported by the Cornerstones curriculum tool. The Cornerstones programme provides our pupils with clearly sequenced and highly-structured learning mapped across the school to ensure that core knowledge, skills and understanding are built on step-by-step within and across year groups. It is structured around 'Projects' created by subject specific experts and interconnected by 'Big Ideas' such as humankind, nature, change, etc. It covers Science, Art and Design, Design Technology, Geography and History and it also supports the White Rose Maths programme. In English, texts are linked to the projects ensuring that learning happens in a context of big ideas and rich associated language.

In Years 1 to 6, curriculum content is organised into a range of main and mini subject-driven projects. Main projects span a whole term and are focused on geography and history. Mini projects are taught over a term or half term and are subject-focused for science, art and design, and design technology.

Built on the national curriculum programmes of study, the curriculum begins with Big Ideas or macro concepts that steer the whole curriculum. These Big Ideas are broken down into smaller subject-specific concepts and aspects. These are further broken down to form a robust knowledge and skills framework that underpins the whole curriculum. The curriculum 'powerful knowledge', building their cultural awareness, specialised skills, academic achievement and wider understanding.

The project lessons build on prior learning and introduce new knowledge in manageable chunks. This supports cognitive load theory and avoids overwhelming children with too much information at one time. Crucially, content

and resources are sequenced so that children are not expected to perform a skill without first learning the key knowledge required. We launch projects with a 'memorable experience' designed to engage and inspire children. To help children to learn and remember new knowledge, each project has built-in opportunities for recapping and knowledge retrieval, including a mixture of low stakes quizzing, independent application of knowledge and effective questioning.

At Borough Green Primary school we teach in mixed year groups. The Cornerstones Curriculum tools support teachers to design and adapt a curriculum that ensures children build on prior knowledge and make good progress regardless of their age in each cycle of learning. For example, some children may study the project Childhood when in Year 1, others when in Year 2. We select lesson resources to ensure that every pupil is supported to make the next appropriate step in learning and to be challenged.

Knowledge Organisers

The projects are accompanied by Knowledge Organisers which summarise the key learning for each curriculum area. These highly visual documents can be used at school and at home and are the perfect resource for revising key vocabulary and project content.

Plant Survival

Plants are living things that change with the seasons. They grow in different habitats.



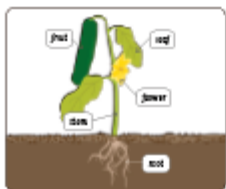
cacti grow in desert habitats



flowers grow in meadow habitats

Plant parts

A plant has different parts. These include roots, stems and leaves. Some plants have flowers and fruit, such as the cucumber plant.



Trees

Trees are plants. They have roots, a stem called a trunk, bark, branches and leaves.



Trees can be deciduous or evergreen. Deciduous trees lose their leaves in autumn and have bare branches in winter. Evergreen trees shed old leaves and grow new leaves all year round, which means they keep their leaves in winter.



deciduous trees without leaves evergreen trees with needles

Leaves

Leaves come in different shapes and sizes. They make food for the plant.



Bulbs

Some plants grow from bulbs. A bulb contains a tiny plant and all the food the plant needs to grow.



tulip bulbs

Seeds

Some plants grow from seeds. A seed is a small object that a plant makes. It contains a tiny, young plant and a store of food that the plant needs to start growing before it can make food from sunlight.



sowing seeds

Germination

Germination is the first stage of plant growth, which a seed starts to grow. Seeds need warmth and water to germinate. Seeds do not need light to germinate because they start to grow underground in the dark. The food stored inside the seed helps it to start growing.



After germination

Some time after germination, a shoot appears above the soil. The shoot develops into a stem and leaves. The leaves unfold and start to make food for the growing plant. The plant uses its roots to take in nutrients and water from the soil. The plant grows bigger over time. Some plants develop flowers and fruit.



young plant

What plants need to grow

Plants need sunlight, warmth, nutrients, water, air and space to grow and be healthy.

sunlight

Plants need sunlight to make food. In shady places, plants grow slowly.

warmth

Plants need warmth to help them make food and grow quickly.

nutrients

Plants need nutrients to help them grow well and fight diseases. Nutrients are taken from the soil through the roots.

water

Plants take in water through their roots. The water carries nutrients around the plant.

air

Plants take in a gas from the air, called carbon dioxide, through their leaves. They need this gas to make food.

space

Plants need space to grow. If an area is overcrowded, the nutrients and water in the soil are used up. Overcrowding also blocks sunlight.



healthy growing plant



overcrowded plant

Unusual plants

Not all plants need the same things to grow well. Some unusual plants in the world have developed ways to survive in their habitats. Polar bear moss survives in cold polar habitats. It is inactive for long periods of time to save energy.



polar bear moss

Glossary

germinate

When a seed starts to grow.

habitat

The place where a plant or animal lives, such as a woodland or desert.

season

One of the four periods of the year, including winter, spring, summer and autumn.

Illustration of a plant growing in a pot.

Dynamic Dynasties

A dynasty is a series of rulers who belong to the same family. In ancient China, there were many dynasties. The first dynasty was the Xia Dynasty, which lasted from 2070 BC to 1600 BC. The last dynasty was the Qing Dynasty, which lasted from 1644 to 1911.



Shang Dynasty

The Shang Dynasty is thought to have been founded by Tang, who is believed to have been a legendary hero. Tang is believed to have been a legendary hero who defeated the last ruler of the Xia Dynasty, who was a tyrant. Tang is believed to have been a legendary hero who defeated the last ruler of the Xia Dynasty, who was a tyrant.

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bronze ritual vessel

Religion

People in the Shang Dynasty worshipped the spirits of their ancestors. They believed that the spirits of their ancestors could help them in this world and the next. They believed that the spirits of their ancestors could help them in this world and the next.



bronze ritual vessel

Art

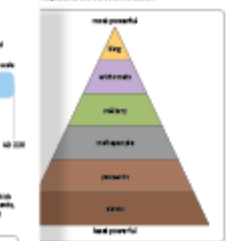
People in the Shang Dynasty created many works of art. They created bronze ritual vessels, bronze weapons, and bronze ornaments. They created bronze ritual vessels, bronze weapons, and bronze ornaments.



bronze ritual vessel

Power and Monarchy

The Shang Dynasty was a monarchy. The king was the ruler of the country. The king was the ruler of the country.



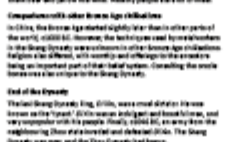
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bronze ritual vessel

Writing

People in the Shang Dynasty used oracle bones to write. They used oracle bones to write. They used oracle bones to write. They used oracle bones to write.



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bronze ritual vessel

Legacy of ancient China

The legacy of ancient China can be seen today. Ancient China has left a legacy of ancient China. Ancient China has left a legacy of ancient China. Ancient China has left a legacy of ancient China.



traditional Chinese building

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Curriculum Overviews

Each Cornerstone subject below is accompanied by a curriculum Overview. These outline the learning journey and endpoints for each curriculum area covering Early Years to the end of Year 6. They do not show the journey as experienced in mixed age teaching but do show the sequence of learning and development of skills.

Art and Design





Art at Borough Green is supported by the Cornerstones curriculum tool.

At Borough Green Primary School, we want every child to develop a love of art by ensuring that we nurture their confidence in experimenting with a wide range of artistic techniques, materials, and processes. Every child should feel able to enjoy the process of artistic creation and the liberation and joy this brings both physically and mentally.

We aim for every child to be able to respond to their own and others' art constructively and respectfully, appreciating that every response to art and design is personal and valid, but should be based on reflection and on an understanding of how to communicate using the vocabulary appropriate to artistic processes.

By the end of Year 6, every child will have experimented with different materials and styles, freely changing their designs as their skills develop. Every child will be exposed to a wide variety of artistic movements and a diverse range of artists.

Our long-term aim is for children to leave Borough Green Primary School with an emerging appreciation of art across the ages, and with the confidence and desire to nurture the artist within themselves throughout their lives.

Our Key Elements for teaching Art and Design

We ensure that throughout their work, our pupils are taught:

- Pattern and texture in natural and made forms
- Colour matching and colour mixing

- How images are made using line and tone
- The use of shape, form and space in images and artefacts
- How to develop, plan and communicate ideas
- Work with tools, equipment, materials and components
- Evaluate processes and product
- Investigate artists and significant figures in creative design

We also work with local artists to expand and broaden our art curriculum even further, often culminating in projects or exhibitions which complement the work that pupils are doing in the classroom.

Computing



Computing at Borough Green is supported by the Knowsley

At Borough Green Primary School we want our children to be safe, competent and confident in the online world.

Computing is woven into our everyday life in school and is also taught discreetly. We believe we must provide all our children with the skills, creativity and enthusiasm to live and thrive in a world increasingly dependent on computing. It is vital that children learn to critically analyse online opportunities and activities; we want our pupils to be discerning and safe when online and to know what to do when they are uncertain about the intentions behind software, social media and other forms of digital content.

Our children have many opportunities to use technology from learning and using basic IT skills to creating, organising and publishing content online and interacting with others when creating and testing computer

	games and animation. We teach them about codes and algorithms and how to identify and correct errors in programmes. We want our pupils to be inspired by the possibilities in the digital world as well as being critical, safe and discerning.
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The Knowsley Computing curriculum is designed to support children in becoming creative, independent learners and ensure they develop a healthy relationship with technology. At our school we value and recognise the contribution that technology can make for the benefit of all pupils, staff, parents, governors and society. We strive to provide safe opportunities in computing to motivate, inspire and raise standards across the curriculum. Everyone in our school community will be equipped with the digital skills to meet developing technology with confidence, enthusiasm and prepare them for a future in an ever-changing world.

We want our children to be creators and innovators not just mere consumers of digital content. The idea of the children as digital creators is what underpins our planning and computing units. Our children are taught to understand that technology is an integral part of modern life and the key to the future is to harness and understand technology's potential. Computing is a constantly evolving subject that involves solving complex problems, being able to collaborate with others, learning from mistakes and refining solutions.

Design Technology



Design Technology at Borough Green is supported by the Cornerstones Curriculum tool.

At Borough Green Primary School, we see DT as an opportunity to develop our children's skills to design, make and evaluate within a variety of project briefs. Across all key stages, these projects encourage practical problem solving which in turn, develops the children's levels of resilience through critical design as they adapt and improve plans.

By the end of Year 6, pupils will understand the importance of the design, make and evaluate process. In addition to developing their practical skills with tools, they also build on their knowledge of structures, mechanical and electrical systems. Often, this is set in the context of real-life design drawing on their knowledge from maths and science, computing and art.

We want our pupils to be able to think like designers and to understand that everything in our material world is a result of the design process. We would like them to ask and answer questions such as 'Why is that object fit for purpose?' 'How has the design of this object evolved over time?' 'Who is the designer of this product?'

Our children will be confident in taking risks with their design briefs and will be prepared to be flexible as they adapt designs. They will enjoy exploring and using various tools and materials to enable them to meet the challenge. We want them to be excited and explorative when designing, confidently flexible when making and feel a sense of pride and achievement when evaluating.

In addition to lessons, we have opportunities to explore design and making in our Forest School. Pupils make a range of products including for example Egyptian Canopic jars, Beaker pots, shelters for toys and insulated

cup holders. They also link their learning about food and nutrition to the practical skills of preparing and cooking food, for example in Year 3 and 4 when they cook ratatouille.

Geography



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The children's learning is enhanced by use of our wonderful school grounds and Forest School. Both visits and visitors also provide an invaluable part of the children's learning, for example Crow Hill (a local site of interesting habitats) and Horton Kirby Environmental centre. In Year 6, pupils enjoy more fieldwork opportunities on the residential trip to the Isle of Wight.

Aims and objectives

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



History at Borough Green is supported by the Cornerstones Curriculum tool.

At Borough Green Primary School, we want our pupils to develop the skills of a historian through an immersive, experience-based curriculum that reflects the world we live in. Pupils will ask and answer historical questions, think like a historian and consider the impact of historical events both within the period being studied and across time. Our curriculum encourages pupils to explore the significance of individuals and events, on a worldwide, national and local level, building a coherent historical narrative. Pupils are encouraged to present their understanding through a variety of media, including written, verbal, artistic and technological.

Throughout their time at BGPS, children will develop their vocabulary of historical terminology, which supports them in explaining their own perspectives and those of others. They will be exposed to a range of historical sources, carefully chosen to enthuse them whilst remaining historically relevant and reflecting the diversity of our history. Pupils will be constantly challenged to draw on their previous learning to make connections between themes and concepts and to build up a chronological understanding. There will be a clear progression of skills, which will be developed at an age-appropriate level.

By the end of Year 6, pupils will understand the wider chronology of key events in history, including those occurring at the same time in different places. They will be able to critically reflect on different representations of the past, considering the reliability of sources and being analytical: continually asking the question, "What can I learn from it?" Children will recognise how past events and the different interpretations of them have influenced their present, shaping who we are as a nation, as a community and as global citizens.

Aims and objectives:

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

- know and understand the history of these islands 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

MFL: French



French in KS2 at Borough Green is supported by the Language Angels Curriculum

We want our pupils to approach learning a new language with enthusiasm and confidence. To this end, we will deliver an exciting and ambitious language curriculum (using Language Angels) to enable our pupils to communicate in spoken and written French. Through the learning of a foreign language, our children will also grow to appreciate cultural diversity and the importance of being able to communicate in more than one language in today's global community. Where relevant, there will be opportunities for pupils for whom English is an additional language to share simple language and information with their peers.

By the end of Year 6 our pupils will have worked through a carefully planned curriculum which revises and builds on previous learning in a series of relevant and themed units, ranging from Shapes to Pets to Planets to Me in the World. Interactive teaching methods support children to make progress in spoken and written French, including asking and answering questions and expressing opinions and feelings with increasing accuracy in pronunciation. They will have the opportunity to develop their understanding of patterns of language through songs and rhyme, and make comparisons between French and English in pronunciation, vocabulary and grammar.

Music



Music at Borough Green is supported by Sing Up.

Music should be a positive and uplifting experience with our pupils experiencing the joy, happiness and pleasure of music. We want them to have opportunities not only through explicit lessons, but also as an integral part of their learning and social environment. Our children will have opportunities to experience a broad range of music through the centuries and will feel the music, move to it, express themselves and sing or play along. Our children will develop an appreciation for composition and performance.

By the end of year 6, our children will have a clear understanding of pulse, rhythm, dynamics and timbre. They will have the chance to work towards group and class compositions and develop this to various performances. They will have the chance to perform on a larger scale in the form of termly productions as well as exciting opportunities through the school choir and musical clubs. They will develop their curiosity through different types of music, exploring their critical and analytical listening skills. They will have opportunities to explore the cultural diversity of music and appreciate the impact that music can have in different cultures and times through history.

Our aim is for the children to grow in confidence, to express themselves musically, individually and as part of a group, to lack inhibition and enjoy the togetherness that music brings. We want our children to develop an ingrained love of music and to feel the positive impact that it can have on our wellbeing.

Our extracurricular program currently includes a choir, private instrumental lessons delivered by visiting specialists during school time and the opportunity to play in a band in iRock sessions. We currently have students learning guitar, drums, piano and singing. The whole school enjoy singing practice together once a week.

Special events throughout the year showcase the achievements of students both in their curriculum lessons and extracurricular ensembles. Regular events include termly iRock performances, performing at the local Christmas Lights event and joining other schools at the O2 every January.

PE





PHYSICAL ACTIVITY & SPORTS SPECIALISTS



We are delighted to announce that Borough Green Primary School achieved the School Games Gold Mark Award for the 2021/22 academic year.

The School Games Mark is a Government-led award scheme launched in 2012, facilitated by the Youth Sport Trust to reward and recognise the school's engagement (provision and uptake) in the School Games against a national benchmark and to celebrate keeping young people active, and we are delighted to have been recognised for our success.

At Borough Primary School we value our Physical Education and Sport extremely highly as part of our pupil's daily lives. We motivate and encourage children to take part in a wide range of sporting activities, building a healthy mindset and informing positive life choices as a result of understanding the benefits of activity and exercise. Our covered swimming pool is an asset that allows us to give all children two 6-week periods of lessons taught by a qualified swimming coach every year.

Specialist PE teachers work with our staff to develop their skills in delivering the PE curriculum and also run sessions in yoga and dance to support self-regulation development and well-being for specific groups of children.

Our children encounter a varied curriculum from Early Years/ KS1 where our lessons teach the fundamental skills required for physical activity such as agility, coordination, balance, throwing and catching. As they progress into KS2 our lessons are more sport specific – Netball, Football, Rugby are on offer plus many more!

We encourage a healthy attitude towards competition within sports at our school. We aim to provide our children with the necessary skills and attributes to show good sportsmanship and push themselves to compete for their personal goals as well as winning as a team. We are very proud of our successful athletes who pursue their sporting ambitions outside of school too, at a regional and national level. Lots of our children take part in extra-curricular clubs offered at school including Rugby, Football, Judo, Gymnastics and Dance.

PSHE



At Borough Green Primary School PHSE is central to everything we do and permeates the curriculum and extra curricular opportunities. We learn with “kind hearts and determined minds” and PHSE supports children to value and embody both kindness and determination as well as developing their sense of self and healthy personal boundaries. HLTAs deliver a carefully crafted curriculum using SEAL (Social and Emotional Learning) resources which is able to respond flexibly to current events and the needs of particular classes or year groups and class teachers contribute daily to reinforce the values and themes. Visitors and

events enrich the curriculum including visits by Kent Fire Service, Young Carers specialists and Community Support Officers, assemblies using the NSPCC resources and performances by theatre groups on topics such as bullying, mental health and drugs awareness. Mental well-being and tools for self-regulation are priorities with every classroom having a Zones of Regulation corner and other carefully-designed rooms and spaces available pupils who need time out of the classroom.

Our RSE curriculum teaches children how to recognise healthy and unhealthy relationships and prepares them for the changes involved in puberty. Parents are invited to work closely with us by viewing the videos before they are shown to children and by discussing the curriculum content with teachers. These important issues are additionally reinforced through the computing curriculum and internet safety lessons.

School assemblies regularly focus on themes such as diversity, self-esteem, teamwork, difference and growth mindset. KS2 assemblies delve deeper into personal responsibility, mental health and emotional intelligence.

In addition to this, PSHE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community cohesion projects and fund-raising activities. Pupils may take part in school assemblies, be elected to the School Council and are encouraged to express their opinions. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

Our vision is for pupils to understand and value themselves while also developing empathy for others. PHSE is a dedicated lesson every week for talking about healthy lifestyles and strategies that will help when we face life's inevitable challenges. The school's values of generosity, belonging, independence and mastery permeate everything we do.

RE

Kent

Agreed Syllabus for Religious Education

2022- 2027



RE at Borough Green
Primary School is based on
the Kent Agreed Syllabus

At Borough Green Primary School, we see clearly the opportunities high quality Religious Education has to enrich our children to be the best that they can be. We think a lot about what we want our pupils to know by the time they leave us in year six, along with what skills and attributes we would like them to have. Essentially, we want them to be kind and tolerant: 'learning together with kind hearts and determined minds.' RE contributes to this wholeheartedly, teaching our children about being together, collaborating and the importance of diversity. RE contributes empathy to develop our kind hearts, and debate, reflection, interpretation and critique help develop our determined minds.

The United Kingdom is such a beautifully rich country. We want our children to leave us, and their time in education as a whole, with the skills to become a good global citizen and ready to appreciate the rich global diversity of our world. Our dream is that Borough Green Children leave us, but that what we teach them never does. We hope that when they move to university, they marvel in awe of the Mosque in the city. We hope that when they start work, they wish their colleagues a happy Diwali and enjoy the celebrations. We hope that when they lead teams in the workplace, they change uniform policies to allow their colleagues of faith to feel included. We want our children to change the world for the better, building on the celebration of diversity, knowledge and understanding they gained with us here at school. Often, people fear what is not understood. Our job is to make faith understood.

RE has a particular contribution to make towards the spiritual, moral, social and cultural education of each pupil. It involves 3 important strands:

Believing *Religious beliefs, teachings, sources, questions about meaning, purpose and truth.*

Expressing *Religious and spiritual forms of expression, questions about identity and diversity.*

Living *Religious practices and ways of living, questions about values and commitments.*

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. Borough Green Primary School delivers RE in line with the Kent Agreed Syllabus.

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

At Borough Green Primary School, the R.E. syllabus is based around a key question approach. In order to make Religious education engaging and enquiring we employ a variety of teaching methods including discussion, the development of thinking skills, drama through freeze frames etc, the use of artefacts, pictures, stories and the use of periods of stillness and reflection.