



Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

Whole school curriculum overview

Implemented September 2014

Most recent review and amendments November 2021

Our vision and values

This is the agreed vision statement of Christ Church School:



Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

Jesus, The Good Shepherd, promises 'life in all its fullness'. (JOHN 10:10)

At Christ Church we believe every child and adult in our school should be able both to experience life in all its fullness now and to aspire to life in all its fullness in the future.

We all seek to inspire life in all its fullness for all in the school through:

- ensuring a **safe, welcoming and inclusive environment** for children and adults, where everyone is valued and has the opportunity to contribute and flourish;
- the pursuit of **academic excellence** in all areas, with a determined desire for each child to make the best possible progress as a result of high aspirations, hard work and the development of a personal love for learning alongside the highest-quality teaching and support;
- offering the widest possible **breadth of curriculum** both within school and through extra-curricular activities, enriched by the vast range of opportunities locally and across London;
- **creativity and positivity** in all we do, mixing innovation with tradition;
- planned and spontaneous opportunities for **spiritual development** through reflection, discussion and harnessing curiosity, as well as the provision, at the heart of our school life, of daily opportunities for prayer and worship;
- the development and modelling of **strong, positive and loving relationships**, with peers, amongst the school community and in the wider community;
- the promotion of **respect and compassion for ourselves and for all others**, by cultivating positive emotional and physical well-being, by celebrating the diversity within and outside our school and by encouraging all of us to be empowered global citizens, guided at all times by the example of Christ's compassion alongside the UN Convention on the Rights of the Child;
- engendering a **sense of community and responsibility** for others and for our local and global environment and enjoying working together towards our common goals and expecting and valuing contributions from all.

Our vision statement is brought to life through the five Christian values of our school: **compassion, creativity, community, simplicity and courage.**

Our vision for our curriculum

The design, content, implementation and evaluation of our curriculum play a key role in how we make our school vision come to life and enable all in our school to experience *life in all its fullness*. The ambitious breadth of our curriculum provision and the links we make across the curriculum and to transferable skills and to personal development, including the development of a sense of community and responsibility, emotional well-being and spirituality, are very important parts of our curriculum design. Our curriculum reflects and supports our pursuit of academic excellence for all and our vision for creativity in all we do.

Introduction to this curriculum overview document

This document, alongside our curriculum overviews for each year group, sets out an overview of our curriculum at Christ Church, with, in some subject areas, some example learning activities included. It is intended to provide useful information for parents, staff members, governors and others who want to find out what we teach in each year group and the links we make between different subject areas. Further, detailed information about the curriculum for each class for each term can be found in our class leaflets which are distributed to parents at the beginning of each term and also available on our school website.

This curriculum overview should be read alongside our

- Teaching, Learning and Assessment Policy (which provides further information about *how* we teach),
- Policy on Marking and Feedback to Children,
- SEND Policy (which provides information on how we ensure this curriculum is inclusive and accessible to children with individual needs)
- Other policies and information on specific areas or projects e.g. Arts Project (CAP), Rights Respecting Schools and Happiness Project information on our website, Mental Health and Well-Being Policy
- Curriculum statements for each individual subject area

These policies are available on our school website or on request from our school office.

The curriculum overviews for each year group focus primarily on the curriculum knowledge or content to be taught in each year group. Teachers plan using these overviews alongside our school skills progression documents which set out the skills to be taught in each curriculum area in year group and how these build from one year group to another.

Curriculum intent

Our curriculum is carefully considered and planned in relation to the specific context at Christ Church School and of our children. Our curriculum takes account of the cultural capital already present within our children, families, school and local community and builds cultural capital in all children from their different starting points. Our curriculum is ambitious for all and our intention is to provide an equitable experience for all, with equally high expectations for the more disadvantaged pupils and those who have SEND.

Our curriculum intent is to provide full entitlement for all children, as a minimum, to the learning as set out in the statutory National Curriculum and Early Years Foundation Stage documents. This entitlement is complemented with activities that enrich learning across all subjects of the curriculum and which support the development of wider life skills and emotional and physical well-being.

Our curriculum builds both skills and knowledge sequentially, with planning at each stage giving consideration both to building on the skills and knowledge which have previously been taught and to working forwards towards the end point of readiness for secondary education. Reading is given the highest priority within our curriculum to ensure reading skills are built quickly and that children can access the full breadth of learning through using their fluent reading skills. Our curriculum aims to give children the opportunity to embed learning deeply in their long-term memory and to be able to recall the learned skills and knowledge with automaticity and fluency and apply them to other contexts with confidence.

Introduction to our Christ Church Curriculum

At Christ Church School we are very proud of our broad, balanced and stimulating curriculum. Teaching and learning follows the statutory requirements of the Early Years Foundation Stage document for the Reception class and the National Curriculum for Years 1 to 6 as minimum end points. It is considerably enriched by:

- our **Christian vision and values**, our partnership with the local Church and our well-planned and interactive assemblies and collective worship
- **visits and trips**, including a residential trip in Year 6, visits to the major London museums, to local businesses and to places of worship of all major world faiths
- **visitors** to school, including high-quality workshops and the involvement of parents and families
- our Christ Church **Arts Project**
- **cross-curricular work**, making links between learning in different subjects and giving children the opportunity to use, apply and consolidate their skills in other areas of learning
- our **Rights Respecting Schools** work, including a focus on global citizenship, sustainable development and the UN Conventions on the Rights of the Child
- our **whole school projects**, such as our Happiness Project aimed to promote children's emotional well-being and positive mental health, our annual writing competition and our 'week in the spotlight'/'amazing families' presentations

- a range of **extra-curricular activities** and **links with other schools**, e.g. through participation in LA music festivals and sporting events
- our wide-ranging work to promote children's **spiritual, moral, social and cultural** (SMSC) development including planned and spontaneous opportunities for spiritual development and preparing pupils for life in modern Britain through teaching about fundamental British values

Notes on our curriculum, including how we monitor and evaluate our curriculum

We initially introduced this Christ Church curriculum from September 2014 with the advent of the reviewed National Curriculum. We are continually reviewing our curriculum provision with children, parents, staff and governors and making changes to ensure we are providing a curriculum that reflect our vision, meets statutory requirements, is broad, stimulating and inclusive as well as responding to the needs and context of our pupils here at Christ Church. We carried out a review of our curriculum in Summer 2018 after consultation with parents, pupils, staff and governors and this reviewed and updated curriculum was implemented in September 2018. Further amendments have been made in September 2019 and September 2021 in response to our school improvement work on reviewing the cumulative build-up of knowledge and skills across all curriculum areas.

- We have **specialist teaching provision** for music and PE for all classes, which provides very high-quality teaching skills and specialist subject knowledge and ensures excellent progression in these areas of the curriculum. We have specialist French teaching for classes from Year 2 upwards.
- Wherever this aids learning, we follow a **cross-curricular approach** to our teaching and learning. At the end of each year group's curriculum overview several of the main curriculum links are highlighted; there are many more links made in both a planned and spontaneous way throughout the year.
- There are many **themes** which are taught throughout our curriculum, rather than in discrete subjects – these include digital literacy, global citizenship, promoting children's SMSC development and understanding of fundamental British values, as well as much of our ongoing PSHE teaching through circle times/class discussions.
- Whilst this document and the year group overviews set out the main topics to be taught, they are not limiting and teachers also plan and teach additional topics related to current events and children's interests to complement this curriculum overview. Our vision is for creativity and we want teachers to be creative in their planning and implementation of our curriculum, too. **Our curriculum evolves and is strengthened each year as a result of teachers' creativity.**

Curriculum leaders (alongside senior leaders and governors) monitor and evaluate our curriculum both for coverage and effective development of skills and knowledge through a range of activities including:

- speaking with children about their learning and to teachers about their teaching;
- learning walks, lesson visits and observations in lessons;
- looking at children's work and assessments and at teachers' planning and resources;
- formal consultations with staff, children and parents;
- scrutiny of cross-curricular and extra-curricular activities and take up these activities.

Curriculum leaders' evaluations feed into action plans for the development of their subject areas and the curriculum as a whole.

We are an inclusive school and welcome children with a range of individual needs. **We ensure that our full, broad curriculum and wider enrichment activities are accessible to all pupils**, making adaptations or access arrangements where needed, for example providing additional adult support, adapted or alternative resources or additional time for specific tasks where this is needed to enable all children to take part fully.

Notes on specific subjects, projects or themes – see our website curriculum subject pages for more information

Christ Church Arts Project – we run two whole-school projects each year (Autumn and Spring terms) focusing on different areas of the arts and culminating in a sharing activity with parents and the local community. Recent projects have focused on whole school visual arts projects, stop-motion animation films, self-portraits, jewellery, the music and dance of the First World War era, Beatles songs, English folk dancing and a musical production of Joseph. We hold a current ArtsMark accreditation recognizing our arts work.

Spirituality – we aim to develop children's and adults' spirituality through planned and spontaneous opportunities – see our Spirituality Document for our definition of spirituality and examples.

Maths – we teach maths fluidly, revisiting each topic in the curriculum for that year group several times in the year to ensure that all children make at least good progress towards the end of year expectations.

English and Literacy across the curriculum – we take every opportunity to promote reading, writing, vocabulary and speaking and listening skills across the curriculum and throughout the school day. We make use of a range of drama workshops (linked to other curriculum areas) as well as assemblies and class presentations (e.g. My Amazing Family, My Precious Place, Marvellous Me) to develop presentation and public speaking skills.

A whole school writing competition in the Summer term develops narrative writing and presentation skills. Grammar objectives are taught within English lessons as well as part of morning work activities from Year 2 upwards.

The major text types taught are set out in the year group curriculum pages – each of these incorporates teaching the key skills of reading (word reading and comprehension) and writing (transcription, handwriting and presentation, composition, vocabulary, grammar and punctuation as well as spelling).

Vocabulary development is a focus across the school and across the curriculum – there is an expectation that vocabulary development is included in all lessons from, for example, PE and Music to Science and Geography, and that opportunities are taken to teach and learn about words, their roots and the links between them.

Reading is given the highest priority in our timetabling, staffing, training and resourcing and we support all children to learn to read fluently, with understanding and expression.

Science – we have focused our Science teaching into the second half of each school year to enable more cross-school working and faster progression in scientific skills over this period. Science teaching develops key investigative skills, through practical experiments, as well as teaching factual knowledge about the world around us.

RE – In RE, we learn from religion as well as about religion. As a Church of England school, our RE curriculum has a two thirds focus on Christianity with children learning about the key festivals of Christmas and Easter, as well as several Bible topics each year. There are also many opportunities for children to compare different faiths and each spring term each class has a focus on learning about one of the major world faiths, including a visit to the place of worship and an opportunity to speak with those who follow this faith (often families within our school). Our plans are based mostly on the LDBS syllabus. We hold a current Gold RE Quality Mark accreditation.

History and Geography – the main part of our History and Geography teaching is focused in the first half of the school year. Where possible we have linked the two subjects and made links to our local area or opportunities for children to learn about the areas where their families were born. Our locational geography and map skills are taught in a progressive way as part of our Geography lessons.

Where relevant we also teach a whole-school history or geography theme, linked to an aspect of our local area if possible. These themes have, in recent years, included learning about the impact of the First World War in Hampstead, the history of our school in its 160th year, the Olympics in London and Remembrance at the centenary of the end of the First World War.

PSHE and Citizenship – our main PSHE teaching is focused in a whole school PSHE week each term: Autumn term core theme: positive relationships and diversity, Spring term: keeping healthy and safe and Summer term: living in the wider community. Throughout these weeks there is a high focus on ensuring children learn how to be safe in different situations, as well on global citizenship, sustainable development and British values. PSHE work on relationships, friendships and problem solving continue throughout the year, including through circle times and class discussions and our annual anti-bullying focus. Our RSE (Relationships and Sex Education) teaching is part of PSHE and Science teaching across the school with a particular focus and associated parent workshop in Year 5 in the Summer term.

Art – we often teach art linked to our other curriculum areas, whilst at the same time ensuring there is a progression and range in skills across the school and across the four strands of drawing, painting, sculpture/collage and printmaking. We take inspiration from the work of a diverse range of artists. We employ a specialist TA to support our teaching in Art. Some of our Arts Projects lead to visual arts work which supplements our work on the Art and Design national curriculum objectives.

DT – Classes complete a DT project at least once a term, ensuring progression in skills through the school in the four areas of designing, making, evaluating and technical knowledge. Our cooking activities in DT often link to our PSHE healthy living week in the Spring term. Some of our DT projects lead to creation of products that children can sell at our Christmas and Summer Fairs, identifying a real purpose for the designing and making process.

Computing – computing is taught by class teachers and a specialist teacher using a wide range of software and hardware including programmable toys and the Rodocodo platform to teach coding skills sequentially. Classes also visit the Camden City Learning Centre (CLC) for day-long workshops. Coding, computing skills and e-safety are taught throughout the year. There are allocated digital literacy projects for each class for each term where children develop their safe and effective use of technology for research, presentation and manipulation of information in other curriculum areas.

PE – PE is taught by a specialist teacher covering several different games and many transferable skills such as communication, team work, problem solving and development of specific vocabulary. We use local facilities such as Hampstead Heath and a local sports hall and our curriculum teaching is enriched by after school clubs and entries into competitions. Swimming is taught over Year 3 at a local swimming baths, with additional catch up swimming sessions for those who need them in other KS2 classes. We hold a current Gold School Games award recognising our PE and Sport provision.

Music – Music is taught by a music specialist, who also leads our choir and music assemblies. Children have the opportunity to perform regularly to their peers, the school and to wider audiences. All children from Year 2 upwards learn a music instrument (recorder) in whole class wider opportunities sessions, plus a significant proportion also take individual lessons with Camden’s Music Service.

Languages – in Reception and Year 1 we use the languages of the children within our classes to provide a taster of different languages; we have a very diverse range of languages spoken by children and families across the school. A specialist teacher teaches French to Years 2-6 in weekly lessons with the aim of developing basic skills as well as confidence and enjoyment in learning a new language.

The curriculum overview for each year group provides information about the main topics, knowledge and content to be taught and how this is structured over the year. Skills are also taught alongside the knowledge set out in the overviews; our teaching builds on skills taught in previous year groups as well as laying the foundations for the knowledge and skills to be taught in following years. The skills are set out in each subject area’s skills progression document – ask the school for more information about these. Specific examples of activities or books are included in some subject areas in *italics* – these may change from year to year.