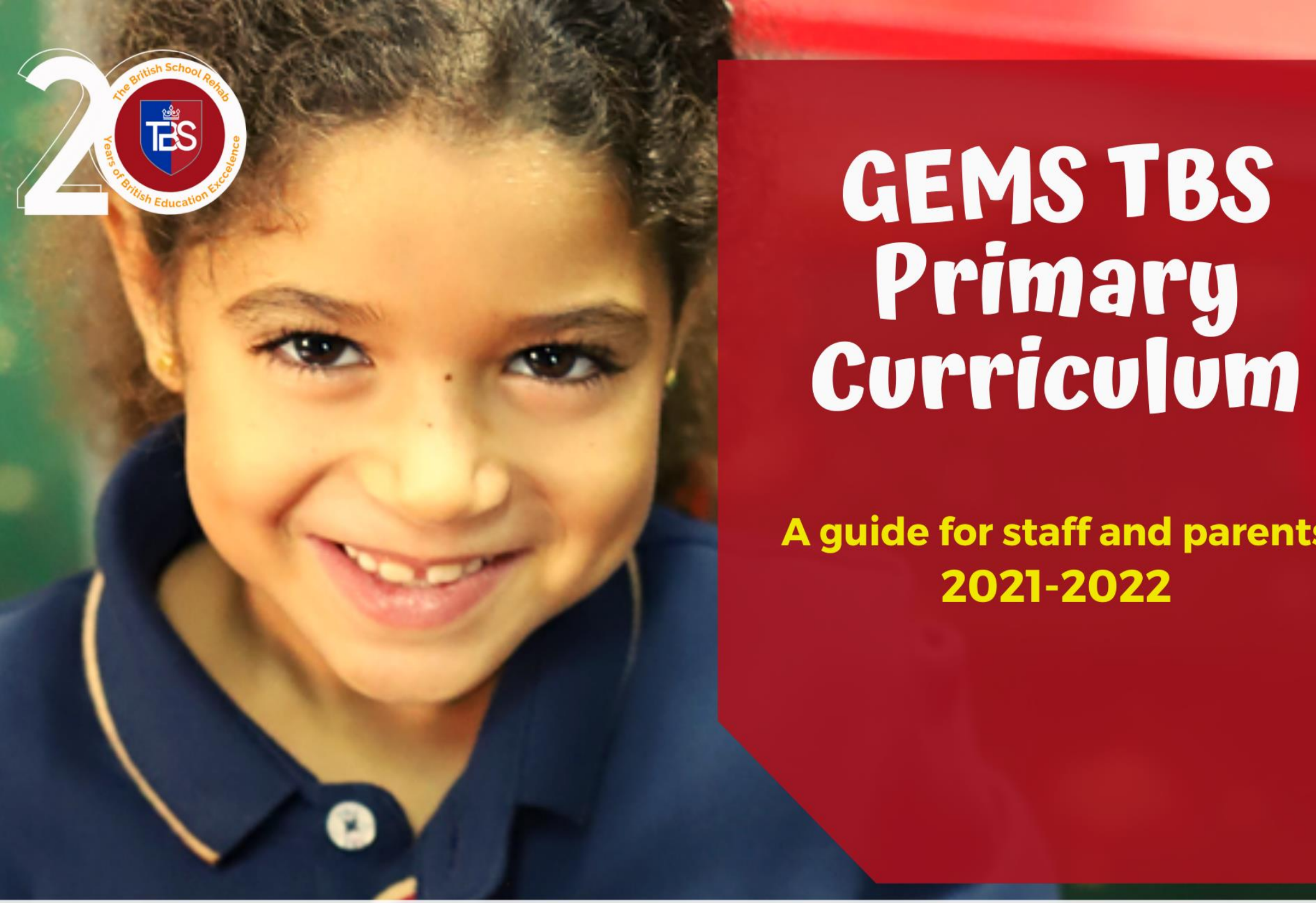

GEMS TBS Primary Curriculum

A guide for staff and parents
2021-2022

TBS

Cambridge Assessment International Education
Cambridge International School

Pearson Edexcel

WE ARE A CIS MEMBER SCHOOL

BSME
BRITISH SCHOOLS IN THE MIDDLE EAST

At GEMS the British School, Al Rehab, we have developed our curriculum broadly based on the National Curriculum of England 2014. We follow a cross curricular thematic approach based on whole school drivers, Global Education and the Character Education programme from the Jubilee Centre, University of Birmingham. The curriculum focusses on the GEMs Core values and Jewels of Kindness.

GEMs Core Values – How we live our Core Values everyday

1. Leading through innovation – *Find the courage to challenge convention*

- We dare to dream of the possibilities
- No idea is too small or too large if it makes things better for our learners and our people

2. Pursuing excellence – *Work to continually exceed expectations*

- Just as we set educational standards for our schools, we ensure that everything we do is delivered to a high standard
- We go the extra mile for our students and our colleagues

3. Growing by learning – *Strive to develop your potential*

- Along with our students, we never stop learning
- Each and every one of us has the capacity for leadership

4. Global citizenship – *Making an active contribution to your local and global community*

- We respect and celebrate our diversity and recognize that there are many things that unite us all
- We make a difference in our local communities so that we can build a sustainable planet to share
- We build bridges of knowledge, push boundaries and unite young people.
- We aim to produce not just great students, but great people who live with honesty, confidence and integrity

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Key Stage One – Year1 and Year 2

In Key stage One (KS1), students enter their formal education. Students will be taught the following subjects:

- English including Phonics
- Mathematics
- Science
- Computing
- Relationship Education and Health Education (also known as Personal, Social, Health and Economics PSHE)
- Topic – This includes Art, Design Technology, History and Geography
- Music
- Physical Education
- Arabic
- Religion (either Islamic Studies or Christian Studies)
- French – from Year Two

Key Stage 2 – Year 3 – Year 6

In Key Stage 2, students will be taught the following subjects:

- English
- Mathematics
- Science
- Computing
- Relationship Education and Health Education (also known as Personal, Social, Health and Economics PSHE)
- Topic – This includes Art, Design Technology, History and Geography
- Music
- Physical Education
- Arabic
- Religion (either Islamic Studies or Christian Studies)
- Egyptian Social Studies – from Year 4
- French
- Global Futures Curriculum – from Year 6

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Programmes of study

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ENGLISH

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all students:

♣ read easily, fluently and with good understanding
♣ develop the habit of reading widely and often, for both pleasure and information
♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
♣ appreciate our rich and varied literary heritage
♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
♣ use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas
♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

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-Phonics

The GEMS TBS Phonics Programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2.

Throughout Level 1, young learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Level 1 is taught in the EYFS and runs throughout the teaching of phonics Levels 2-6. In EYFS, children work within Levels 2-4. Here learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.

Within KS1, children work within Levels 5 and 6. The coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. By Level 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

The GEMS TBS Phonics Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing. For those students who require longer to secure their phonetic knowledge, intervention programmes are put in place to support.

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Key Stage 1 National Curriculum Expectations – Year 1

Word Reading – Recognition

a Apply phonic knowledge and skills as the route to decode words.

b Respond readily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

c Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

d Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

e Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.

f Read other words of more than one syllable that contain taught GPCs.

g Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).

h Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

i Re-read these books to build up their fluency and confidence in word reading.

Writing – Transcription

a Write words containing each of the 40+ phonemes already taught.

b Spell common exception words.

c Spell the days of the week.

d Name the letters of the alphabet.

e Naming the letters of the alphabet in order.

f Using letter names to distinguish between alternative spellings of the same sound.

g Add prefixes and suffixes using:

- the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- the prefix un-;
- -ing, -ed, -er and -est where no change is needed in the spelling of root words,
  e.g. helping, helped, helper, eating, quicker, quickest.

h Apply simple spelling rules and guidance, as listed in English Appendix 1.

i Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

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Key Stage 1 National Curriculum Expectations – Year 2

Reading – Recognition	Writing – Transcription
a Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. b Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. c Read accurately words of two or more syllables that contain the same graphemes as above. d Read words containing common suffixes. e Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. f Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. g Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. h Re-read these books to build up their fluency and confidence in word reading.	a Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. b Spelling learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. c Spell common exception words. d Spell more words with contracted forms. e Spelling using the possessive apostrophe (singular), for example, the girl's book. f Distinguish between homophones and near homophones. g Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. h Apply spelling rules and guidance, as listed in English Appendix 1. i Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

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End of Year Expectations:

Phonics Level	EY FS	Year 1	Year 2
Level 1	Level 1 runs throughout the teaching of Phonics Levels 2-6.		
Level 2			
Level 3			
Level 4			
Level 5			
Level 6			

Phonics Progression

Spoken language

The national curriculum for English reflects the importance of spoken language in students' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that students hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of students' confidence and competence in spoken language and listening skills.

Students should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that students build secure foundations by using discussion to probe and remedy their misconceptions.

Students should also be taught to understand and use the conventions for discussion and debate. All students should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Students should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Spoken Language Progression

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing students' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through students' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

All students must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases students' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds students' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all students are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Reading Progression

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops students' competence in these two dimensions. In addition, students should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on Spelling and Vocabulary, grammar and punctuation give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance students' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show students how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach students how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing students' vocabulary are also included within the appendices.

Students should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach students the vocabulary they need to discuss their reading, writing and spoken language. It is important that students learn the correct grammatical terms in English and that these terms are integrated within teaching.

Talk for Writing has been introduced in the EYFS and will be developed into Year 1 during 21/22. The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. The key phases of the Talk for Writing process, as outlined below, enable children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version.

Writing progression

Handwriting Progression

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Mathematics

Aims

The national curriculum for mathematics aims to ensure that all students:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which students need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but students should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of students will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of students' understanding and their readiness to progress to the next stage. Students who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

White Rose Maths

At the British School, Al Rehab we follow the programme of study developed by White Rose Maths which is supplemented by Pearson Power Maths. White Rose Maths is based around a CPA (Concrete – Pictorial – Abstract) methodology. The methodology builds on the understanding that a child requires concrete manipulatives to be able to visualise a concept before relating it to a pictorial representation. Both these steps aid the child to develop their understanding of abstract concepts. The White Rose programme is based around a serios of small step learning objectives, that a child becomes secure with before moving on to the next.

Key Stage 1 – Year 1 and Year 2

The principal focus of mathematics teaching in key stage 1 is to ensure that students develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the 4 operations, including with practical resources [for example, concrete objects and measuring tools].

At this stage, students should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of year 2, students should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Students should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Lower Key Stage 2 – Year 3 and Year 4

The principal focus of mathematics teaching in lower key stage 2 is to ensure that students become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value. This should ensure that students develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, students should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that students draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, students should have memorised their multiplication tables up to and including the 12-multiplication table and show precision and fluency in their work.

Students should read and spell mathematical vocabulary correctly and confidently, using their growing word-reading knowledge and their knowledge of spelling.

Upper Key Stage 2 – Year 5 and Year 6

The principal focus of mathematics teaching in upper key stage 2 is to ensure that students extend their understanding of the number system and place value to include larger integers. This should develop the connections that students make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, students should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, students are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that students classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

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By the end of year 6, students should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Students should read, spell and pronounce mathematical vocabulary correctly.

White Rose Maths Progression

White Rose Maths Parent Guides

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Science

Aims

The national curriculum for science aims to ensure that all students:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that students learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Students should seek answers to questions through collecting, analysing and presenting data.

Key Stage 1

The principal focus of science teaching in key stage 1 is to enable students to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

'Working scientifically' is described separately in the programme of study but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.
Students should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Key Stage 1 National Curriculum Working Scientifically
During years 1 and 2, students should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • performing simple tests; • identifying and classifying; • using their observations and ideas to suggest answers to questions; • gathering and recording data to help in answering questions.

Lower Key Stage 2 – Year 3 and Year 4

The principal focus of science teaching in lower key stage 2 is to enable students to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

'Working scientifically' is described separately at the beginning of the programme of study but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Students should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

Upper Key Stage 2 – Year 5 and Year 6

The principal focus of science teaching in upper key stage 2 is to enable students to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Students should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

'Working and thinking scientifically' is described separately at the beginning of the programme of study but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Students should read, spell and pronounce scientific vocabulary correctly.

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Lower Key Stage 2 National Curriculum Working Scientifically	Upper Key Stage 2 National Curriculum Working Scientifically
During years 3 and 4, students should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them; • setting up simple practical enquiries, comparative and fair tests; • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; • identifying differences, similarities or changes related to simple scientific ideas and processes; • using straightforward scientific evidence to answer questions or to support their findings.	During years 5 and 6, students should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; • using test results to make predictions to set up further comparative and fair tests; • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations; • identifying scientific evidence that has been used to support or refute ideas or arguments.

	Units covered				
Year 1	Plants	Animals, Including Humans	Everyday Materials	Seasonal Changes	
Year 2	Plants	Animals, Including Humans	Uses of Everyday Materials	Living Things and their Habitats	
Year 3	Plants	Animals, Including Humans	Forces and Magnets	Rocks	Light
Year 4	Electricity	Animals, Including Humans	States of Matter	Living Things and their Habitats	Sound
Year 5	Earth and Space	Animals, Including Humans	Forces	Living Things and their Habitats	Earth and Space
Year 6	Electricity	Animals, Including Humans	Evolution and Inheritance	Living Things and their Habitats	Light

Science Knowledge Progression

STEAM – Science, Technology, Engineering, Art and Mathematics

Students at TBS will have access to a specially designed MakerSpace area which will enable them to create, design, build, test and evaluate using a wide selection of materials and digital resources.

Thematic Learning

At TBS, we teach the foundation subjects (History, Geography, Art and Design Technology) through a thematic approach that encompasses English, PSHE, Global Citizenship and the GEMs Jewels of Kindness. Through these units, students develop key skills as well as acquiring knowledge of the past and the world around them. Innovation and creativity are key aspects to this area of learning.

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As a school we follow over arching themes of Self Discovery, Blast from the Past, Innovation and Entrepreneurship, Out Impact on the World and Health and Wellbeing. Each unit of learning begins with a provocation and ends with a celebration of learning that is shared with the school community.

Overview of Units of Learning 2021-2022

Year Group	Self-Discovery	Blast from the Past!	Innovation and Entrepreneurship	Our Impact on the World	Health and Wellbeing
Year 1	All About Me	Famous for more than Five Minutes	Delightful Decorations	Land Ahoy Wriggle and Crawl Our Wider World	Bounce
Year 2	All About Me	Inventions that Changed the World	3D Cards	Superheroes Paws, Claws and Whiskers Reduce, Reuse and Recycle	The Olympics
Year 3	All About Me	Prehistory & The Stone Age to The Iron Age	Story Books	Extreme Survival Rainforest Eat the Seasons	Blood, Bones and Body Bits
Year 4	All About Me	Invaders and Settlers: Vikings and The Anglo Saxons	Seasonal Stockings	Sensational Sounds Blue Abyss Scrumdiddlyumptious	Body Works
Year 5	Me, Myself and I	The Great, The Bold & The Brave: Ancient Greece and The Romans	Gingerbread Houses	Gallery Rebels Extreme Earth Water World	The Athlete
Year 6	ID	The Great Wars – A Child's View	Young Entrepreneur	? Our Planet Tomorrow's World	Invictus

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History

Aims

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

- 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.

Key stage 1

Students should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing students to historical periods that they will study more fully at key stage 2.

Students should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

Key Stage 2

Students should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help students understand both the long arc of development and the complexity of specific aspects of the content.

Students should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study Examples
- a study of an aspect or theme in British history that extends students' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

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History Progression

Geography

The national curriculum for geography aims to ensure that all students:

- 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.

Key stage 1

Students should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Students should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
    - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
    - key human features, including city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Students should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Students should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography
- describe and understand key aspects of:
    - physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
    - human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geography Progression

GEMS The British School Al Rehab

Art and Design

Aims

The national curriculum for art and design aims to ensure that all students:

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

Key stage 1

Students should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Students should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Students should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Art and Design Progression

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Design Technology

Aims

The national curriculum for design and technology aims to ensure that all students:

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

Key stage 1

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

- **Design**
  - design purposeful, functional, appealing products for themselves and other users based on design criteria
  - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- **Make**
  - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
  - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

- **Evaluate**
  - explore and evaluate a range of existing products
  - evaluate their ideas and products against design criteria
- **Technical knowledge**
  - build structures, exploring how they can be made stronger, stiffer and more stable
  - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key stage 2

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

When designing and making, students should be taught to:

- **Design**
  - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
  - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- **Make**
  - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
  - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- **Evaluate**
  - investigate and analyse a range of existing products
  - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
  - understand how key events and individuals in design and technology have helped shape the world

- **Technical knowledge**
  - apply their understanding of how to strengthen, stiffen and reinforce more complex structures
  - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
  - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
  - apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

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

Students should be taught to:

Key stage 1

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

Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Design Technology progression

Computing

At TBS, Computing is taught as a discrete subject using the PurpleMash scheme of work and online tools. This is linked to the national curriculum. As well as weekly computing lessons, ICT is used across all subjects.

Aims

The national curriculum for computing aims to ensure that all students:

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

Key stage 1

Students should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2

Students should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs, work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Purple Mash Progression of Skills

Music

Aims

The national curriculum for music aims to ensure that all students:

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

Key stage 1

Students should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Students should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
Students should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.

French

Aims

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

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

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling students to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable students to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Students studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English.

Students should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

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Physical Education

Aims

The national curriculum for physical education aims to ensure that all students:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Key stage 1

Students should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
Students should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Students should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Students should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Personal, Social, Health and Economic Education

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect students' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that students started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps students to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

At TBS, we follow a programme of study adapted from the PSHE Association to meet the needs of our students taking into consideration cultural awareness. The over arching themes for PSHE include Health and Wellbeing, Relationships and Living in the Wider World. Whilst discrete PSHE lessons take place weekly, PSHE is embedded across the school curriculum in all subjects and interlinked with Global Citizenship and GEMs Jewels of Kindness through assemblies.
PSHE Programme of Study

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Global Futures Curriculum

Global Futures Curriculum is a unique curriculum co-created by GEMs Education and Singularity University. It is currently offered twice weekly to Year 6 students, with plans to roll out this programme to Years 4 and 5 within the next two academic years.
The Global Futures Curriculum (GFC) provides students with:
· Deep intellectual insight into a range of exponential technologies
· Conceptual frameworks for discussing the positive and potentially negative implications of these technologies.
· A "tool kit" centred around design and critical thinking approaches that will help students to make more informed career and life decisions in an era of exponential change
· An appreciation of the extent to which both students can leverage exponential technologies and address some of society's greatest challenges

The Global Futures Curriculum (GFC) provides students with the insight, conceptual framework and tools to understand, and succeed in, a rapidly changing society.

Key areas of Focus:

· Exponential Technologies
· Abundance Mindset
· Disruptive Innovations Course Outcomes
· Essential design and critical thinking skills development
· Understanding and application of future thinking and the difference individuals can make in that world
· More informed understanding of exponential growth and implications
· More informed understanding of the world they are going to inherit (Global Grand Challenges)