

Mission Parks



Why we need Mission Parks.

INTENT

Our intent is to implement a bespoke curriculum based on the needs of our children who live on the Orchard Park Estate, and attend The Parks Academy. Blended with a focus on developing basic skills, pupils will develop the skills, knowledge and thirst for learning which will prepare them well for their next phase of learning and equip them for success in the local, national and international communities in which they are citizens.

Be Safe and Healthy

How can we learn to support my body and mind?
How can we help others?
What do we need to do to keep ourselves safe?
How can we use ICT safely?
What type of foods and lifestyle support a healthy life?

Be a Community Champion

How will we involve parents?
How can the community be involved?
How can the mission benefit the community?
How can the local environment support our mission?
How can the mission raise the profile of the community?

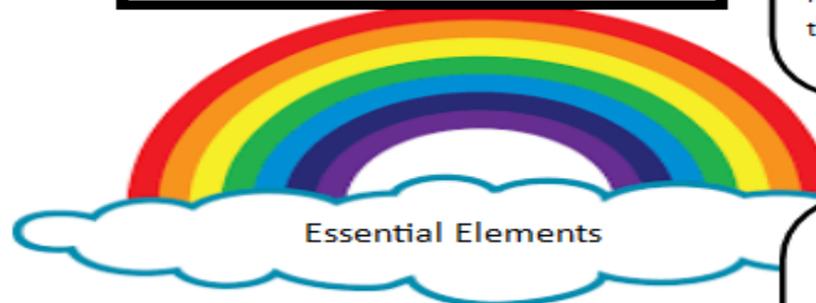
Be an Eco-Warrior

What can we learn about the environment?
How can we ensure the planet is safe for generations to come?
How can we keep up to date with what is going on in the world?
How can we reduce any waste of resources used?
How can we ensure our mission tasks are eco-friendly?

Be a Knowledge Giver

How can we share our findings?
How can we present our work?
How can our confidence be improved through the mission?
How can we improve our oracy skills?
How can ICT support our learning?
Who will we share our information with and how?

MISSION PARKS



Essential Elements

Be Ready

How can we gain skills for future job roles?
How can we learn from people already in industry?
How can we build up our own resilience?
How can we use ICT?
What experiences can the mission bring?
How can we be confident and comfortable with future technologies?

Be a Creative Innovator

How can we develop our organisational skills?
How can we raise money and make a profit?
How can we support local and national charities?
How can we use our creativity to think of new ways of doing things?

Be a Researcher

How can we become more independent?
What resources do we need to support our research?
What questions do we need to ask?
How will we set out our research?
What techniques or skills do we need?

Be Safe and Healthy

For the Humberside Police Region, Hull has 50% more crimes than the next highest area.

On Orchard Park 3146 crimes were reported in a year period, over one thousand more than other estates in Hull.

Of the crimes on Orchard Park 31% included violence or sexual offences and 13% were linked to Anti-Social Behaviour.

Hull is 2% higher for the national average of people off work and claiming benefits due to mental health.

At 68%, the percentage of overweight or obese individuals in Orchard Park was similar to the average for Hull (64%), as well as higher than England (61%).

Life expectancy in the Orchard Park ward is a year and a half less for men and over half a year less for women in comparison to the rest of Hull.

Hull has double the national average amount of Looked after children, Children in Need, and Children on Child Protection Plans (per 1000 children)

Over 40% of children living on the whole ward are living in child poverty compared to just 27% in Hull and 17% nationally.

93% of the Orchard Park ward falls within the most deprived fifth of areas nationally

Be a Knowledge Giver

Hull is 2% above the national average for people with no qualifications.

Hull is 2% above the national average for unemployed people who say they want a job

In January 2018 the claimant count (those claiming benefits due to unemployment) for Orchard Park was 7.5% among men and 4% among women; this compares with 4.7% and 2.7% for Hull men and women, and 2.4% and 1.5% for men and women across England.

Hull ranks as the most deprived local authority under the Education, Skills and Training domain

Be Ready

Hull is 13% under the national average for SOC2010 Group Workers (Managers/Directors) who are in the highest earning wage bracket.

Yorkshire and the Humber is 3% higher than the national average for numbers of children who live in workerless households.

Within the Orchard Park ward 27% of working age people are claiming benefits, compared to 17.6% for Hull and 10.7% nationally

Hull ranks as the 6th most deprived local authority under the Employment domain.

Compared to nationally, Hull has a lower than average proportion of jobs in Professional, Scientific and Technical services

Be a Community Champion

Violent crimes, theft and Anti-Social behaviour account for the majority of crimes in Hull, and an even higher percentage in the HU6 postcode.

Recent reports in both the Local and National press list Orchard Park Estate as one of the most deprived areas to live.

More non-UK born residents come to the UK from countries inside the EU (22,000 or 8.6%) compared to countries outside the EU (12,000 or 4.7%). The highest number were born in EU8 countries (14,000 or 5.5%) including Czech Republic, Estonia, Poland, Hungary, Latvia, Lithuania, Slovakia and Slovenia

Be an Eco-Warrior

45% of 6th form and college leavers locally attend Hull University, who have 'Environmental Sustainability' as one of their key strategic objectives, stating they will "Continue to promote the inclusion of environmental and sustainability issues in our taught curricula and research agenda to provide our students with an understanding of these important challenges."

Hull City Council has a target of achieving 15 per cent of renewable energy by 2020, their vision is to develop Hull as the renewables capital of the UK. Major players in the renewables energy sector are already looking to establish facilities in Hull such as Biomass, Siemens at GreenPort and Offshore Wind.

Be a Researcher

Hull ranks as the most deprived local authority under the Education, Skills and Training domain

Be a Creative Innovator

Hull is below the national average by 4.3% for self-employed workers.

In the Orchard Park ward (which does not include just the estate) 59% of people lived in social housing or private landlord housing compared to the Hull average of 50%

Hull ranks as the 4th most deprived local authority under the Income domain

The majority of jobs in Hull are in Manufacturing. This is equivalent to 16.8% of all jobs in Hull; double the national figure of 8.1%.

Other large areas of jobs are Health (18,000; 14.4%), Business Admin and Support (15,000; 12.0%), Retail (12,000; 9.6%) and Education (12,000; 9.6%).

MISSION PARKS aims to:

Be Safe and Healthy

Deliver a broad and balanced PSHE curriculum through 'Jigsaw' and ensure that there is an increased focus on mental health and well-being.

To ensure that pupils have a good understanding of Relationships through the new Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

To ensure that children have a clear understanding of how to advocate for themselves if they are treated unfairly or with a lack of basic respect.

To ensure pupils have a clear understanding of how to keep themselves safe: both in the physical and virtual world, including what to do if their physical or emotional safety is under threat.

Ensure that physical education sessions are physically challenging and rewarding to promote healthy lifestyle choices.

To engage with external agencies/services that can provide skills and knowledge development opportunities to encourage a healthy lifestyle.

Be a Knowledge Giver

To ensure that pupils develop a solid foundation of Oracy to be able to share information with others through debate, presentations and multimedia.

Encouraging the understanding of purpose and audience.

To continue to embed basic skills and key concepts, securing them as part of long term memory and in turn creating inquisitive minds.

Encourage children to ask "Why?" "What if...?" and "What next?" thus encouraging the development of an inquisitive mind.

To foster confidence and self-awareness in order to speak eloquently and passionately around a subject/topic.

To develop effective computing skills to produce and deliver information to enrich the knowledge and skills of others.

Be Ready

Expose pupils to a range of career opportunities/further education through mini missions, visitors and experiences.

To develop resilience and a growth mindset ethos to encourage risk taking in a managed way.

Links with local and national businesses/educational establishments to encourage the development of skills and knowledge needed for the future world.

Emphasis on basic skills to ensure pupils can unlock future learning because of a sound foundation of reading, writing and maths.

Be a Community Champion

Continue to embed local community links to ensure pupils have an understanding of how to best serve and improve their community.

Engage parents/carers/families with Mission to ensure support outside of the academy.

Engage with decision makers in the local community to ensure pupil voice is present and heard.

Be an Eco-Warrior

Engage with local and national projects to support the reduction of waste and the development of a conscience to promote sustainability.

Ensure pupils have a clear understanding of local, national and global issues across sustainability and the environment including how their choices impact on the future of the planet.

Be a Researcher

Ensure pupils develop a hunger for knowledge and skills, becoming immersed within their learning. Ensure pupils develop a thirst for knowledge and are keen to sharpen skills. Pupils are immersed in their learning and are enthused and eager to learn more to learn more.

Develop independence to shape own learning opportunities.

Be a Creative Innovator

Establish and embed enterprise to develop positive change in the academy and local community.

To make links with local businesses and enhance enterprise opportunities through the use of high challenge/low threat tasks and challenges.

To develop a clear understanding around charity and the importance of supporting charities and new ideas.

Celebrate creativity and creative thinking to develop new approaches and new ideas.

IMPLEMENTATION

Curriculum Policy - using Ofsted's recent research findings in academy subject/curriculum reviews

Our current curriculum policy is updated regularly.

We are always developing a refining our practice.

We will be undertaking a curriculum review annually with the next review due in September 2020.

Ofsted has recently conducted a substantial piece of curriculum research.

Findings were published in December 2018: 'How to assess the quality of education through curriculum intent, implementation and impact'. The report identified that where curriculum intent and implementation are strong, the following statements apply:

- Strong intent, strong implementation of curriculum
- High levels of accountability (knowing what is implemented and learned)
- Clear methods to check what pupils know, can do and understand so that the right work is taught/informs teaching (assessment)
- Teacher subject knowledge is consistently strong across the school and phase
- Senior leaders make it their business to check the implementation of the curriculum - it is not left to chance
- Leaders ensure that all groups of pupils can access the curriculum well
- In primary schools, leaders understand all the component strands of the national curriculum - e.g. they check that the component parts of the technology curriculum happen - planning, designing, making and evaluating
- The same research report also identifies potential 'indicators' of a strong curriculum. Inspectors involved in the research identified some indicators as being most important and these were highlighted in the report's findings - these are in bold text in the table below.

Ensuring effective implementation:

Rationale and aims of the curriculum design are shared across the school and fully understood by all

Curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts

Curriculum coverage allows all pupils to access the content and make progress through the curriculum

The curriculum is at least as ambitious as the standards set by the national curriculum/external qualifications

Curriculum principles include the requirements of centrally prescribed aims

Reading is prioritised to allow pupils to access the full curriculum offer

Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum

Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery

Subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum

Leaders at all levels, including governors, regularly review and quality assure the subject to ensure that it is implemented sufficiently well

Leaders ensure that ongoing professional development/training is available for staff to ensure that curriculum requirements can be met

Leaders enable curriculum expertise to develop across the school

Curriculum resources selected, including textbooks, serve the school's curricular intentions and the course of study and enable effective curriculum implementation

The way the curriculum is planned meets pupils' learning needs

Curriculum delivery is equitable for all groups and appropriate

Leaders ensure that interventions are appropriately delivered to enhance pupils' capacity to access the full curriculum

The curriculum has sufficient depth and coverage of knowledge in the subjects

There is a model of curriculum progression for every subject

Curriculum mapping ensures sufficient coverage across the subject over time

Assessment is designed thoughtfully to shape future learning. Assessment is not excessive or onerous
 Assessments are reliable. Teachers ensure systems to check reliability of assessments in subjects are fully understood by staff
 There is no mismatch between the planned and the delivered curriculum
 The curriculum is successfully implemented to ensure pupils' progression in knowledge - pupils successfully 'learn the curriculum'
 The curriculum provides parity for all groups of pupils

Planning and Progression in skills

The academy uses the following progression in skills to ensure that children develop age appropriate skills and progress in subject specific skills as they move through the academy. 'Mission Parks' curriculum will look to provide a thematic approach involving curriculum links.

Year 1

Art	Computing	DT	Geography	History	Music	PSHCE
I can talk about the work of a range of artists, craft makers and designers.	I can explain what an algorithm is and why a computer needs them	I can generate ideas and recognise characteristics of familiar products	I can name, locate and identify the four countries, seas and capitals of the U.K.	I can demonstrate an awareness of the past.	I understand the meaning of Pulse, Rhythm and Pitch.	I can talk about British Values
I can describe the differences and similarities between different types of art and design.	I can write a simple algorithm.	I can use pictures and words to describe what he/she wants to do	I can identify similarities and differences between human and physical features in my local area.	I can begin to use some common words and phrases relating to the passing of time.	I can understand how to sing to my best ability and perform to others.	I can talk about what I am good at
I can talk about what I think or feel about my own art work and other people's work.	I can write a simple algorithm and then program it in a simple floor turtle software e.g. BeeBot app	I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing	I can identify seasonal and daily weather patterns.	I can place objects and things that happened in the correct time order.	I understand the importance of an integrated approach to musical performance.	I can describe how I am feeling
I can design and make pictures and objects in art.	I can debug a set of instructions/algorithm	I can choose materials and explain why they are being used	I can use and understand key human vocabulary including: city, town, village, factory, farm, house, office, port, harbour and shop.	I can use a variety of everyday historical terms.	I can listen to and talk about music.	I can name some feelings
People looking at my work can easily recognise at least one or two of the key features of what it is meant to be.	I can write a simple algorithm and then implement it as a program using a graphical programming language Using espresso coding	I can explore and evaluate a range of existing products	I can use maps, globes and aerial images to find locations.	I can ask and answer questions about the past.	I can play a non-tuned instrument or clap in time	I can set myself a small target

	I can read and understand simple algorithms and predict the outcome.	I can build structures, exploring how they can be made stronger, stiffer and more stable	I can use directional language to describe the location of features on a map (near and far, left and right)	I can begin to use books, pictures and stories to find out about the past.	I can follow, create and perform musical pieces using instruments	I can name some things that are good for me
	I can use technology to create, organise, manipulate, store and retrieve digital content.	I can use levers and sliders	I can make simple maps.	I can make simple suggestions for why people did things, why events happened and what happened as a result.		I can describe some ways of keeping clean
		I can cut food safely		I can make simple observations about different types of people, events, beliefs within topics studied.		I can recognise that some medicines and household products can be harmful
				I can identify some similarities and differences between ways of life in different periods.		I can describe some ways I try to keep myself safe
				I can talk about who or what was important.		I understand that there are differences between people
						I can describe what bullying is
						I can name people I can trust to help me deal with bullying
						I can recognise that my behaviour can affect others

Year 2

Art	Computing	DT	Geography	History	Music	PSHCE
I can talk about how art and design shows our history and contributes to our culture and creativity.	I can explain what an algorithm is and why a computer needs them.	In designing I understand contexts, users and purposes	I can name and locate the 7 continents and 5 oceans.	I can demonstrate an awareness of the past.	I understand the meaning of Pulse, Rhythm and Pitch.	Talk about British Values
I can make links with my own work and that of others.	I can write a simple algorithm to draw a shape e.g. a square and then program a BeeBot to make the same shape.	In designing I generate, develop, model and communicate ideas	I understand geographical similarities and differences between a small area of the United Kingdom (local) and a small area in a non-European country.	I can use some common words and phrases relating to the passing of time.	I can understand how to sing to my best ability and perform to others.	Talk about some of my positive qualities
I can evaluate and analyse creative artwork using the language of art, craft and design.	I can write a simple algorithm and then program it in a simple floor turtle software e.g. BeeBot software Blockly – Turtle interface	I can plan by suggesting what to do next, select from a range of tools/ equipment, explaining my choices	I can identify hot and cold areas of the world in relation to the equator and North and South Poles (link to polar bear and penguins)	I can fit people and events studied into a chronological time frame.	I understand the importance of an integrated approach to musical performance.	Manage some feelings in a positive and effective way
I can point out parts of my work which could be improved and try to suggest ways of improving it.	I can debug a simple computer program that contains simple errors.	I can select from a range of materials and components according to their characteristics	I can use key physical vocabulary including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	I can use a wide variety of everyday historical terms.	I can listen to and talk about music.	Identify and name some feelings
I can use different materials and art techniques (Including drawing, painting and sculpture) to make my artwork and share my ideas, experiences and imagination.	I can write a simple algorithm and then implement it as a program using a graphical programming language (using pictures) like Blockly, Kodu	I can follow procedures for safety and hygiene, use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.	I can use maps, atlases, globes, aerial images and plan perspectives to find locations	I can ask and answer questions about the past.	I can play a non-tuned instrument or clap in time	Set myself simple goals

I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	I can read and understand simple algorithms and predict the outcome.	I can measure, mark out, cut and shape materials and components.	I can use directional language to describe the location of features on a map (North, South, East, West, left and right)	I can understand some sources that we use to find out about the past.	I can follow, create and perform musical pieces using instruments	Make simple choices for some aspects of my health and wellbeing
I can use a sketchbook to plan and develop simple ideas.	I can use technology to create, organise, manipulate, store and retrieve digital content.	I can assemble, join and combine materials and components	I can make simple maps and devise basic symbols.	I can choose and use parts of stories or other sources to show understanding.		Recognise things which healthy and things which are unhealthy
	I can recognise common uses of information technology beyond school.	I can use finishing techniques, including those from art and design		I can suggest different reasons for why people did things, why events happened and what happened as a result.		Talk about the eat well guide
		I can talk about my design ideas and what I am making, make simple judgements about my products and ideas against design criteria		I can make simple observations about different types of people, events, beliefs within topics studied.		Discuss what makes some household products and medicines harmful
		I can suggest how my products could be improved		I can identify some similarities and differences between ways of life in different periods.		Describe ways of keeping safe in familiar situations
		I can identify what products are, who products are for and what products are for.		I can identify the reasons why people did things/events happened in the past about who or what was important.		Understand how we can look after our environment
		I can say how products work, how products are used, where products might be used and what materials products are made from.				
		I can say what my likes and dislikes are about products.				

Art	Computing	DT	Geography	History	Music	PSHCE
I can describe the differences and similarities between different types of art and design.	I can design, write and debug simple programs that accomplish simple goals.	I can say what to do to be hygienic and safe	I can name and locate counties and cities of the U.K.	I can demonstrate an awareness of chronology in the historical topics studied by ordering some well known time periods.	I understand the meaning of Pulse, Rhythm and Pitch.	I can talk about British Values
I can evaluate and analyse creative artwork using the language of art, craft and design.	I can read and understand simple algorithms and predict the outcome	I can read and understand food labels	I can explain geographical regions and identify their human and physical characteristics.	I can begin to establish clear events within periods studied.	I understand the meaning of Tempo, Dynamic, Melody and Structure.	I can express my own views and opinions
I can identify aspects of my work which could be improved and can suggest possible solutions.	I understand what a loop is and how 'While loops'/repeat until and repeats work in computer programmes. E.g. supported through music. Hopscotch (repeat button)	I can measure and weigh ingredients appropriately	I can name and locate key topographical features (including hills, mountains, coasts and rivers)	I can begin to note connections over time.	I can understand how to sing to my best ability and perform to others.	I can identify positive ways to face new challenges
I can describe what I have done and what I learned.	I can explain how computers use input, process and output.	I can demonstrate that my design meets a range of requirements	I can explain regional land-use patterns across the U.K and how some of these have changed over time.	I can develop an appropriate use of historical terms for historical topics studied.	I can control my voice and develop my performance to show progress	I can discuss ways in which I may change as I grow older
I can make a few links between the work of artists I have examined and my own.		I can complete a plan that shows the order and also what equipment and tools I need	I can describe and understand key aspects of the water cycle.	I can begin to address and sometimes devise historically valid questions.	I understand the importance of an integrated approach to musical performance and can apply this knowledge to my performance.	I can talk about a range of jobs
I can talk about the work of a range of current and historical artists, craft makers, architects and designers.		I can use equipment and tools accurately	I can describe and understand key aspects of mountains, volcanoes and earthquakes.	I can comprehend that knowledge of the past is constructed from a range of sources.	I can listen to and talk about music.	I can demonstrate how to look after and save money
I can use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.		I can explain how I have selected appropriate materials and components to create a finished product that will be of good quality	I can describe and understand key aspects of energy, minerals and the distribution of natural resources? (energy, food, minerals and water)	I can understand that different versions of the past may exist.	I can analyse and compare different musical pieces and styles.	I can make choices about how to develop a healthy lifestyle
I can produce a series of drawings to explore art ideas.		I can investigate and analyse a range of existing products	I can describe and understand key aspects of land use and types of settlement.	I can begin to make links between time periods? (e.g Stone Age and Ancient Egypt)	I am developing an understanding of the history of music.	I can identify things that affect my emotional health and wellbeing

I can modify and improve my work as it progresses so that it turns out how I wanted it to.		I can strengthen frames using diagonal struts	I can use the eight points of a compass.	I can identify the results of historical events, situations, and changes.	I can play a non-tuned instrument or clap in time.	I understand the choices I have around issues effecting my health and wellbeing
I can improve my mastery of art and design techniques, including drawing, painting and sculpture with range of materials [for example, pencil, charcoal, paint, clay]		I can use a simple circuit in my product	I can use fieldwork to observe, measure and present the human and physical features in the local area? (using sketch maps, plans and graphs, digital technology).	I can describe social differences in British homes over time.	I can compose different rhythms and link them together.	I can identify harmful substances around me and know how to keep myself safe
			I can use maps, atlases, globes and digital/computer mapping to locate and describe countries studied.	I can describe some cultural differences between the way of life in the Stone Age/Iron Age and Ancient Egypt.	I can follow, create and perform musical pieces using instruments.	I can recognise various risks and make choices that will keep me safe
				I can identify historically significant people (for example Alexander the Great) and events which led to changes (Invasion of Britain by William the Conqueror that led to the construction of castles).	I can perform in solo.	I understand that my actions can affect others
					I can show some skills in composition.	I understand what bullying means and recognise how it may make people feel

Year 4

Art	Computing	DT	Geography	History	Music	PSHCE
I can discuss how art and design both reflect and shape our history.	I can design, write and debug simple programs that accomplish simple goals.	I understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the body needs to be healthy and active	I can name and locate counties and cities of the U.K.	I can name and locate some countries within Europe (including Russia) and their major cities.	I understand the meaning of Pulse, Rhythm and Pitch.	I can name the British Values and begin to discuss them.
I can discuss how art and designs contribute to the culture, creativity and wealth of our nation.	I can predict changes that will occur as a result of changing variables	I understand seasonality and know how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat	I can explain geographical regions and identify their human and physical characteristics.	I can explain the key physical, human and land use characteristics of these European countries.	I understand the meaning of Tempo, Dynamic, Melody and Structure.	I can express my own views and opinions and listen to those of others
I think about the overall effect of my work and can explain clearly what I am trying to represent in my artwork.	. I understand what a loop is and how 'While loops'/repeat until and repeats work in computer programmes. Scratch (forever)	I understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the body needs to be healthy and active	I can name and locate key topographical features (including hills, mountains, coasts and rivers)	I can understand similarities and differences in the human and physical geography of a region of the U.K, a region in a European country AND a region in North America.	I can understand how to sing to my best ability and perform to others.	I can recognise my personal strengths and weaknesses
I can compare and comment on different ideas, art techniques and ways of working used in my own and others' work.	I can design a computer program that follows a sequence. I can create alternative paths to be taken through a program (using if, then, else)	I understand seasonality and know how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat	I can explain regional land-use patterns across the U.K and how some of these have changed over time.	I can describe and understand key aspects of mountains, volcanoes and earthquakes?	I can control my voice and develop my performance to show progress	I can discuss some of the changes my body goes through as I grow older
I can use collected information to help me develop ideas for my artwork and choose materials and art techniques which are suitable for what I want to do.	I can explain how computers use input, process and output to carry out useful tasks.	I can investigate similar products to the one to be made to give starting points for a design	I can describe and understand key aspects of the water cycle.	I can describe and understand key aspects of energy, minerals and the distribution of natural resources? (energy, food, minerals and water). (CONSOLIDATION)	I understand the importance of an integrated approach to musical performance and can apply this knowledge to my performance.	I can talk about a range of jobs in terms of the skills they require

I can develop my techniques, including my control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.		I can generate alternative plans and expound on the good points and drawbacks of my original design	I can describe and understand key aspects of mountains, volcanoes and earthquakes.	I can describe and understand key aspects of land use and types of settlement. (CONSOLIDATION)	I can listen to and talk about music.	I can work well as a group
I can design and make pictures and objects in art for different purposes.		I can select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately	I can describe and understand key aspects of energy, minerals and the distribution of natural resources? (energy, food, minerals and water)	I can use four-figure grid references to locate places within the U.K on an Ordnance Survey map.	I can analyse and compare different musical pieces and styles.	I understand what a safe secret is and what isn't and who I can talk to about these
		I can explain how my choices of materials and components have contributed to the aesthetic qualities of my finished product	I can describe and understand key aspects of land use and types of settlement.	I can use fieldwork to observe, measure and present the human and physical features in the local area (using sketch maps, plans and graphs, digital technology). (CONSOLIDATION)	I am developing an understanding of the history of music.	I understand basic first aid procedures
		I can consider how the finished product might be improved and how well it meets the needs of the user	I can use the eight points of a compass.	I can use maps, atlases, globes and digital/computer mapping to locate and describe countries studied. (CONSOLIDATION)	I can play a non-tuned instrument or clap in time.	I can make informed choices around issues effecting my health and wellbeing
		I can join and combine materials and components accurately in temporary and permanent way	I can use fieldwork to observe, measure and present the human and physical features in the local area? (using sketch maps, plans and graphs, digital technology).		I can compose different rhythms and link them together.	I recognise harmful substances and describe their possible effects on the body
		I understand and use mechanical systems in my products e.g. gears, pulleys, cams, levers and linkages.	I can use maps, atlases, globes and digital/computer mapping to locate and describe countries studied.		I can follow, create and perform musical pieces using instruments.	I recognise different risks in different situations and make choices for my own personal safety
					I can perform in solo.	I can describe a variety of ways in which my actions can affect others

					I can show some skills in composition.	I can describe bullying and the effects of bullying
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Year 5

Art	Computing	DT	Geography	History	Music	PSHCE
I can confidently analyse, comment on and explain ideas, art techniques and methods of working used to create my own and others' work.	I can design a program using the software Scratch.	I know appropriate portion sizes and the importance of not skipping meals, including breakfast	I can name and locate some countries within North America and their major cities.	I can demonstrate a chronologically secure knowledge of history and begin to understand the duration of periods and events.	I understand the meaning of Pulse, Rhythm and Pitch.	I can name the British Values and discuss them confidently.
I can use appropriate language of key skills and techniques learnt.	I can solve problems by decomposing them into smaller parts (abstraction)	I can understand some of the basic processes to get food from farm to plate	I can explain the key physical, human and land use characteristics of these North American countries and their topographical features.	I can establish clear events making links within and across periods studied.	I understand the meaning of the Tempo, Dynamic, Melody and Structure.	I can express my own views and opinions confidently and listen to those of others
I can take part in self-evaluative peer discussion.	I understand the binary counting system	I can taste a range of ingredients and food items to develop a food vocabulary when designing	I can describe any land use changes over time in these North American countries.	I can begin to note connections and contrasts over time.	I can understand how to sing to my best ability and perform to others.	I can identify positive ways to face new challenges
I can identify artists who have worked in a similar way to my own work.	I can create a multimodal presentation using data collection devices.	I can 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	I can understand similarities and differences in the human and physical geography of a region of the U.K, a region in a European country AND a region in North America. (CONSOLIDATION)	I can develop the appropriate use of historical terms for historical topics studied.	I can control my voice and develop my performance to show progress	I can recognise my own strengths and weaknesses as well as those of others
I can identify and discuss how art and design both reflect and shape our history.	I can design a program using the software scratch/python	I can create prototypes to show my ideas	I can describe and understand key aspects of deserts and prairies.	I can address and devise historically valid questions in order to investigate an event or person.	I understand the importance of an integrated approach to musical performance and can apply this knowledge to my own performance.	I can discuss some of the ways my body changes both physically and emotionally at puberty

I can identify and discuss how art and design contribute to the culture, creativity and wealth of our nation.		I can use tools and materials precisely	I can describe and understand key aspects of food, trade links and economic activity.	I can understand how knowledge of the past is constructed from a range of sources and the usefulness of both primary and secondary sources.	I can listen to and talk about music.	I can explain meaning of the word prejudice and the concept of racial prejudice
I can use a variety of recording methods and techniques, materials and processes to combine and organise line, tone, shape, colour, pattern, texture, space and form.		I can 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	I can describe and understand key aspects of biomes, climate zones and vegetation belts.	I can construct informed responses to questions devised selecting and organising relevant historical information.	I can analyse and compare different musical pieces and styles.	I can make choices about how to develop a healthy lifestyle
I can experiment with and manipulate a wide range of materials and art techniques with skill and control.		I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work	I can use six-figure grid references to locate places in the wider world on an Ordnance Survey map.	I can compare different versions of the past and suggest which is more reliable.	I have an understanding of the history of music.	I can identify some factors that affect the emotional health and wellbeing of myself and others
I can use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.		I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures	I can use fieldwork to observe, measure and present the human and physical features in the local area. (using sketch maps, plans and graphs, digital technology). (CONSOLIDATION)	I can describe/make links between changes within and across a non-European society.	I can play a non-tuned instrument or clap in time	I can make positive choices for my health and wellbeing and resist pressure to do the wrong thing
I can annotate work in sketchbook.		I can understand and use electrical systems in my products e.g. series circuits incorporating switches, bulbs, buzzers and motors	I can use maps, atlases, globes and digital/computer mapping to locate and describe countries studied. (CONSOLIDATION)	I can identify the results of historical events, situations, changes an important historical figure.	I can compose different rhythms and link them together.	I can describe the various risks and dangers to the body of both legal and illegal drugs
I can experiment, invent and create my own works of art, craft and design.				I can describe social, cultural, religious and ethnic diversity in relation to historical events studied.	I can follow, create and perform musical pieces using instruments	I can recognise risks in various situations and make responsible choices for my own safety and that of others

				I can identify historically significant people (Captain James Cook) and events in situations (inventions that changed the world).	I can compose and perform pieces of music using 5+ notes	I can talk about ways I can overcome negative emotions
					I can notate music in different ways (graphical, symbol, formal notation).	I can understand the nature and effects of bullying and know how to support those in need
						I can recognise a variety of relationships and the role I have within them
						I can recognise negative behaviours and support those in need
						I can recognise a variety of beliefs and show empathy and respect towards those who are different to me

Year 6

Art	Computing	DT	Geography	History	Music	PSHCE
I can discuss and review my own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	I can create simple databases using a relational database package (e.g. Microsoft Access).	I can use market research to inform my plans	I can name and locate some countries within South America and their major cities	I can demonstrate a chronologically secure knowledge of history and begin to understand the duration of periods and events.	I understand the meaning of Pulse, Rhythm and Pitch.	Talk about British Values and how I support these
I can adapt and refine my work to reflect my view of its purpose and meaning.	I can solve problems by decomposing them into smaller parts (abstraction)	I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	I can explain the key physical, human and land use characteristics of these South American countries and their topographical features	I can establish clear events making links within and across periods studied.	I understand the meaning of the Tempo, Dynamic, Melody and Structure.	Express my own views with confidence whilst listening to and respecting for the views of others
I can explain how my understanding of the context affects my views and what I do.	I understand the binary counting system	I can make modifications to the original design as I proceed	I can describe any land use changes over time in these South American countries	I can begin to understand the lapses between time periods.	I can understand how to sing to my best ability and perform to others.	Identify positive ways to face new challenges
I can explore ideas, assess and evaluate visual and other information, including images and artefacts from different historical, social and cultural contexts.	I can create a multimodal presentation using data collection devices.	I can cut and join with accuracy to ensure a high quality finish to my product	I can understand similarities and differences in the human and physical geography of a region of the U.K, a region in a European country AND a region in South America	I can note connections and contrasts and trends over time.	I can control my voice and develop my performance to show progress	Discuss the physical and emotional changes at puberty and demonstrate ways of dealing with these
I can recognise the work of key artists and begin to place them in key movements or historical events.	I can design a program using the software scratch/python	I understand how key events and individuals in design and technology have helped shape the world	I can identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic	I can develop the appropriate use of historical terms for historical topics studied.	I understand the importance of an integrated approach to musical performance and can apply this knowledge to my own performance.	Talk about a range of jobs and explain how I will develop skills to work in the future

			Circle, the Prime/Greenwich Meridian and time zones (including day and night).			
I can produce careful artwork with fine detail (where appropriate).		I can construct products using different joining techniques	I can describe and understand key aspects of food, trade links and economic activity. (CONSOLIDATION)	I can address and devise historically valid questions in order to investigate motives and reasons for events.	I can listen to and talk about music.	Demonstrate how to look after and save money
I can interpret visual and tactile qualities to communicate ideas and meanings, and realise my intentions.		I can apply my understanding of computing to program, monitor and control my product	I can describe and understand key aspects of biomes, climate zones and vegetation belts (CONSOLIDATION)	I can confidently handle both primary and secondary sources and scrutinise their usefulness with an increasing understanding of bias.	I can analyse and compare different musical pieces and styles.	Make choices about how to develop a healthy lifestyle
I can choose relevant visual and other information from my research and use this to help me develop my work, and I take account of the purpose of the art work when making my choices.		I understand the main food groups and the different nutrients that are important for health	I can use fieldwork to observe, measure and present the human and physical features in the local area. (using sketch maps, plans and graphs, digital technology) (CONSOLIDATION)	I can construct informed, balanced responses to questions devised selecting and organising relevant historical information.	I have an understanding of the history of music.	Identify coping strategies for feelings such as fear and worry
I can start to develop my own style using tonal contrast and mixed media.		I can use information on food labels to inform choices	I can use maps, atlases, globes and digital/computer mapping to locate and describe countries studied. (CONSOLIDATION)	I can compare different versions of the past and suggest which is more reliable using wider evidence from the period studied.	I can play a non-tuned instrument or clap in time	Make judgements and decisions around health and wellbeing issues whilst resisting negative peer pressure
		I can join and combine ingredients appropriately e.g. beating, rubbing in		I can precisely describe/make links between changes within and across the shaped modern Britain.	I can compose different rhythms and link them together.	List commonly available legal and illegal drugs and describe some of the effects / risks associated with them
		I can understand the main food groups and the different nutrients		I can identify the results of historical events, situations, changes in	I can follow, create and perform musical pieces using instruments	Identify and manage risks in different familiar situations

		that are important for health		the context of World War 2.		
				I can describe social, cultural, religious and ethnic diversity in relation to a local history study.	I can compose and perform pieces of music using 5+ notes	Explain how my actions have consequences for myself and others
				I can describe social, cultural and ethnic diversity in countries at war with Britain (wider world).	I can notate music in different ways (graphical, symbol, formal notation).	Decide whether a problem is one they can solve themselves or one that they should share with someone
				I can identify historically significant people (Winston Churchill) and events in situations. (WW2 and across the decades).		

Non-Thematic Subjects

There are certain subjects which the academy have decided are particularly important to the children of the academy and should be taught as 'stand alone' subjects so that the content and experiences that they offer are not diluted with those of other subjects.

Religious Education

Aims

Religious Education is an important element in the broad and balanced curriculum we aim to provide at The Parks Primary Academy. Through our RE curriculum we provide opportunities to develop children's knowledge and understanding of world religions and reflect on the challenging questions that it provokes.

The aims of religious education are:

- To develop pupils' knowledge and understanding of Christianity and other religions and consider how the beliefs of others impact on their lives and the lives of others.
- To encourage children to ask and reflect on challenging questions.
- To provide opportunities for personal reflection where children can explore their own beliefs (not necessarily religious).
- To encourage children to appreciate and respect the different cultures in today's society.

Legal requirements

The RE curriculum forms an important part of our school's spiritual, moral and social teaching. Our academy RE curriculum is based on the East Riding Local Authority's (LA) Agreed Syllabus and it meets all the requirements set out in that document. The Education Act 1996 states that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. It must be non-denominational and must not be designed to convert pupils to a particular religion.

Planning

At The Parks Primary Academy we plan our RE based on the East Riding's LA's agreed syllabus. The long and medium term plans ensure that there is progression throughout the school and that children are building upon knowledge learnt in previous years. The topics are designed so that pupils develop knowledge and understanding of the principal religions in Great Britain and Christianity is taught as a core religion in both key stages.

	KEY STAGE 1		KEY STAGE 2			
	Y1	Y2	Y3	Y4	Y5	Y6
AUTUMN	<p>1.1 Looking at me, looking at you</p> <p><i>What makes us special?</i></p>	<p>2.1 Belonging</p> <p><i>What does it mean to belong?</i></p>	<p>3.1 Remembering</p> <p><i>Why remember?</i></p>	<p>4.1 Belief in the community</p> <p><i>What does it mean to belong to a faith?</i></p>	<p>5.1 Expressions of faith</p> <p><i>How do people express their faith?</i></p>	<p>6.1 Justice and freedom</p> <p><i>Is it fair?</i></p>
SPRING	<p>1.2 Caring for the world</p> <p><i>How can we keep the world special?</i></p>	<p>2.2 Believing</p> <p><i>How do people demonstrate their beliefs?</i></p>	<p>3.2 Faith founders</p> <p><i>Who are the faith founders and what did they teach?</i></p>	<p>4.2 Saints and heroes</p> <p><i>What makes a hero?</i></p>	<p>5.2 Faith in action</p> <p><i>What inspires people to follow a faith?</i></p>	<p>6.2 Living a faith</p> <p><i>What gives a sense of identity and belonging?</i></p>
SUMMER	<p>1.3 Worship and festivals</p> <p><i>What is worship?</i></p>	<p>2.3 Questions, questions</p> <p><i>What are the Big Questions?</i></p>	<p>3.3 Encounters</p> <p><i>What makes a place sacred?</i></p>	<p>4.3 Our world</p> <p><i>What do religions teach about caring for our world?</i></p>	<p>5.3 Pilgrimage</p> <p><i>Why do people of faith make a pilgrimage?</i></p>	<p>6.3 Hopes and visions</p> <p><i>What is life about?</i></p>

Our bespoke RE curriculum allows children to see the similarities within the major religions and make connections. Each year group will use festivals in a variety of religions.

We recognise that within classes, there is a wide variety of abilities and so we provide suitable learning opportunities that are matched to the needs of all children. This is done through providing support, differentiating activities and using a range of teaching and learning styles within lessons.

Where possible, teaching will be supplemented with trips to places of worship or visits from people from religious communities.

The three elements of RE are indicated as follows: Knowledge and Understanding of Religion, Critical Thinking and Personal Reflection

Foundation Stage

Religious Education is provided to all pupils at The Parks Primary Academy. In the foundation stage, RE is linked to the Early Learning Goals and provides children the opportunity to explore the world of religion in terms of special people, books, times, places and objects.

Assessment and Recording

The standard of work in RE is expected to reflect the targets of children in the core subjects. Displays of children's work in RE are also encouraged.

We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. Teacher use the outcomes of each lesson to inform future planning and note any areas of particular interest shown.

On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the expectations of the unit. We record the progress on skills sheets for assessment, which we use as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year. This assessment is to be stored by the RE Co-ordinator in the RE evidence file so that progression can be monitored.

Right of Withdrawal

According to the Education Act 1996 and the School Standards and Framework Act 1988 parents have the right to withdraw their children from all or part of Religious Education lessons.

PSHE

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory until September 2020 and that no new programmes of study would be published. The DfE specified as part of its

National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:
"PSHE remains an important and necessary part of all pupils' education."

Jigsaw

At The Parks Primary Academy we have adopted the Jigsaw programme because it will:

- Deliver a wider range of experiences
- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Encourage pupils to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Enable participation in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.
- Help pupils learn to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Foster understanding and respect for our common humanity, diversity and differences so that pupils can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Organisation and Implementation of Jigsaw in School

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

The Learning Environment

- *Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece - by using The Jigsaw Charter. Ideally, teachers and children will devise their own Class Charter. It should include the following aspects:*
- *We take turns to speak*
- *We use kind and positive words*
- *We listen to each other*
- *We have the right to pass*
- *We only use names when giving compliments or when being positive*
- *We respect each other's privacy (confidentiality)*

How is Jigsaw PSHE organised in the academy?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but adapted to address children's needs today); and one is based on emotional literacy and social skills and covers and adds to the Social Emotions Aspects of Learning intentions (SEAL). These enhancements mean that Jigsaw is relevant to children living in today's world. It helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every piece contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

JIGSAW CONTENT

<i>Term</i>	<i>Puzzle name</i>	<i>Content</i>
<i>Autumn 1:</i>	<i>Being Me in My World</i>	<i>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</i>
<i>Autumn 2:</i>	<i>Celebrating Difference</i>	<i>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</i>
<i>Spring 1:</i>	<i>Dreams and Goals</i>	<i>Includes goal-setting, aspirations, working together to design and organise fund-raising events.</i>
<i>Spring 2:</i>	<i>Healthy Me</i>	<i>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</i>
<i>Summer 1:</i>	<i>Relationships</i>	<i>Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</i>
<i>Summer 2:</i>	<i>Changing Me</i>	<i>Includes Sex and Relationship Education in the context of looking at change.</i>

Drug and Alcohol Education

Definition of 'Drugs':

- This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes:
- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions

