

Al-Khair Prep School

Foundation Subject Policy



Approved by: Shuaib Yusaf **Date:** 24 September 2021

Last reviewed on: Sept 2021

Next review due by: September 2022 GB

Curriculum intent (Science/History/Geography)

At Al khair School, we recognise the importance of Science in every aspect of daily life. As one of the core subjects taught in Primary Schools, we give the teaching and learning of Science the prominence it requires.

The curriculum grid has been developed by the ks1 and ks2 foundation subject leads, they have analysed the national curriculum and developed a programme of study that reinforces previous learning and understanding. The National Curriculum alongside our program of study, will provide a structure and skill development for the implementation of the curriculum being taught throughout the school, this is directly linked to the scheme of works.

Our primary aim is concerned with increasing pupils' knowledge and understanding of the world we live in, by developing skills associated with Science as a process of enquiry. This will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

Curriculum implementation (Science/History/geography)

The foundation subject curriculum provides children with the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences.

In conjunction with the aims of the National Curriculum, our foundation stage lessons give children opportunities that facilitate and aid their learning. The lessons include the following areas of development;

Science

- develop scientific knowledge and conceptual understanding
- develop understanding of the nature, processes and methods of Science through different types of science enquiries, such as experiment, field trips and visits to museums
- be equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future. Learn scientific terminology and apply it in their class work, experiments and investigations
- develop the essential scientific enquiry skills to deepen their scientific knowledge, use materials and resources to develop and strengthen their understanding, such as the human body skeleton, variety of materials and circuits. Develop a respect for the materials and equipment they handle with regard to their own, and other children's safety.

- Use a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including I.C.T., diagrams, graphs and charts. Children will have opportunities to use the ict room to create power points and label diagrams.
- Develop a respect for the materials and equipment they handle with regard to their own, and other children's safety.
- Develop an enthusiasm and enjoyment of scientific learning and discovery. Links to stem programs of study with other schools.

History

- develop understanding of historical events, time lines and data analysis
- Know and understand chronological narrative, from the earliest times to the present day:
- Understand 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 Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'follies of mankind
-
- 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. This is also directly linked to our debating classes (taught in year 6).
- 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.

Geography

There are 3 main aspects children will develop (locational knowledge, place knowledge and human/physical geography)

- **Locational knowledge** examines latitude, longitude and time zones. Children will use maps, concentrating on regions, key physical / human characteristics,

countries, and major cities. They will also work on locating the counties and cities of the United Kingdom, and start to explore their human and physical characteristics.

- Children will examine geographical similarities and differences by comparing the geography of a region of the United Kingdom with other regions. This is part of the **place knowledge** aspect of the curriculum.
- For **human and physical geography**, children will be taught to describe and understand key aspects of geography, for example: climate zones, rivers, mountains, volcanoes, earthquakes, the water cycle, types of settlement, economic activity and the distribution of natural resources.

Children have two weekly lessons for each subject (science, history or geography) throughout Key Stage 1 and 2, these are based on the foundation topic grid. In Early years, foundation subjects are taught by children learning about the world around them (understanding the world) in their learning through play.

At the end of every 6 weeks ks2 children undertake a topic test based on a 6 week topic learning program (science only). These results are recorded and used to revise in class, areas that need further clarification or development are taught in class.

Curriculum Impact (Science/History/Geography)

Our curriculum has a link to our pupil voice, this is used to further develop the foundation subjects curriculum, through questioning of pupil's views and attitudes to Science, history and geography to support the children's enjoyment of science and to motivate learners.

Children learn the possibilities for careers in these subject areas as a result of our community links and connection with national agencies such as the STEM association, trips and workshops.

Children gain confidence, understanding and knowledge in these subjects based on the topics they have been taught, this will help them broaden their opportunities in life.

The Role of Subject Leader To undertake monitoring of the standards of the foundation stage subjects.

- Provide leadership and management of foundation subjects to secure high quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review.

- To attend subject specific courses.
- To report to SLT on foundation subject related issues.
- To plan and organise the allocated purchase of resources in accordance with available budget.

Religious studies

Curriculum intent

At Al khair we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. Children will be able to develop positive attitudes and values to reflect and relate to their learning in r.e and their own experiences.

We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We aim to develop knowledge and understanding of all people who make up a rich and diverse society.

Religious Education plays an important role, along with all other curriculum areas, particularly pshe and smsc (non- religious beliefs, worldviews, practises and ways of life and people's own philosophical practises), in promoting the spiritual, moral, social, and cultural development of our children.

Curriculum implementation

There is one lesson per week based on religious studies, the curriculum grid for r.e covers all the mandatory topics that are on the national curriculum. Each topic is taught for 6 weeks and children are given opportunities to discuss, participate and visit places that relate to the topic.

Children are given the opportunity to participate in the three faith forum (visiting other schools and other comes visiting our school). These opportunities raise awareness and understanding of different faiths and how children learn to engage and value each others beliefs.

Curriculum impact

Our Religious Education Curriculum planned out comprehensively, it demonstrates progression and understanding of the most common religions of this world. If children are keeping up with the curriculum, they are deemed to be making good progress in understanding people's values and beliefs.

We seek to ensure that all pupils in our school are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Regular assemblies and celebrations of work/displays by each year will help to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history.

Islamic studies

Curriculum intent

At Al Khair prep school we aim to provide our children with an indepth understanding towards the values and teachings of islam. Our curriculum is based upon the 5 pillars of islam. We set high expectations for our children, whom we desire will become confident, positive, articulate, responsible and highly achieving individuals who have a strong sense of identity and purpose; who are self-disciplined, morally upright, emotionally secure and spiritually intelligent; and who respectfully work with others from diverse backgrounds. These attributes are reinforced through our daily routines and structure of the school. Our children are encouraged to display polite manners in accordance to the teachings of islam, they are taught how to conduct themselves in the wider society through our diverse islamic studies curricullumn.

Our wider curriculum (r.e, pshe, smsc) reinforces and compliments our vision of how we would like our children to project themselves in the wider society.

Curriculum implementation

Islamic studies is taught based upon a progressive grid that begins from Early years to year 6. There is one islamic studies lesson each week, and up to 5 Quran lessons in the week. Learning the Quran is a part of the islamic studies curriculum. There is a direct link in what children are taught in Islamic studies and what they learn in Quran lessons. During Quran lessons children are taught how to read the arabic language

correctly, learn the meaning and memorize parts of the Quran. The Quran lessons also link to one of the daily prayers that children perform at school.

Alongside the islamic curriculum we undertake workshops for the children, with the highest level of modesty and morality in mind, **sex education** is a part of curriculum grid, it only focuses on children who are in years 5 and 6. Children are given the opportunity to ask questions and participate in group discussions. An Islamic perspective forms the basis of the content of such workshops.

Curriculum impact

The implementation of the islamic studies curriculum, ethos of the school and other subjects such as r.e, pshe and smsc all reinforce the attributes we would like our children to possess. We aim for our children to behave in a well mannered fashion in and outside of school, to possess attributes that are in tune with our teachings and fundamental british values.

P.E

Curriculum intent

PE develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. By taking part in different physical activities, they learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

PE helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating.

Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Curriculum implementation

children at Al khair Prep school participate in 2 lessons per week of high quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being.

Curriculum impact

Our curriculum aims to improve the wellbeing and fitness of all children at Al Khair Prep not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.

Art

Curriculum Intent.

Here, at Al Khair Prep School, we value and are dedicated to the teaching of Art and Design Technology. We see this as a fundamental part of school life. We are committed to providing an 'Arts Rich Curriculum' for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see art and design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.

Curriculum Implementation

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- *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

Class teachers are responsible for teaching art and design technology. We take every opportunity to develop links with outside agencies and experts, in order to enrich our Art and Design provision.

Curriculum Impact

Our children enjoy the self-expression that they experience in both Art and Design Technology. They are always keen to learn new skills and work hard to perfect those shown to them. The children's art is very often cross-curricular, and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in history, geography and science. Through their art and design, the children are able to reach out into the community, with our pupil's artwork being displayed in classrooms and around the communal areas of the school, during different times of the year for parents to visit.

Computer Science

Curriculum Intent

Through the teaching of Computing, the children are equipped with all the necessary skills that will enable them to become independent learners. Through using a variety of software and hardware the children will be confident for the future where technology plays a part in everyday living.

As technology develops, so does the need for a better understanding of how to use it in a responsible manner. The education of pupils in E-Safety is therefore essential so as to ensure children are equipped with the skills to recognise risks online, to be critically aware of the materials and content they access online, along with guidance on how to accurately validate information accessed via the internet.

Curriculum Implementation

Pupils participate in regular Computing and E-Safety lessons in order to achieve the intent of the Computing and E-Safety curriculum at Al Khair Prep School. In addition to stand alone lessons, these elements are regularly incorporated into other subjects, given the cross-curricular nature of computing and the opportunities to expand and develop lessons that its inclusion provides.

The delivery of Computing and E-Safety at Al Khair is planned in line with the national curriculum and allows for clear progression, with lessons designed to enable pupils to achieve the subject objectives.

Curriculum Impact

After the implementation of the Computing and E-Safety curriculum, children at Al Khair Prep School will be digitally literate and equipped to use technology effectively and safely. Children will understand the consequences of using the internet and also be knowledgeable on how to keep themselves safe online. Confidence in this subject will enable our children to become independent and competent in key life skills such as problem-solving, logical thinking and evaluation.

