



Curriculum Rationale

Updated: September 2022





At Deykin Avenue JI School, we are committed to developing children who are happy, confident and have a 'can do' attitude, believing that nothing is beyond their reach. By the time they leave our school at the end of Year 6, we want them to:

- know how it feels to be a valued member of society;
- know how to respect themselves and other people;
- know how and why they must take responsibility for their own actions;
- have the necessary skills in order to develop their learning as they move to secondary school and beyond; and
- aim high and believe that they can do anything if they put their minds to it.

We want all of our children to develop as STARS. That is, we want them to be:

Successful (they can achieve anything – nothing is too hard or too difficult to achieve)

Tolerant (they respect other people's beliefs, religions and differences – they accept that all human beings are different and respect these differences)

Ambitious (they have high expectations for what they want to achieve, eg, a career they would like to aim for when they are adults)

Resilient (if they do not succeed at first, they keep on trying – never give up)

The staff in school are committed to these core values which will help us to deliver the vision statement. However, we need all other stakeholders, eg, families, visitors and governors to also uphold these values so that our children develop them both inside school and in the outside world. If the entire Deykin Family can work together, our vision can be achieved.

- respect
- fairness
- responsibility
- inclusivity

If everyone follows these values in school, it will help our children to become STARS. They will be **successful** in their education and realise that learning does not end when they leave school - it carries on for life (eg, university or apprenticeship, training for a new job, learning to drive, etc). They will appreciate that we are all different and learn to be **tolerant** towards everyone and accept these differences. They will be **ambitious** and want to succeed now and aim for the career of their choice when they are older. They will learn how to be **resilient** and when things get tough, they will pick themselves up and carry on.

Personal Growth

At Deykin Avenue, we believe in both academic and personal growth for all our pupils. Each child should be confident and self-assured in themselves and what they are capable of.

We aim to do this in a variety of ways:

Children Understanding their Rights

As a UNICEF partnership school, we strive to make all children aware of their rights and how they cannot be taken away from them. We teach children to value themselves, their education and those around them.

British Values

As a school, we actively promote British Values. We educate and celebrate the diverse range of cultures, beliefs and people that we have in the UK and emphasise that mutual respect and tolerance is vital in order to maintain a peaceful and happy world.

Celebrating Differences

At Deykin Avenue, we truly value the contribution that every person can make. We actively encourage children to share and be proud of what makes them unique. As a school, we celebrate a wide selection of faiths and cultures and strive to break down barriers that lead to stereotyping, disrespectful attitudes and any form of abuse that could cause physical or emotional harm.

Having High Aspirations

Deykin Avenue has always had high expectations for the children who attend our school. We believe that all children have the potential to achieve extraordinary outcomes throughout their life and encourage them to be aspirational. We instill the values of hard work, perseverance and self-belief in all our pupils.

Honesty

Staff at Deykin Avenue believe in being honest with all children (providing that it does not put them at risk of harm as outlined in our Safeguarding Policy). We will always aim to provide safe and unbiased information so children can make their own independent decisions and expand their understanding of the world they live in.

Our Curriculum

At Deykin Avenue, we have worked collaboratively to design a curriculum which underpins our values, aims and the fundamental rights of all children. We believe in guiding our children along a path that enables them to develop their skills and knowledge but also their social interactions and physical and mental health.

Deykin Avenue JI School strives to ensure that all our children are knowledgeable, confident, ambitious and happy.

Creating our Curriculum

When devising our curriculum, we assessed the needs, interests, backgrounds and heritage of the children who come to Deykin Avenue. We believe that it is important for children to build their knowledge and skills as set out in national guidance but also to understand and value their own heritage and surroundings. Our curriculum allows children to develop their knowledge and skills on a personal, local and global scale. The learning that takes place at Deykin Avenue allows children to become thoughtful, skilled and ambitious individuals who can truly become global citizens.

Topic Choices

By valuing the heritage and background of the children at Deykin Avenue, we knew our selection of topics for each year group had to be educational, purposeful, engaging and meaningful to children. Each year group have topics that will give every child the opportunity to expand their knowledge and skills, learn about the wider world but always remember and value their roots.

We have created a well balanced, engaging and inspiring curriculum that allows learners to grow and flourish regardless of their race, gender, beliefs, abilities or background.

Impact on our Children

The curriculum that we have developed will allow children to build skills, knowledge and confidence as they move through the school. Staff at Deykin Avenue care for and nurture all our pupils and we believe that this holistic approach, combined with the empowering knowledge and skills that we provide, will allow all children to flourish as they move into secondary school.

The curriculum at Deykin Avenue enables children to be well-rounded, confident and ambitious individuals with the belief that they can achieve their dreams.

We prepare our children for a successful life beyond our school but make it well known to students - past, present or still to come - that Deykin Avenue JI School is a family and they will always be our children.

The Future

It is vital that this document and all other documents written for the curriculum are seen as 'working' documents. Throughout the year, this rationale, planning maps and topics will be adapted and modified to meet the needs of our children and the community in which we support. Any changes will be done collectively, with the views of staff, children and families all taken into consideration.

Our fundamental aim here at Deykin Avenue JI School is to provide the children with the best education possible and give them the skills needed to lead a successful, happy and fulfilling life.

We are proud to be at the heart of this community and will always strive to support our local area and all those that live here.

Learning Journey—Reception

Me and My School and Autumn Autumn 1	<ul style="list-style-type: none">• Children can settle into school in a personalised manner.• Develop social phrases, eg, “Good morning.”• Share ideas in well formed sentences. Links to Year 1 <ul style="list-style-type: none">• Looking at maps of the UK and other countries.• How we learn about events in the past.• Learn about seasonal changes.
Celebrations Autumn 2	<ul style="list-style-type: none">• Children learn about different celebrations: religious and non-religious. Links to Year 1 <ul style="list-style-type: none">• Children will learn about Remembrance Day in more detail.• Learn about the senses humans have and how plants grow.
Traditional Tales Spring 1	<ul style="list-style-type: none">• Listen to a range of traditional tales, eg, The Gingerbread Man, The Ugly Duckling, etc.• Represent these characters with different media, eg, chalk, paint, crayons, etc. Links to Year 1 <ul style="list-style-type: none">• Identifying countries on a world map.• Develop their creative skills, eg, art, music, drama, etc.
Emergency Services Spring 2	<ul style="list-style-type: none">• Understand what is meant by ‘emergency services’ and when we need to contact them.• Role play being, eg, a paramedic, police officer, nurse, etc. Links to Year 1 <ul style="list-style-type: none">• Work with others and role play an emergency situation.• Learn how to keep themselves safe and what to do in an emergency.
Mini Beasts and Growing Summer 1	<ul style="list-style-type: none">• Take part in a mini beast hunt and identify their habitats.• Plant sunflower seeds and observe how they grow.• Identify how the seasons affect the growth of plants. Links to Year 1 <ul style="list-style-type: none">• Learn where in the world different foods come from including fruits and vegetables.• Learn about seasonal changes and plants.
Journeys and Transport Summer 2	<ul style="list-style-type: none">• Identify what a journey is and why we make them.• Identify forms of transport: past and present.• Compare Birmingham with a contrasting locality. Links to Year 1 <ul style="list-style-type: none">• Children will compare two contrasting locations: Weston-super-Mare and Montego Bay.• Identify the four countries of the United Kingdom.

Topics - Years 1-6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	What We Eat	Significant Women	Amazing Atlases and Marvellous Maps	South America	Early Islamic Civilization	Migration
Autumn 2	Remembrance	Weather	Stone Age to Iron Age	The Romans	Rivers and Mountains	Inventions
Spring 1	The Amazing UK	The Great Fire of London	Africa	My Cultural Identity	Ancient Egypt	Saving The Planet
Spring 2	Fantastic Queens	Our School and Local Area	The Victorians	The Anglo-Saxons	Natural Disasters	How The UK Has Changed
Summer 1	People Who Changed The World: Technology	Comparing Cities	Italy	The Vikings	World War II	Ancient Greece
Summer 2	Seaside Study: Weston-super-Mare and Montego Bay	Cadbury Brothers	Local History Study	Exploring My Local Area	Comparing Birmingham, Rome and the Amazon	Education Through The Years

Geography based

History based

How Topics Link - Years 1-6

History Links - KS1 (Y1-Y2) Lower KS2 (Y3-4) Upper KS2 (Y5-6)

Children learn about Remembrance Day during KS1 and briefly look at World War I. In lower KS2, they learn about life in Birmingham and Coventry during World War II, then in upper KS2, they learn in more detail about World War II. Links are also made the KS1 topic of the Cadbury brothers and their efforts during World War II.

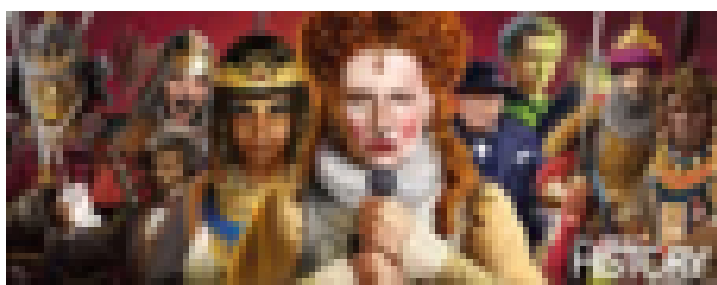
KS1 study Fantastic Queens and the children look at Queen Elizabeth I, Queen Victoria and Queen Elizabeth II. They then make links to the Cadbury brothers who lived during the Victorian times. In lower KS2, they learn in detail about the Victorians and in upper KS2, the children will look at some Victorian inventions and learn about slavery in Africa which is touched upon in Year 1 during Elizabeth I's reign.

KS1 learn about people who changed technology over time (William Caxton, Tim Berners-Lee and Ada Lovelace). They then learn about significant women (Mary Seacole, Edith Cavell, Emily Davison and Rosa Parks). In upper KS2, they learn about a range of inventions from different eras.

Children learn about the Great Fire of London in KS1 which follows on from their work on the emergency services in Reception. They also study people who have changed technology.

Lower KS2 explore how times changed from the Stone Age to the Iron Age. They then move on to the Romans, Anglo-Saxons and Vikings as early civilizations. In upper KS2, the children will study other early civilizations including Islamic (including Baghdad), ancient Egypt and ancient Greece.

Upper KS2 focus on education through the years. This builds on prior learning from KS1 where the children learnt about Queen Elizabeth I and lower KS2's Victorian unit of work to explore schooling in these eras. It also links to lower KS2's work on the Romans and what impact this has on schools today, eg, Roman numerals as part of the mathematics curriculum.



How Topics Link - Years 1-6

Geography Links - KS1 (Y1-Y2) Lower KS2 (Y3-4) Upper KS2 (Y5-6)

Children learn about foods we eat in KS1 and where in the world they come from. They also learn that certain crops grow in certain countries due to the climate. In lower KS2, the children further develop their map reading skills and look at traditional foods people eat which link to their cultural identity. Upper KS2 focuses on how food was rationed during World War II (history unit).

KS1 children learn all about the United Kingdom (UK) including the four countries within it and their capital cities. They also look at the geographical features of our local area. This is further developed in lower KS2 where they locate the UK on maps and focus on towns, cities and counties. In upper KS2, children learn how the UK has changed since the last Ice Age and hypothesise how the UK may change in the future and why they think this.

Children in KS1 compare two contrasting seaside locations: Weston-super-Mare in England and Montego Bay in Jamaica. They also compare two contrasting cities: St Davids in Wales and Taxco in Mexico. In upper KS2, they further develop their skills by comparing Birmingham, Rome and the Amazon. This complements the work they have undertaken in lower KS2 where they will have studied Italy and South America - in particular, Brazil and the Amazon.

In lower KS2, the children learn about Africa and its geographical features. In upper KS2, they further develop their knowledge through identifying various rivers and mountains in the world including those in the African continent. The children also look at what migration means which includes a focus on African slavery.

Children begin looking at the seven continents and five oceans of the world in KS1 and this is embedded throughout their time in KS2. They identify what natural disasters are in Year 5 which builds on their understanding of volcanoes in Year 3 where they learn that Mount Vesuvius destroyed the ancient city of Pompeii.

Work on human and physical features of the UK and other countries around the world are explored throughout the school. The children spend time looking at how amazing our planet is; it has a range of climates, countries, oceans, rivers, mountains and so on, and the children learn different ways of how we can look after our planet in Year 6.

