



HIGH HESKET C of E SCHOOL (VC) Religious Education

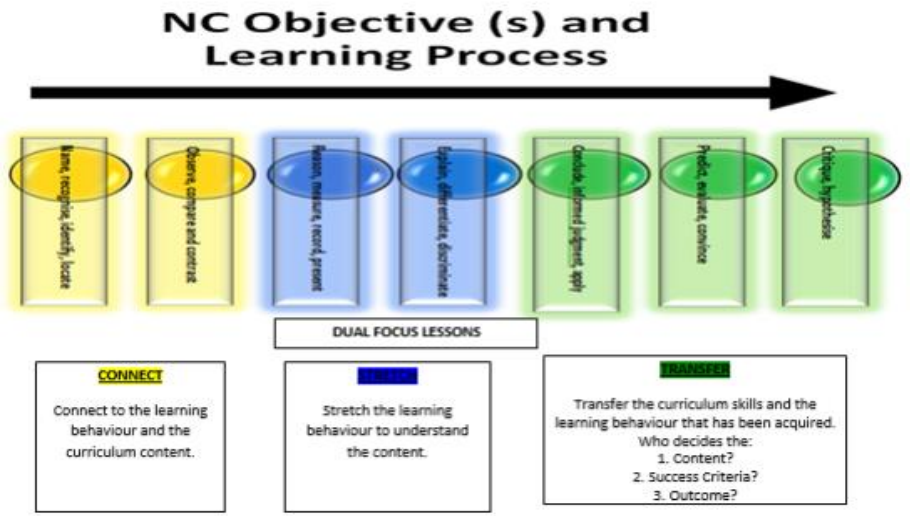
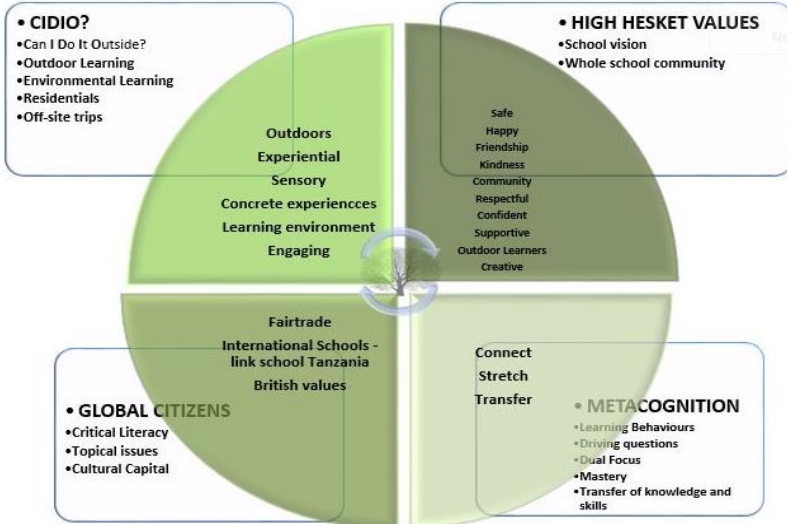
Our Curriculum Drivers

High Hesket Values	Metacognition (Learning how we learn)	CIDIO (Can I Do It Outside?)	Being Global Citizens
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Intent	Implementation	Impact
<p>What do we have in place? Our RE Intent Statement:</p> <p>Religious Education at High Hesket CE School reflects our whole school values and our drive to prepare our children with the skills they need to become well rounded and successful individuals ready for life in all its fullness. Our RE curriculum and bible teachings provide opportunities for our children to explore and reflect on the Christian values that drive our school. Through a deeper understanding of other religions we encourage the children to be respectful and understanding of others. Our lessons provide opportunities for the children to dig deeper into questions that promote reflective learning. Supporting our children in exploring religious values is fundamental in ensuring they become respectful and responsible adults. By giving the children the learning skills to be able to question and explore both Christian and other religious and world views, we ensure that the children develop a deeper and more meaningful experience of Religious Education.</p> <p>What happens as a result?</p> <ul style="list-style-type: none"> Teachers use the intent statements to guide their planning and organisation for teaching and learning at the implementation stage. <p>What are we working on?</p> <ul style="list-style-type: none"> All staff are consistently working on ensuring our RE intent statement is achieved with the children. Curriculum and subject leaders will review intent statements as part of a curriculum study. 	<p>What do we have in place?</p> <div style="text-align: center;"> </div> <p>An overarching approach to teaching and learning in RE:</p> <ul style="list-style-type: none"> Connect to the learning behaviour and curriculum content Stretch the learning behaviour to understand the content Transfer the curriculum skills and knowledge and the learning behaviour that has been acquired. <p>For use in RE and shared with parents on our website we have:</p> <ul style="list-style-type: none"> Progression of skills documents Progression of vocabulary documents Long term overview of RE Cumbria Agreed Syllabus coverage and where the subject is taught. <p>For teachers:</p> <ul style="list-style-type: none"> An implementation guidance document for RE. <p>What happens as a result?</p> <ul style="list-style-type: none"> Teachers use the connect/stretch/transfer process in conjunction with the above documents to plan units of work and individual lessons. Teachers monitor knowledge, progress in learning skills and concepts and adapt planning and ideas as needed. Subject leader supports teachers in acquiring subject knowledge, planning, inclusive practise and the Cumbria agreed syllabus. <p>What are we working on?</p> <ul style="list-style-type: none"> Continue to develop our children's knowledge of Religion and awareness of Christian values. Implementation of a new curriculum (Questful RE) based on the new Cumbria Agreed Syllabus. 	<p>What do we have in place?</p> <ul style="list-style-type: none"> Curriculum study - a shift from book scrutiny procedure to a more holistic approach to identify what and how children have learned, progress and attainment. <div style="text-align: center;"> </div> <p>The process involves:</p> <ul style="list-style-type: none"> A quick book look Conversations with groups of children in each year group to gauge, sequence of learning, use of knowledge organisers, knowledge and understanding of the children, development of curriculum processes and drivers, pride and presentation, inclusive practice, expectations and curriculum coverage. A closer book look Feedback to staff – whole school strengths and areas of development. Individual feedback as necessary. <p>What happens as a result?</p> <ul style="list-style-type: none"> Subject leader understanding of our intent and implementation processes. Identifies what we are doing well Identifies clear next steps Feeds directly into subject leader action plans Feeds into SIP <p>What are we working on?</p> <ul style="list-style-type: none"> Reflecting and adapting through our assessment cycles to ensure high quality impact.



CURRICULUM DRIVERS



Year 4

RE: How and why can we give thanks? What symbols of light are there in the Christmas story?

Art: Japanese art linked to Kensuko's Kingdom. Blossom trees - paint. Rainforest: sketching using scale then printing (make a quilting using smaller pieces?) (Junior Bolinas) to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

English: Key genres: Adventure stories, Persuasive text/s, Balanced argument, Poetry (Metaphor / Simile) (Ia Iu) Key texts: Ken saku's Kingdom, The Lion and the Unicorn

Maths: Place value, addition and subtraction, area and perimeter, multiplication and division.

Music - Chansha: Mam a Mia Christmas Performance: The Day That Baby Jesus Came to Town Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.

Science: DIGESTIVE SYSTEM & FOOD CHAINS Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.

LIVING THINGS & HABITATS Recognise that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose

PSHE - 3D PSHE Personal Information Online use and privacy

DT: Mechanical Systems - Pneumatics Moving Rainforest animals. Analyse, design, make and evaluate pneumatic systems to create a moving animal.

History: WW2 - link with Japan and USA in Kensuko's Kingdom. A study of a theme in British history that extends pupils' chronological knowledge beyond 1066 Focus: Battle of Britain

PE: Multi skills and invasion games

French: Family and friends

Computing: Scratch Junior - Programming Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Geography: BIOMES Physical geography, including: biomes and vegetation belts Why are rainforests so wet? To include location, place, human/physical and geographical skills using a range of sources allowing for data collection and analysis (link to maths statistics unit)

Rainforests
Why are rainforests so wet?

