



# James Dixon Curriculum Intent

The James Dixon Knowledge Curriculum immerses our children in powerful knowledge that takes them beyond their own living memory and environment they live in. These learning opportunities allow them to take risks, build confidence and have fun. These inclusive learning experiences will create memories and prepare our children to use and explore their talents to help shape a better future for the local and wider community.

## English

*The James Dixon English Writing Curriculum aims to be an inclusive, purposeful and contextualised learning journey allowing the children to make links between writing and the world they live in.*

*At James Dixon we aim to ensure that all pupils:*

- *Have a positive attitude towards writing, finding the process fun and exciting.*
- *Develop a broad and ambitious vocabulary and use this vocabulary confidently in conversation.*
- *Have the confidence to write with flair, clarity and imagination for a range of audiences and purposes.*
- *Have a solid understanding of spelling, punctuation and grammar.*
- *Are able to edit, develop and draft their own writing with the understanding this will make them do their very best.*



# James Dixon Curriculum Intent

## *English – Early Reading and Phonics*

*At James Dixon Primary we believe that learning to read is an essential skill that no child should be denied. Reading is one of the most important foundations of learning, enabling our children to access the wider curriculum with independence and creativity.*

*Our highly trained practitioners support children to embark on their reading journey through the teaching of phonics with a goal of inspiring a lifelong love of the written word and the power of language. We start teaching phonics in Pre-School/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.*

*At James Dixon Primary, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.*



# James Dixon Curriculum Intent

## *Early Years Foundation Stage*

*At James Dixon Primary we aim to embrace young children's learning through curiosity and play, as we believe that, for the children in our community, there are no limits on what they can achieve in their lives when they build upon a strong foundation of inspired teaching and a strong home-school partnership. We use highly skilled practitioners who recognise the many different ways in which adults can help young children learn; this includes the use of quality interactions, observing and noticing children's interests and responding in a variety of ways. Our creative curriculum is interwoven through the Early Years Foundation Stage providing a stimulating, engaging and inspiring learning environment with many opportunities for adult-led and child-led activities. We aim to nurture knowledge, creativity, kindness, wisdom, critical thinking, empathy and many more of the skills and values that will allow young children to develop and flourish as learners.*

*We recognise that for the children to meet the Early Learning Goals the teachers need to plan sequenced and discreet lessons in Phonics and Number. The teachers use their knowledge to deliver systematic synthetic phonics following the Little Wandle scheme of learning and there are plenty of opportunities for the children to revisit their learning through play. For Number the teachers plan engaging lessons following the White Rose Maths scheme which enables the children to develop their knowledge of number, numerical patterns and shape, space and measure. The children are provided with many opportunities to engage, explore and discover number and shape in real life contexts.*



# James Dixon Curriculum Intent

## Maths

*The James Dixon Maths Curriculum aims to be an inclusive, purposeful and contextualised learning journey allowing the children to make links between their mathematics learning and the world they live in.*

*At James Dixon we aim to ensure that all pupils:*

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

*Well-structured lessons allow for clear differentiation, appropriate challenge and scaffolding, ensuring pupils of all abilities can consistently and effectively access the Maths Curriculum.*

*Through the use of practical, visual and concrete resources the children progressively build on essential mathematical skills. The use of concrete and pictorial representations in all year groups allows the children to fully understand the concepts of more abstract and complex calculations and problems.*



# James Dixon Curriculum Intent

## *Science*

Science is the asking and answering of questions through exploration and investigation. It fosters curiosity, independent thought and the ability to study the world around us. At James Dixon, we teach Science through an engaging and inspiring Science curriculum, across a variety of themes and topics. Children are given numerous opportunities to investigate and experience things first hand. Learning in Science is supported through our children's garden, forest school and dedication to outdoor learning.

At James Dixon we all encourage ALL children to:

- develop enquiry skills through activities designed to motivate and challenge
- increase scientific knowledge through hands-on, practical experiences.
- be independent thinkers when planning, carrying out and evaluating investigations.



# James Dixon Curriculum Intent

## History

*The James Dixon History Curriculum has been designed to be both knowledge-rich and coherently sequenced. Knowledge, in the realm of history, means not only substantive knowledge of historical events, dates and people in the past, but also knowledge of substantive concepts in history (such as ‘empire’, ‘monarchy’ and ‘civil war’), and disciplinary historical concepts (such as evidence, causation, significance and interpretation). Our history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history. The substantive knowledge taught in the curriculum has been carefully chosen and sequenced using a largely chronological approach. Each unit of work should not be viewed as a stand-alone topic, but as a chapter in the story of the history of Britain and the wider world.*

*From year to year, unit to unit, lesson to lesson, the curriculum supports children in making connections and building upon prior substantive and disciplinary knowledge. For example, the children develop a secure understanding of ‘monarchy’ in Britain. Our curriculum aims to help children understand how the past is constructed and contested. Children begin by learning about what a historian does, looking at basic sources and simplified perspectives to develop an appreciation and understanding of what it means to be a historian. As their substantive knowledge grows, children will be able to ask perceptive questions, analyse more complex sources and begin to use their knowledge to develop perspective.*

*In addition to learning about British and local history, the children will also learn about the history of the wider world. Some of these units, such as the units on The Early British Empire, will look at the influence that Britain had on the wider world, and how the wider world has influenced Britain. All of these units are studied to provide an understanding of the history of the wider world and our place within it. They cover fascinating ancient civilisations and the expansion and dissolutions of empires.*

*Overall, History at James Dixon aspires to create curious and knowledgeable young people, who hold a deep understanding and appreciation of the discipline of history, and are able to sift and weigh evidence to begin to formulate their own viewpoints and perspectives of the world.*



# James Dixon Curriculum Intent

## Geography

*The PKC Geography curriculum is knowledge rich. This means the knowledge children will gain has been carefully specified, ordered coherently and builds over time. As children work through our geography curriculum they will know more, understand more about the world around them.*

*A good geographical understanding relies on firm foundations of knowledge and skills. The skills our curriculum develops, like the knowledge, are specified, ordered coherently and progress over time. This curriculum structure helps pupils to deepen their understanding of physical and human geographical processes, fostering curiosity and fascination for the world we live in.*

*Approaching primary geography with a knowledge rich focus means that the knowledge children will be taught has been identified, in each year group, in each unit and in each lesson. As children work through the curriculum they will know more and understand more about their local area, the UK, Europe and the World. This rigorous approach, covering the requirements of the National Curriculum, leaves nothing to chance, building geographical knowledge and understanding in a way that builds on children's prior knowledge, allowing them to make meaningful connections and gain an understanding of how our world is connected.*

*Our geography curriculum equips pupils with knowledge about diverse places, people and environments. We have seen that arming children with powerful knowledge about the world around them helps them to develop a love for the subject of geography, and also recognise their own role in becoming a responsible global citizen.*





# James Dixon Curriculum Intent

## Art & Design

*This art curriculum is a knowledge rich curriculum. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills.*

*The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical.*

*Units of work in the curriculum focus on the different concepts in art and different types of art. In this context concepts in art means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles, for example realistic or abstract art.*

*The overall scheme of the curriculum provides for gradual progression in terms of skills (split into painting, drawing, 3D form, collage, textiles, printmaking, photography and mixed media), introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different concepts and types of art (for example Style in Art and Narrative Painting are studied in year 1, and then revisited in year 2 in History Painting and in year 5 in Style in Art).*

*The curriculum fulfils the requirements of the National Curriculum for England and seeks to show how art shapes our history and contributes to our culture.*





# James Dixon Curriculum Intent

## *Design & Technology*

*The Design & Technology curriculum at James Dixon is both knowledge rich and coherent in its progression of skills. Wherever we look, evidence of design is all around us. From chairs to hospital equipment, from clothes to websites, from advertisements on the side of a bus to playground equipment, everything has been designed. The curriculum aims to inspire students to think about the important and integral role which design and the creation of designed products play in our society.*

*The curriculum is split into three different areas: 'cook', 'sew' and 'build'. It is designed so that each year group will complete a unit of work in these three different areas once a year. Two different 'aspects' of design are interwoven into the three areas of study: the environment and sustainability, and enterprise and innovation. These 'aspects' acknowledge the enduring and contemporary concerns of modern design.*

*Each unit specifies the concepts and skills which the students are expected to learn over the course of a unit. These concepts and skills progress gradually throughout the course of a child's six years at James Dixon.*

*In 'cook' students learn to cook from recipes which gradually build basic culinary skills, culminating in Year Six with the creation of a mezze-style meal requiring the pupils to produce various small dishes. Whilst studying these practical skills they learn about concepts relating to food such as nutrition, seasonality, food production, transportation and food from different cultures.*

*In 'sew' students practise using fabric and thread to learn basic sewing techniques to create objects which demonstrate embroidery, appliqué, weaving and plaiting. Concepts such as the properties and creation of different fabrics, fast fashion, industrialisation, waste, recycling and pollution are interwoven into these activities.*

*In 'build' students learn about the creation of structures and mechanical and electrical devices to create products such as cars, moving cards, toys and books. This culminates with Year Six learning to consider the user in real life, designing a water wall for children in reception.*



# James Dixon Curriculum Intent

## *PE & Sports*

*At James Dixon Primary School, PE is taught in such a way that children are inspired to become part of an active generation, who are increasingly competent and confident in a range of physical activities. Our aim is to provide a safe and supportive environment for all children to flourish, not only physically but emotionally, spiritually and socially.*

*The aim of Physical Education is to promote physical activity and healthy lifestyles. Children are taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Thus embedding life-long values such as co-operation, collaboration and equity of play. The National Curriculum for physical education aims to ensure that all pupils:*

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

*Our PE lessons are taught by class teachers/a dedicated sports coach, who deliver a dynamic, varied and stimulating program. This ensures all children progress physically through an inspirational, unique and fully inclusive PE curriculum. There are also numerous additional opportunities for sporting activity within our school. These include: A variety of sports clubs, inter-school competitions, swimming lessons, Bikeability, and Sports days*



# James Dixon Curriculum Intent

## Computing

*The James Dixon Computing Curriculum enables pupils to be digitally literate, to use, and express themselves through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world. Throughout our creative curriculum, we ensure that pupils understand how to keep safe online.*

*At James Dixon, using the Teach Computing scheme, we aim to ensure that all pupils:*

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

*As part of the Education for a Connected World framework, we will use the Natterhub scheme to ensure all students have an understanding and appreciation of the following strands of online education:*

- *Self-image and Identity*
- *Online relationships*
- *Online reputation*
- *Online bullying*
- *Managing online information*
- *Health, wellbeing and lifestyle*
- *Privacy and security*
- *Copyright and ownership*

*Well-structured lessons allow for clear differentiation, appropriate challenge and scaffolding, ensuring pupils of all abilities can consistently and effectively access the Computing Curriculum.*

*We have begun to implement a formal pathway for the introduction of the Google Suite of programs into the existing curriculum (cross-curricular), focusing on year-by-year expectations. In an increasingly digital world we aim for all pupils to master Google Docs, Slides, Sheets and Sites.*



# James Dixon Curriculum Intent

## LOTC

*Here at James Dixon we believe that Learning Outside the Classroom is a fundamental part of our curriculum. It offers opportunities for exploration and experiences beyond the classroom setting. LOTC is an integral part of the curriculum, ensuring the children receive hands-on, stimulating opportunities. An example of this includes supporting the History curriculum through archaeological digs.*

*James Dixon believes that every young person has the right to experience the world beyond the classroom as an essential part of their learning and personal development, regardless of their age, ability, or circumstances.*

*Trips are arranged at regular intervals as part of the curriculum to support the teaching and learning. Local trips to parks, shops and places of worship are planned to support curriculum learning - for example visiting a shop as part of Maths, or visiting the local church as part of RE. Days out include visits to a range of museums including the Horniman Museum and the Imperial War Museum and public buildings such as the Royal Courts of Justice. A yearly seaside trip provides an opportunity for all children to experience the awe and wonder of nature in a beach setting. Year 6 has the opportunity to experience a residential trip away from home, which is a time for developing self esteem and team building skills.*

*Forest School at James Dixon promotes holistic development of all children, embedding resilience, confidence, independence and creative learners. All children have the opportunity to learn at Forest school throughout their time at James Dixon. During these sessions, the children are developing a number of skills including managing risks, exploration and child-led interests. At forest school, children have the opportunity to learn a variety of skills as well as partake in various activities. Children get to explore the site through mini beast hunting, climbing trees and den building. Children have the opportunity to build their skills using tools such as potato peelers, pen knives and saws. Year 4 children create their own bow and arrows from willow to support their topic on the Vikings.*



# James Dixon Curriculum Intent

## Music

*Music at James Dixon aims to provide positive and inspiring learning opportunities for all children, allowing them to explore their creativity and self-expression.*

*At James Dixon we aim to ensure that all pupils:*

- *gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing*
- *Explore music across a wide variety of historical periods, styles, traditions, and musical genres*
- *develop a deep and secure knowledge that underpins all interrelated dimensions of music*

*The music curriculum is embedded in classroom activities and lessons are planned in progressive sequences to provide children with the opportunities to review, remember, deepen and apply their musical understanding.*

*We have excellent partnerships with outside agencies, including the Bromley Youth Music Trust and all children are given the opportunity to learn an instrument during their time at James Dixon. In addition we deliver weekly singing assemblies, put on performances throughout the year and have a number of musical clubs for the children to join including our award winning Steel Orchestra and a Choir.*

*We hope that each child develops a curiosity for the subject and leaves with a firm understanding of the many ways that music may express itself in a person's life.*



# James Dixon Curriculum Intent

## French

*At James Dixon, it is our intent to develop enthusiastic and inquisitive language learners. Through well planned, fun and engaging lessons, the children learn to communicate across a range of topics with increasing confidence and accuracy.*

*With skills ranging from simple conversation starters, numbers and colours to more complex sentences designed to further their abilities, our children develop a passion and curiosity for other languages.*

*The French scheme of work aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French.*

*Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.*

*The French scheme of work supports pupils to meet the National curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for Languages).*

## RE

*At James Dixon, we are a school formed from a very diverse community. As such, we believe that our children should have the opportunity to share their beliefs and experiences without fear of judgement or negativity. Our R.E curriculum promotes key British values such as tolerance and mutual respect.*

*Through the use of termly RE Days, we are able to fully immerse our children in the understanding of a range of religions. We aim for these days to be fun and interesting, and wherever possible, allow for visits from religious leaders and trips to places of worship.*

*Our pupils also have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives.*



# James Dixon Curriculum Intent

## PSHE/RSE

*At James Dixon, we take a mindful approach to PSHE (Personal, Social, Health Education) which includes the statutory RSHE (Relationship Education, Sex Education and Health Education). There is a strong focus on emotional and mental health and wellbeing.*

*Through the use of the Jigsaw scheme, we teach children and young adults emotional literacy, social and life long skills and resilience in an age appropriate manner. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.*

*Our overall aim is for children to be safe, healthy and happy. James Dixon is always respectful of the faith, beliefs and contexts of children's families; engaging with parents and carers on this key subject.*

*Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.*