

Curriculum

2024 – 25



Ravensdale Junior School

Curriculum Vision

At RJS, we are proud to provide a high quality, creative and challenging curriculum that is inclusive and ambitious for all. We aim to create a culture of daring learning and high expectation, which is fostered within a safe, caring and happy environment.

This will enable all children to achieve their full potential: developing both academically and socially. Children will leave RJS as lifelong, independent learners, who take responsibility for their education, feel a sense of belonging as local and global citizens and are keen to play a positive role in society.

We aim for our curriculum to be one that develops knowledge, is inclusive, challenges pupils so they never give up and daring. It is our ambition that children will be:

knowledge

Our curriculum intent is designed to equip our pupils with the essential knowledge and skills necessary to prepare them for their future academic and personal pursuits, while also promoting their social and emotional development. Our curriculum is knowledge based and has been carefully sequenced so that subject knowledge is built on prior knowledge and becomes more complex each academic year. At RJS, we pride ourselves on the high level of subject knowledge and expertise our teachers bring to the classroom.

inclusion

Inclusion creates a sense of belonging in society, meaningful relationships, and opportunities to achieve dreams. At RJS, we recognise and celebrate diversity through valuing each person for their uniqueness and nurturing and developing their gifts and potential. We aim to ensure children see themselves represented through our curriculum. We aim to teach all pupils the skills they need to become independent, resilient and lifelong learners, with the ambition and determination to reach their full potential. Inclusion is not one-size-fits-all, and will look different for each student based on each individual's desires and need

never give up

Our curriculum allows pupils to take responsibility for their life long learning- even when it is tricky. Empowering them with knowledge, skills and values to be able to control their life, claim their rights and make a positive contribution to society. This will be achieved through resilience and a sense of belonging. Pupils will feel a connection to the world and hope for the future demonstrating their ability to keep going and not give up!

daring

Our daring and ambitious curriculum enables all pupils to develop the essential knowledge, skills and understanding to ensure they are ready for the next stage of their learning journey. The curriculum is designed to be broad and balanced using the National Curriculum. The curriculum is carefully sequenced and layered such that new learning is supported by existing knowledge and understanding. Our curriculum is enriched by our ambitious use of technology which promotes curiosity, creativity and engagement and helps prepare our children for life and work in an increasingly digital future. Our curriculum at RJS enables our pupils to leave here, ready for the next stage of their education and with an appreciation and love of learning.

What is Curriculum

Curriculum – an umbrella term stating of the learning experience of children and young people in school.

Curriculum purposes – What is being learnt and taught and what is expected to be learnt by the pupils.

What is Curriculum

Curriculum framework – the documents that outline the structure of the curriculum and its purposes. This also usually includes the content to be taught – the ‘what’ of the curriculum.

Curriculum provision – the systems and structures in schools to organise teaching – for example, timetabling. This is the ‘how’ of the curriculum.

Foundation subjects

Art/ DT

Science

Geography

History

French

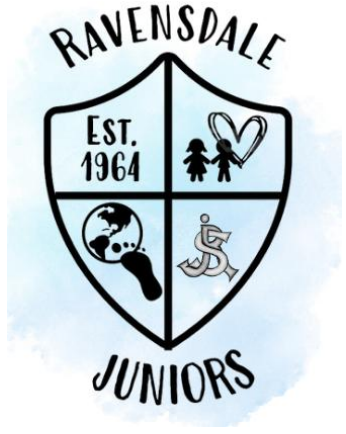
**Physical
Education**

Music

Computing & Digital

**Religious
Education**

PSHE



World War 2



The Victorians

Islamic Civilisations

Rivers and Mountains

Romans in Britain

Vikings

South America

Stone Age

Ancient Egypt

Ancient and Modern Greece

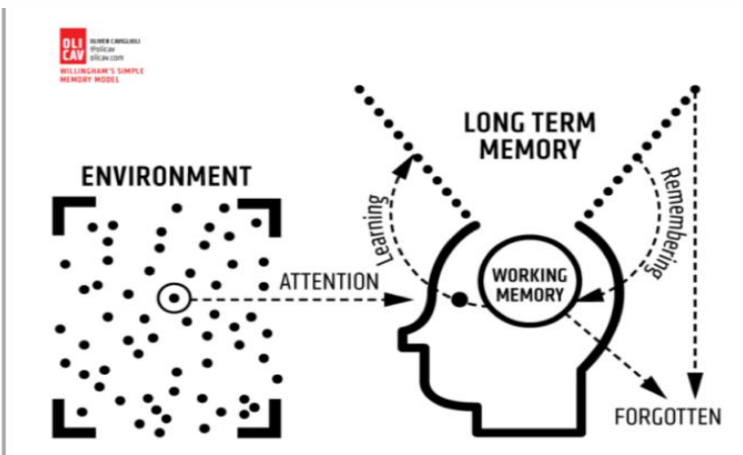
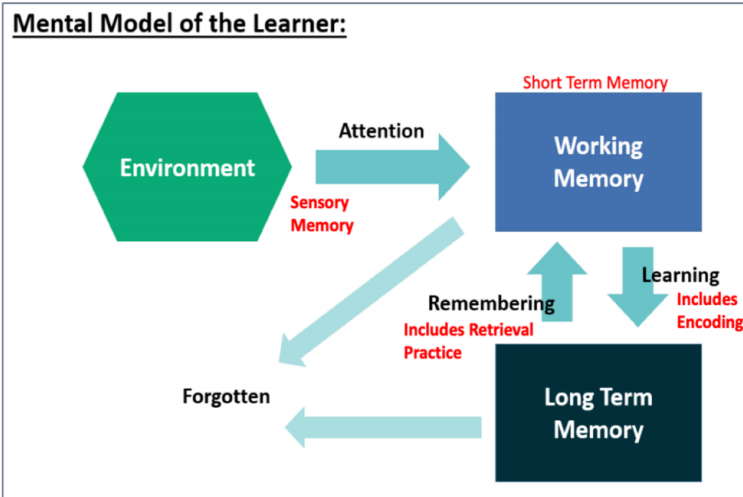
Natural Disasters

Biomes

	Who let the Gods out? (Ready for Spring 1)					
Science	Forces Space	Space continued Global Warming (Sustainability)	Properties of Materials Animals, including humans	Animals, including humans continued. Life Cycles	Reproduction A Reversible and irreversible changes	Plastic pollution (Sustainability) Reproduction B
Geography & History	How did the Victorian society develop?		What can we learn from the Ancient Greeks?	Case study of Modern Greece	How do biomes, climate and weather affect our planet?	
D.T. & Art	Industrial Derby Painting - Lowry	Food - Victorian Puddings	Endangered Animals - Pencil Tone Drawing	Pop up toys (PW)	Textiles - Life cycles sewing patch	3D Space Art
R.E.	2.6 What does it mean to be a Muslim in Britain today?	2.2 What would Jesus do?	2.16 Can religions help to make a fair world?	2.5 Is it better to express your beliefs in art and architecture or in charity and generosity?	2.4 If God is everywhere, why go to a place of worship?	2.3 What do religions say to us when life gets hard?
P.E.	Health Related Exercise (complete PE Y5) Striking / fielding cricket (complete PE y5)	Dance Invasion games- Netball	Gymnastics Invasion games - Football	OAA Orienteering Invasion Games - Hockey	Athletics - throwing jumping. Net/Wall games - Tennis	Athletics - competitions Striking-fielding games
Computing (on ipads) (Twinkl Units)	Touch typing	Podcasts - Garage Band	Scratch Developing games	Word/PowerPoint (LINK TO TOPIC) (ipad equivalent) embedded in other lessons	Flowol	3D modelling - Sketch up
Online Safety (NOS)	Self-Image and Identity	Online Relationships Online Reputation	Online Bullying	Managing Online Information	Health, wellbeing and lifestyle (link to PSHE)	Privacy and security Copyright and ownership
M.F.L. (Language Angles)	The Date	Do You have a Pet?	Habitats	The Olympics	My Home	My Clothes
Music (Charanga)	Livin' on a Prayer Composer of the half term (1 week) - Hip Hop (Run DMC, Beastie Boys)	Classroom Jazz 1 Half Termly Composer - Elvis Presley	Make you feel my love	Fresh prince of Bel- Air	Dancing in the street	Reflect, Rewind and Replay
P.S.H.E.	Being Responsible	Bullying Matters	Difference and Diversity	Exploring Emotions	Being Healthy	Relationships

Model of memory

Model of Memory The diagram below (Oli Caviglioli) shows how information is taken from the environment and stored into the working memory.



Explanation

Environment: Information is taken from the environment and attended to by the individual. This can include anything detected from the 5 senses. Stimulation from the environment can enter the working memory (whether we want it to or not – think distractions)

Working memory: Our working memory is our mental space for thinking. Our aim is to support learners in attending to relevant information in the environment, processing that information and then transferring it into the long-term memory, where it becomes knowledge.

Our working memory can be occupied by both things perceived in the environment, and also by what we already know in the long-term memory. However, the working memory’s resources are limited and we are only able to process a 2-5 things at one time. It is important to consider desirable difficulty so that we ensure as much learning can happen as possible. This means that an activity or conversation needs to be challenging enough to interest, but not evoke cognitive overload which might force the learner to give up.

Long term memory: Our Long-Term Memory’s capacity to store knowledge is vast and limitless. We can consider stored knowledge to be like webs of connections, which we call schema. The more knowledge we have, the larger the schema. The larger the schema, the easier it is for us to draw that information into our working memory. This is why it is so important for our curriculum to offer schema-building opportunities across year groups, across topics within our year groups and within topics (think retrieval)

It is important for us to support learners in increasing their knowledge retrieval and storage strength so that these procedures are automated and therefore use up less working memory resource to achieve fluency.

Forgotten: If information in the short-term memory, and overtime in the long term memory, is not used, it will be forgotten. See the forgetting curve below for more information:



Review



Feedback and marking



Retrieval warm up



Challenge/locking to memory



Independent practice/
elaboration



Retrieval Review



Guided practice/
Teacher modelling



Direct teaching Instruction



Learning Intent

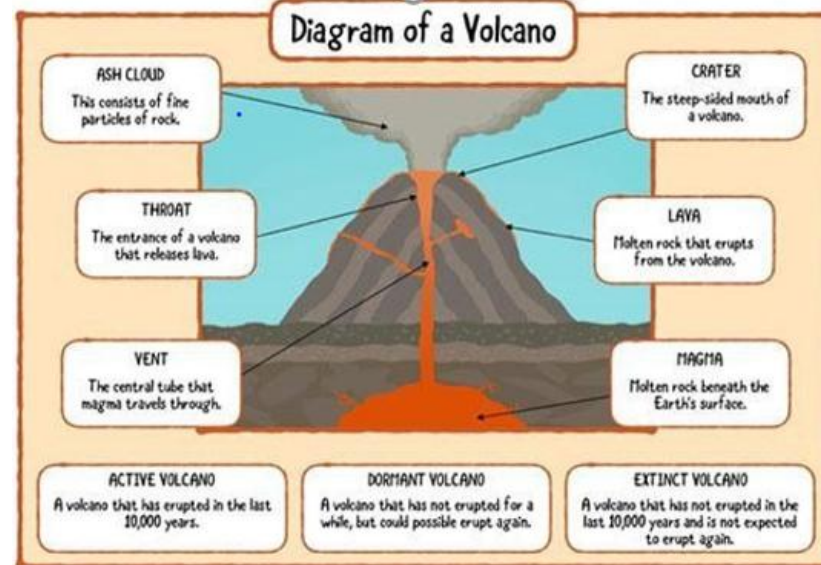
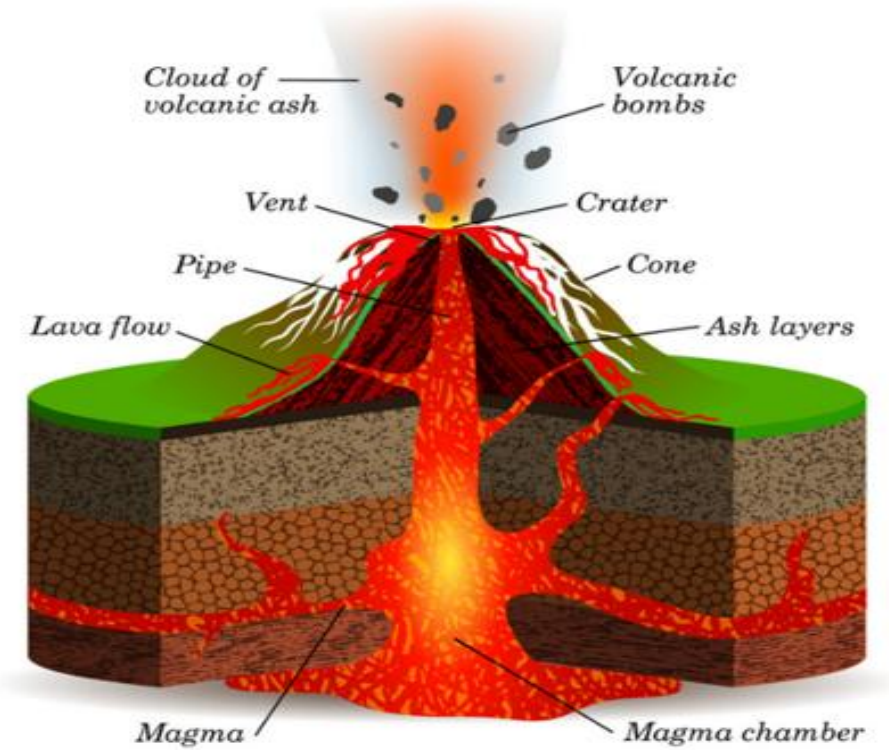
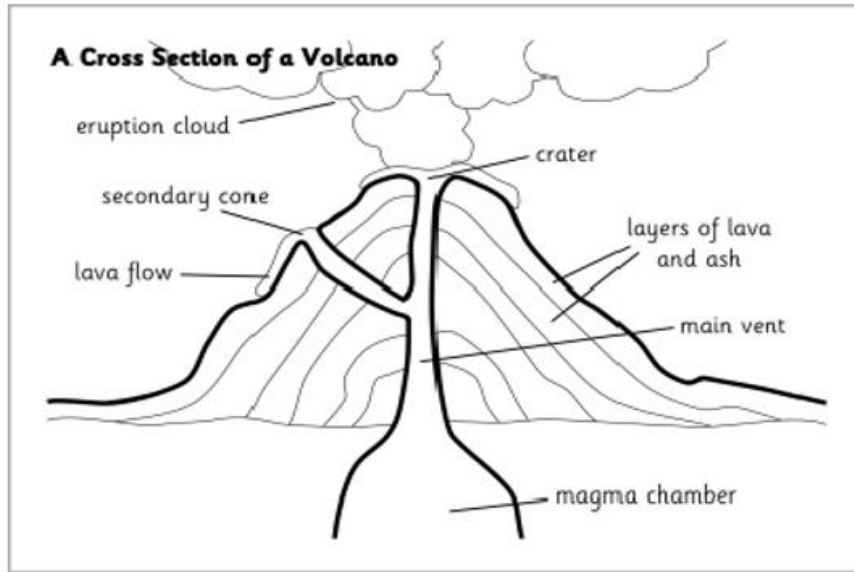








Good Better Best



CROSS SECTION OF A VOLCANO

Curriculum linked documents

- [Teaching and learning handbook](#) [\(Click here\)](#)
- [Subject on a page documents](#) [\(Click here\)](#)
- [English](#) [\(Click here\)](#)
- [Maths](#) [\(Click here\)](#)
- [year group overviews](#) [\(Click here\)](#)
- [Subject progression documents](#)
- [Science](#) [Geography](#) [History](#) [PE](#) [PSHE](#) [DT](#) [Music](#)
[MFL](#) [Art](#) [Computing](#) [RE](#)
- [E.g of long term / medium planning](#)
- [Yr3 Art](#) [Yr4 Geography – N/ D](#)
- [Yr5 History](#) [Yr6 RE](#)

