



Curriculum Concepts



At Kobi Nazrul, we work 'with and through' our six curriculum concepts to make links across the wider curriculum through which children develop their knowledge, skills and understanding across subjects, at a good pace, over their time at Kobi Nazrul. As part of our learning and teaching ethos, we create opportunities for children to commit their knowledge and skills to their long term memories through the deliberate revisiting of concepts and topics.



Kobi Nazrul Primary School
Curriculum Concepts



Our Definitions

As a school, we work with the following definitions as starting points:

Change



- To make something different; alter or modify; to replace whether temporary or permanent, reversible or irreversible
- An act or process through which something becomes different.

If there is a change in something, it becomes different.

- **Change can be seen as positive or negative**

Power



- The ability or capacity to make choices
- The ability or capacity to influence others

If someone (or a system) has power, they may have control over people and activities. Your power to do something is the ability to do it. Power and its impact can be seen as a negative or a positive.

Power can also be something that is less concrete, e.g. the power of:

Nature
Music
Religion
Science

Power is often hierarchical

Identity and Belonging



Identity: Your identity is who you are. The identity of a person or place is the characteristics they have that distinguish them from, and connect them to, others. **Identity is about how you see yourself. It can be shaped by things beyond the control of an individual e.g. place, family, religion, wealth.**

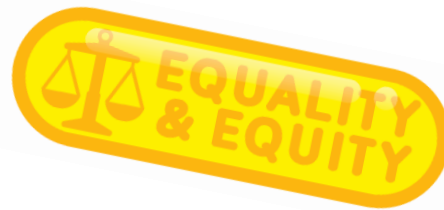
Belonging: If someone belongs to a particular group, they are a member of that group. **It can be voluntary or involuntary.**

Having a sense of belonging can be connected to the degree of security felt in relationships.



Equality and Equity

- **Equality** is the same status, rights, and responsibilities for all. For example, the members of a society, group, or family. **Treating people equally regardless of perceived identities and avoiding stereotypes.**
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- **Equity** recognises that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.



Connections

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- Connections can be the relationship between people and things. **This could include making links within the world we live in.**
- Connections can involve;

Historical events
Personal experiences
Feelings and attitudes
Subject knowledge



Legacy



- A legacy of an event, person or period of history is something which is a direct result of it and which continues to have impact after it is over.
- Legacies can be positive or negative



Kobi Nazrul Primary School Curriculum Concepts:



Art

At Kobi Nazrul, the teaching of art enables children to:

- Analyse and appreciate great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Produce creative work, exploring their ideas and recording their experiences
- Develop their skills in drawing, painting, sculpture and other art, craft and design techniques over time
- Evaluate and analyse creative works using the language of art, craft and design
- Develop their critical thinking skill

We work 'with and through' our six curriculum concepts to engage, inspire, challenge and enable children to develop their skills in the above areas and build on previous learning.

Change

- Changing colours/mixing
- Change in artistic styles over time – periods e.g. impressionism, expressionism etc.
- Manipulating materials, cause and effect, reversible & irreversible changes e.g. sculpture
- Changing your mind about a piece of artwork / evaluating / modifying
- How the use of materials changes their function and ultimate effect

Power

- The power of art to impact and influence emotion, imagination, opinion, understanding of the world etc.
- What power does the piece of art have? Does it depict/record/remind/celebrate/express/inspire/something else?
- Expression – having a voice
- The existence of wealth and power within art historically e.g. who were paintings of in the past? Who is depicted? Who is represented? (Race/gender) Who could create art? What platforms did they have versus now? E.g. National Portrait Gallery versus street art

Identity and Belonging

- Expression – having a voice
- Who is represented?
- Can you relate?
- What messages are broadcast through art around identity and belonging e.g. political art
- What impact does art have on making you reflect on who you are in the world?

Equality and Equity

- Who can make art?
- Who can see art?



- Who can buy art?
- What impact does that have on the art that is created in a certain period of time, and future generations of artists?

Connections

- Art as a vehicle, a mode of communication, community
- Similarities between artists/art forms
- Connecting to other subject areas e.g. geography – landscapes, history – portraits/sources, RE etc.

Legacy

- Famous artists, well-known pieces of art (and why we know about them)
- The impact of artwork and movements of art – how they can reflect and shape our history, and contribute to the culture, creativity and wealth of society e.g. Cable Street mural
- Community and posterity e.g. murals
- Questions around representation – who is remembered? And why? (Historical and societal context)

Kobi Nazrul Primary School Curriculum Concepts:



Design and Technology

At Kobi Nazrul, the teaching of DT enables children to:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

We work 'with and through' our six curriculum concepts to:

- **Design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values**
- **Be creative and imaginative within these processes**
- **Take risks, becoming resourceful, innovative, enterprising and capable citizens.**
- **Evaluate past and present design and technology, developing a critical understanding of its impact on daily life and the wider world.**
- **Make connections across different areas of learning over time**

Change

- Impact on daily life
- How has the technology changed the world/the way we live? How might things change in the future?
- Invention / creation of products changing the way we live
- How ingredients change when cooking. Are these changes always reversible?
- Testing and evaluating a product during the manufacturing process and changing it to work better
- How long does a product maintain its usefulness? Does its usefulness change over time?
- How has a product, for example a bicycle, changed over time? How have our needs affected these changes? What are similarities/differences between a penny farthing and a public bike?

Power

- What makes a product powerful? What is the difference between physical power and social power?



- Is there power in branding/advertising a product? What power does packaging have?
- How does a product empower the user?
- Who has the power for products commercially?
- Who has power when a product is being designed and made? Do some of the individuals have more power than others?
- Do products have an aesthetic power? How does this affect our opinion of a product?
- Do we have power over what goes into our diet? How can we have more power? Do you have more power if you buy fresh ingredients rather than a microwave meal?

Identity and Belonging

- Does the generation you identify change the products you use?
- Who identifies as a designer?
- Does having a certain product mean you belong to a certain group? Does having a bike make you a cyclist? Can you be a cyclist without owning a bike?
- Do people identify themselves by the products they use/own/make?

Equality and Equity

- Is there equality among the individuals involved in the design and manufacture of a product?
- Do products remove barriers to equality and justice? Which are the most effective?
- How does the design of a product support people with different needs?

Connections

- Applying different subject knowledge e.g. science, art, maths skills, measurement, ratio
- What is the connection between a product and a group of people/culture/religion etc.?
- How do we make connections between DT and other subjects? When designing a product, what other learning do we need? Do we need an understanding of healthy living (Science) to design a successful meal?

Legacy

- Impact on daily life
- How long does a product maintain its usefulness?
- Which famous designers/inventors do we know and consider important? Why? Do we still use their products?

Kobi Nazrul Primary School Curriculum Concepts:



Geography

At Kobi Nazrul, the teaching of geography enables children to make sense of their world. It enables students to develop a connection and understanding of the world and their place within it.

We work 'with and through' our six curriculum concepts to support children with remembering and acquiring key knowledge and skills through first hand experiences and use of varied research resources including technology.

Change

Involves any alteration to the physical or human geography in the environment. Change can be permanent or temporary. Change is a normal process in both natural and cultural environments. It occurs at varying rates, at different times and in different places. Change can have a positive and negative impact on the natural world.

Power

The power of climate, the power of natural events and the power of human activity. The power of the location of where you live and the resources that are available.

Identity and Belonging

Identity - An individual or group's sense of attachment to the country, region, city, or village in which they live. The key characteristics with which a particular country, region, city, or village is associated.

Belonging to a particular social group. The social group can vary in size and scale from the family or local community to the nation or transnational community. Belonging as attachment to a particular place.

Equality and Equity

Where you live shouldn't determine accessibility to amenities. Everyone should be able to attend a school of their choice, access to good health care etc. regardless of where you live.

Connections

Connecting places and relationships between people and their environments. Transport links, export and import. Connecting places that are similar due to their position on the map.

Legacy

The legacy of choices made when town planning. Climate, natural disasters, emigration & immigration

Kobi Nazrul Primary School Curriculum Concepts:



History

At Kobi Nazrul, the teaching of History enables us to:

- Learn from the mistakes of others.
- Understand change and the development of society.
- Understand who you are and where you came from.

We work 'with and through' our six curriculum concepts support children with remembering and acquiring key knowledge and skills through first hand experiences and use of varied research resources including technology.

Change

Historical changes take place through the process of cause and effect. The past is concrete and unchangeable but history is an ongoing conversation about the past and its meaning.

Power

The power of history allows us to dismiss falsehoods, including those uttered by our leaders. How power has been used and abused throughout time.

Identity and Belonging

History provides us with a sense of identity. People need to develop a sense of their collective past. Events in the past have made us what we are today. History prepares us to live more humanely in the present and to meet the challenges of the future because it provides us with understanding of the human condition. The need to *belong* is rooted in all our *histories*.

Equality and Equity

Reflection on how groups throughout history and how they have been treated and the long term impact this has on today.

Connections

Making connections with the past to help understand the world we live in today.

Legacy

Helps us understand the world we live in today through thinking about how the past has impacted on society today and with whom, what, when, where and why we might see the effects of a particular legacy.

Kobi Nazrul Primary School Curriculum Concepts:



Computing

At Kobi Nazrul, the teaching of Computing enables children to:

- communicate and create in an ever-changing world
- be digitally literate and safe
- show computational thinking and solve problems

We work 'with and through' our six curriculum concepts support children with remembering and acquiring key knowledge and skills through first hand experiences and use of varied research resources.

Change

Helping children thrive in an ever changing technological landscape. Preparing children for jobs which require an increased level of technological skill and understanding. Debugging a program to make it work.

Power

Supporting children to recognise the power of online media and to think critically when online.

Identity and Belonging

Belonging to an organisation and being able to communicate effectively using technology. Having the social and cultural capital to present or express yourself appropriately.

Equality and Equity

Providing access to enable children to use technology independently and safely. Ensuring that everyone has the opportunity to use technology successfully.

Connections

Support children in forming positive relationships through the use of technology and being able to identify the most appropriate forms of communicating. Understand computer networks including the internet; how they can use them safely and respectfully; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Legacy

Creating something that can have a positive impact and accomplish a goal. Recognising the legacy of technological developments and their impact on

- future developments
- people's lives (benefits and challenges)
- other aspects of our world (e.g. sports)

Kobi Nazrul Primary School Curriculum Concepts:



Religious Education (R.E)

'At Kobi Nazrul, the teaching of RE enables children to:

- explore and discuss beliefs in a range of religious faiths and non-religious groups
- recognise the impact of religions on communities over time
- appreciate and understand the values of other religions and cultures
- appreciate community cohesion by promoting mutual respect and tolerance in a diverse society.

We work 'with and through' our six curriculum concepts to support children with remembering and acquiring key knowledge and skills through first hand experiences and use of varied research resources including technology.

Change

- How does religion change the way we live our lives?
- How has religion's role in society changed over the years?
- Does your relationship with your religion change during your life?
- How have key religious figures changed our world?
- What do Christians believe about transubstantiation?
- When thinking about Jesus' life, what changes did he go through? What changes did he have on the world?
- What other important changes happened in the lives of religious figures e.g. Mohammed PBUH
- What does it mean to convert to a different religion?

Power

- Which members of a religious group have the most power?
- What power does a god have? Do all gods of all religions have the same power?
- Do religions believe that people have free will and the power to make choices? Or do gods decide our fate?
- If you don't have a religion, who has power?
- How does religion empower individuals? Are you able to have more impact on the world around you because of your religion?
- What power for pictures and statues have

Identity and Belonging

- What are the advantages/disadvantages of belonging to a religion?



- Does your religion identify you? What difference does it make if you don't identify with a religion?
- How does geography affect the religion you are identify with? What other social circumstances affect the religion you follow?
- What values does your religion give you and how do you apply them to your life?
- How does pilgrimage/shared religious practises help deepen a person's faith?

Equality and Equity

- Which members of a religious group have the most power? E.g. the Pope. Is this fair?
- Is it fair that some people are born into a religion? Should they be given the chance to grow up and decide for themselves?
- What opportunities are there for people to make their own decisions and commitments to religions?

Connections

- Is there a connection between your cultural background and your religion?
- What connections do religions have to each other? Are there similar beliefs/ideas/stories/themes/messages?
- What social connections does a religion encourage?
- What methods do people use to connect to their gods?
- What role do places of worship provide for people to connect with?

Legacy

- What is the lasting impact of religious figures over time?
- What legacy do buildings and places have?

Kobi Nazrul Primary School Curriculum Concepts:



Science

(Please read alongside the long term overview for Science)

At Kobi Nazrul, the teaching of Science enables us to:

- develop the skills needed to carry out scientific investigations
- to hypothesise and develop predictions based on our developing scientific knowledge
- to develop critical thinking skills to discuss scientific concepts
- understand the impact of scientists and scientific discoveries on animals and the natural world
- understand how science impacts on and affects everyday life
- make links between our scientific learning and the wider world
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We work ‘with and through’ our six curriculum concepts to support children with remembering and acquiring key knowledge and skills through first hand experiences and use of varied research resources including technology.

Change

- Identify physical, chemical and biological changes and explore the science underpinning them
- understand how scientific discoveries have changed the world we live in and give reasoned opinions linked to these
- Explore the impact of human choices on the natural world and develop an understanding of what effect this has long-term
- Understand how and why living things have evolved over time

Power

- Understand the power we, as individuals, have to facilitate change
- Explore the different types of power within the living world
- Explore and challenge who has the power to influence scientific change

Identity and Belonging

- Understand how living things adapt to their environment



- Recognise how living things are reliant on each other

Equality and Equity

- Explore the inequity across scientific professions and identify reasons behind this
- Identify the impact of females across all aspects of sciences
- Understand the impact of unequal access to resources across the world

Connections

- Identify and understand the links between science and other subjects
- To understand the wide ranging jobs and careers associated with science

Legacy

- Identify the significance of scientists' work on the world now and in the future
- Recognise and critically discuss the positive and negative impact of humans on the natural world
- Explore how we can have a long lasting impact on the environment

Kobi Nazrul Primary School Curriculum Concepts:



The Early Years Foundation Stage (EYFS)

At Kobi Nazrul, we believe that the Early Years should foster a life – long love of learning through an inclusive, happy, safe and stimulating learning environment. We recognise each child as a unique and independent learner and strongly believe that working in partnership with all families is crucial in supporting our children’s learning and development. We have high expectations for what our children can achieve throughout their formative years.

We work ‘with and through’ our six curriculum concepts to help foster engagement, curiosity, delight, empowerment and joy in learning, teaching and development during the early years.

Change

- Key adults to be sensitive and adaptable to the child’s needs from day to day.
- Fostering of the ‘Characteristics of Effective Teaching and Learning’ to support developing learning experiences.
- Supporting children with transition into and out of the EYFS.

Key learning area links: PSED, Communication and Language, Understanding the World, Expressive Arts and Design

Topic Links: Superheroes, Water Explorers (Cycle A) Into the Woods, Love Your World (Cycle B)

Power

- Supporting children with being independent in the Early Years setting.
- Valuing the voices of all children and supporting children with understanding why this is important e.g. opinions, consent, emotions, keeping safe
- Valuing children’s community, culture and learning experiences beyond school
- Ample opportunities for learning outside and engagement with the power of the natural environment e.g. wind, water, earth, light, growth, gravity
- The ways in which are bodies are powerful e.g. in movement
- Beginning to understand power in relation to leadership, fairness and ideas around ‘sharing’

Key learning area links: PSED, Physical Development Communication and Language, Understanding the World

Topic Links: Once Upon a Time, Superheroes, Water Explorers (Cycle A) Into the Woods, Monsters and Aliens, Love Your World (Cycle B)



Identity and Belonging

- Valuing the voices of all children and supporting children with understanding why this is important
- Celebrating and acknowledging difference
- Valuing children's community, culture and learning experiences beyond school
- Exploration of the concept through maths

Key learning area links: PSED, Communication and Language, Maths, Understanding the World

Topic Links: Once Upon a Time, Superheroes, (Cycle A) Love Your World, Monsters and Aliens (Cycle B)

Equality and Equity

- Valuing the voices of all children and supporting children with understanding why this is important
- Celebrating and acknowledging difference
- Using incidental opportunities to discuss 'fairness'
- Use of sustained shared thinking to support critical thinking and talk
- Use of small world and role play to discuss unequitable scenarios and thoughts for solutions and problem solving.
- Exploration of the concept through maths

Key learning area links: PSED, Communication and Language, Maths, Understanding the World

Topic Links: Once Upon a Time, Superheroes, Water Explorers (Cycle A) Love Your World (Cycle B)

Connections

- Supporting positive relationships between children, families and key people
- Use of sustained shared thinking to support critical thinking and talk
- Development of consistent routines to support independence of young children within learning spaces
- Risk assessing *with children* through talk to support awareness of keeping 'ourselves and others' safe.
- Development of a class charter to foster a shared understanding of a safe and happy class environment.

Key learning area links: PSED, Understanding the World

Topic Links: Water Explorers (Cycle A) Love Your World (Cycle B)

Legacy



- Using a range of documentation methods to support children with recognising their successes
- Giving children a foundation of positive and joyful memories to draw upon as part of their learning journey throughout school.

Key learning area links: Understanding the World, Expressive Arts and Design

Topic Links: Once Upon a Time, Water Explorers (Cycle A) Love Your World (Cycle B)



SEND, Inclusion and Wellbeing

At Kobi Nazrul, we believe that:

- all children should be listened to and given a voice for their wants and needs;
- our planning and provision is person centred
- all children's feelings and thoughts are valued

We work 'with and through' our six curriculum concepts to empower children to feel they can make informed choices that benefit them.

Change

- Key adults to be sensitive and adaptable to the child's needs on the day e.g. if they're heightened and need a movement break in order to re-access the learning
- Transition support - Y6 transition visits, social stories, transitioning to new classroom/key stage
- Change in timetable/adults - visual timetable
- New class member/new arrivals - buddies, welcome pack, visual welcome project
- First language assessment & access to Learning Village

Power

- Using adult power wisely to positively reinforce the tailored learning expectations for individual children
- How do we as adults empower children to leave their legacy?
- Planned interventions help pupils to make progress in their learning/wellbeing
- Children feeling empowered to share their experience (raised self-confidence) e.g. through participation in group discussions
- Independence in completing a self-care or task

Identity and Belonging



- Facilitating discussions - opportunities for children to tell their stories and learn from peers
- Helping children to understand their place in the wider world and preparing them to achieve future aspirations
- Providing inspiration e.g. significant people like scientists with additional needs and the impact they've had

Equality and Equity

- Ensuring accessibility of visual resources for all, tailoring where necessary for specific needs
- Moving from one-to-one/small group support to whole class involvement
- Scaffolds used to give access e.g. visuals, language structures
- Pre-teaching of topic words/concepts
- Sensory based activities and resources e.g. multimodal texts like picture books, graphic novels, comics, digital stories
- Assessment support for children with additional needs e.g. story bag, extra time
- Toolkit for all children and adults to have the language and skills to enable equality & equity in all groups

Connections

- Reciprocal relationships with other children learning and socially
- Identifying similarities with peers of different abilities - e.g. shared strengths, interests and qualities in PSHE discussions
- Connections with family & community e.g. fun day, seaside trip, parent workshops and family breakfast
- Sharing prior knowledge and experience e.g. making connections with different texts read based on the same theme
- Edible garden - making connections with vegetables from different cultures

Legacy

- Pupil passports
- Celebration books - to take up through the years to remember events trips and learning important to them
- Recognising and recording own achievements - success books
- Platform for children to communicate their need e.g. child led presentation, Q&A session
- Final written outcomes in adapted planning for children with SEND
- Links made by children who have moved to secondary school e.g. sharing GCSE results, experiences and achievement

