



Mastery in RE

In our RE curriculum, children will learn about Christianity and, from Year 2 onwards, will look at another world religion alongside Christianity, comparing and contrasting these religions and their own beliefs. The children will have plentiful opportunity to their own personal responses to 'big' questions about faith and belief.

Mastery at Foundation Stage

- In Foundation Stage, children who have mastered RE will have a good understanding of things and people that are special to them. They will be able to discuss these things and recognise that other people may think or feel differently to them. They will begin to use some specialist words to talk about Christianity and will be able to retell some stories from Christianity and Hinduism.

Mastery at Key Stage 1

- In Key Stage 1, children who have mastered RE will be able to discuss Christianity and Judaism. They will be able to talk about some of the similarities and differences they have discovered, using specialist vocabulary. They will recognise some of the practices and teachings of Christianity and Judaism and be able to talk about them. They will be able to talk about some of their own beliefs and understand that other people may have different beliefs to them.

Mastery at Key Stage 2

- In Key Stage 2, children who have mastered RE will have a good understanding of the key beliefs of Christianity and at least 2 other major world religions. They will be able to compare and contrast these religions and discuss how their own beliefs and practices compare with those of the religious group they are studying. The children will have recognised that different people have different beliefs, even within some of the religions. They will be able to discuss some ideas for why this might be and will show empathy with those who think differently from themselves. They will ask big questions about meaning and purpose and begin to think about some of their own responses to these questions.

Mastery in Art and Design

Children who achieve mastery will have access to a curriculum that is inspiring and challenges thinking. Children will be able to experiment with different materials and

ideas that will help them create their own individual pieces of work. As children progress up the school they are able to think critically about their work and others. They are also able to understand that art has helped contribute to our culture and our history.

This will be achieved in the following way:

- Record and produce work, exploring their own ideas in a sketchbook.
- Learn how to become proficient in all disciplines of art.
- Evaluate their own work, fellow pupils and other artists.
- Learn about artists, architects, craft makers and designers both past and present.

Mastery in Geography

Geography provokes and answers questions about the natural and human world. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of problem- solving and investigative skills both inside and outside the classroom. It is an important link between the natural and social sciences, and is a focus within the curriculum for understanding and resolving issues about the environment and sustainability.

We aim to foster within our school a fascination with the world around us and encourage children to develop a sense of enquiry. During lessons, children can explore other localities and cultures within the UK and around the world. Our opportunity to explore localities beyond UK is strengthened by our strong links to the Norman Palmer School in the Solomon Islands. We have been lucky to have many members of staff who have had the opportunity to visit them and had many visits from brothers and sisters from the Solomon Islands

As children progress through the school from Reception all the way up to Year 6, we support them as they develop an understanding of their place in the world around them. For our youngest children, this might mean learning that they belong to their new class as they begin their journey through school life and understanding what it means to belong and be part of a team. A little later, they begin to explore the community in which they live and understand some of the factors that have shaped it and their role in its future development. Later still, they may look beyond their immediate surroundings to understand the role that other cultures within the UK play in making our society what it is today and what it will be in the future.

Alongside all of this, we encourage the children to reflect on the impact they have on other places and people and identify the positive changes they can make to the world around them. This very much links with our Eco School focus on sustainability and the values that underpin the children's education.

Those children who demonstrate a mastery of geography can reflect on all this learning and use a range of geographical terminology to describe and begin to explain how and why places change in both positive and negative ways. They can ask relevant geographical questions and use observation and research to answer

these questions. They will be able to present their findings using different maps, graphs and diagrams and draw conclusions on their findings.

Mastery in History

Studying history gives pupils the opportunity to develop an understanding of why the world and its people are the way they are today. Through the units of work we encourage pupils begin to ask questions as they explore the diversity of human experience, past lives and societies.

The History Curriculum focuses on British history. The idea is that by the end of their primary education, children will have a chronological understanding of British history from Stone Age to present day and can draw comparisons and make connections between different time periods and their own lives. Interlinked with this is the need to look at world history. The children will explore the ancient civilisations of Egypt, Greece and the Mayans, developing their understanding of trends over time and across concurrent civilisations.

We believe that History should be an interactive subject which strives to ignite a child's natural curiosity. Each unit being planned includes opportunities for children to investigate, handle artefacts, pictorial evidence, watch historical footage, take part in role play activities, visit relevant sites and museums and where appropriate, experience oral history, engaging with historical characters and ways of life.

We hope this approach encourages children to develop an understanding of how History has had an impact on our lives today both locally, nationally and internationally.

Whilst it is important for children to have facts, those children master their learning will also show that they can think independently and critically and through this they will foster an understanding of 'why' as well as 'who', 'what', 'when' and 'where'. The children will be able to lead discussion and debate, fostering an environment of enquiry which enables them to revise and justify their opinions as well as encouraging them to ask as well as answer questions about history. This curiosity will often transpire in their learning at home where they will want to continue their research in an areas which particularly interest them.

Mastery in Design and Technology.

Our mastery approach allows pupils to spend greater time going into depth in a subject providing deeper and richer experiences for the individual child. In Design and Technology the children will be given the opportunity to explore different materials and tools and a child who has achieved mastery of the subject will be able to work confidently within all of these areas researching, designing, making and

evaluating their own product. As the children move through the school there is a clear progression of the following skills being developed:

Designing

- know how to make their products suitable for their intended users
- develop their own design criteria and use these to inform their ideas
- make design decisions taking account of constraints such as time, resources and cost

Making

- explain their choice of tools and equipment in relation to the skills and techniques they will be using
- using a range of materials and components, assemble and join them to make their design
- use techniques that involve a number of steps

Evaluating

- identify the strengths and areas for development in their products considering the views of others
- evaluate their ideas and products against their original design specification

Technical knowledge

- use cross curricular knowledge to help design and make products that work
- investigate, analyse and apply understanding of computing to programme, monitor and control their products
- research inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products

Food and nutrition

- understand seasonality and that food is grown, reared and caught in the UK, Europe and wider world
- use a range of techniques to plan, prepare and cook a simple healthy dish.

Mastery in Music

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Access and opportunity for all underpins music at Feniton and through this, mastery is enabled and allowed. A subject that encompasses a variety of skills, music provides opportunities for pupils of all 'academic' abilities to excel, thrive and above all, enjoy.

A primary aged child who displays mastery in music will show greater skill and depth in one or more of the following areas:

*** Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.**

***Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence**

***Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.**

To begin a lifelong relationship with music that encourages a passion to continue beyond the classroom is a further dynamic. Pupils have the opportunity to learn a musical instrument in school and some partake in extra-curricular music clubs, both in and outside of school. This additional knowledge and skill can contribute towards mastery in music.