



Falkner House Curriculum Policy

Nursery - Year 6 including EYFS DfE standard 1. (2)

Falkner House is committed to providing a rigorous academic and intellectual education to challenge and engage pupils, offer continuity and progression of learning to foster a life-long love of learning for its own sake. It aims to provide them with a secure foundation on which to build for the future opportunities, responsibilities and experiences of adult life. All pupils Reception – Year 6 receive a full-time (part-time for Nursery) supervised education. This education is intended to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects, to learn and make progress.

We feel responsible for preparing our pupils with a comprehensive understanding of their world today and its future. We also believe in equipping them with skills, creativity and determination. At Falkner House our pupils have an understanding and an appreciation of interrelated aesthetic, social, economic and environmental issues across the range of curriculum subjects across all age groups.

All aspects of the curriculum are carefully designed to allow good progress both within and through the years. The curriculum becomes more sophisticated as the years progress – everything is designed to facilitate pupils' acquisition of knowledge, skills and qualities to help them to develop intellectually, emotionally, socially, physically and morally so that they become independent, responsible, useful, thinking, confident and considerate members of the community. The curriculum begins the process of preparing the pupils for the opportunities, responsibilities and experiences of adult life within British society. The PSHE curriculum reflects the school's aim and ethos; and throughout the school we encourage respect for protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy) as set out in the 2010 Act. At all times, we promote and support fundamental British values. Please also see the Relationship/ PSHE policy.

Across the years and in every subject teachers ensure that all the schemes of work allow for pupils to make progress and gain good speaking, listening, literacy and numeracy skills.

Many children at Falkner House are very able in comparison to the national average and some are gifted. Others may need learning support (See SEN Policy) and have an Individual Education Plan (IEP) or Educational Health Care Plan (EHCP). The curriculum at Falkner House allows for these differences.

By Year 6, while considerable emphasis may be placed upon examination preparation, equal attention from R- Y6 is given to those who find academic work challenging as to the high-fliers. All pupils are supported to give of their best and to develop their natural talents to the full. Modest results for pupils who may find academic work challenging are as worthy of recognition as are outstanding results for another who may be naturally very able.



The curriculum

Subject	Year groups taught	Specialist taught
Art	N to Year 6	Year 2 or 3 to Year 6
English	N to Year 6	Year 4 to Year 6
Design Technology	N to Year 6	
Maths	N to Year 6	Years 4 - 6
Science	N to Year 6	Years 3 or 4 to Year 6
PE*	N to Year 6	Years N to Year 6
RE	N to Year 6	
Geography	N to Year 6	
History	N to Year 6	
History of Art	N to Year 6	Years N to Year 6
Myths and Legends	R-Y6	Years 3 and 4 at FHG
IT	Year 2 or 3 to Year 6	Year 2 to Year 6
Music	N-Y6	Years N to Year 6
PHSE (inc. RSE)	N-Y6	
Design technology	N-Y6	embedded cross curricula
Spanish	Year 3 or 4 to Year 6	Year 3 to Year 6
Latin	Year 5 - Year 6 (FHB only Y6)	Year 5 to Year 6

Details of the individual topics within subjects R - Y6 are shown in the Curriculum Grid within Parent Information on the website. For Nursery children please see the EYFS Structure and Policy for further details. As can be seen from the grid, all the EYFS areas of learning are covered in Nursery and Reception. The progress of all the children including those in Nursery and Reception are monitored on a regular and consistent basis with written feedback given to parents in a report at the end of the school year; in addition there are at least termly teacher/ parent meetings. PE uses facilities at Battersea Park, Holland Park, Chelsea and Fulham Pools, Hyde Park, Kensington Gardens. At FHG Reception and Nursery use the playground.



The school year is c.168 days (34.5 weeks) and school hours per week are :

- Nursery 15 hours
- Reception and Year 1 30 hours
- Year 2-6 32 hours

Diversity

Staff are encouraged to look for opportunities throughout the curriculum for children to learn about achievements in cultures around the world: Aztecs / Incas India, India, Cambodia, Egypt, dance around the world e.g. tango. The syllabus is enriched with an appropriate balance of works by authors, speakers, artists, scientists from other cultures. FH is significantly multicultural in its parent body (purely British families are in the minority) and this gives an automatic and very welcome injection of balance to school life. We encourage children to give/ write presentations for their class on their family history which produced fascinating accounts of different heritages e.g. Nigeria, Irish and mixed race Kenyan. In-house speakers from the parent body cover a wide variety of cultures: an Egyptian female engineer working on CrossRail, Diwali, St Patrick's Day, American Independence on 4th July.



Appendix - teaching and leaning

Falkner House lessons must:

- Be exciting, with varied teaching methods including thinking skills and visual tools to develop higher order learning
- Be differentiated by pace, outcome, support, dialogue, resource and task – so that lessons are accessible for the less able whilst extending the most able with high expectations for all
- Have a sensible sequence such as
 - Learning in context
 - Starter
 - Main teaching
 - Plenary
 - Evaluation of lessons with pupil consultation where appropriate
- Build in brain breaks e.g. light physical activity
- Include pastoral care alongside academic considerations – take account of emotional states
- Include question and answer sessions which promote higher order thinking
- Encourage independent learning without losing contact with teachers
- Have enough time for trial and error and allow failure
- Have a wide range of opportunities with a mix of concrete and abstract tasks
- Be well structured and planned with clear objectives
- Have the correct starting point for each child
- Provide a challenging yet supportive environment
- Provide opportunities to be creative and to use imagination
- Allow children to move on when a concept has been mastered
- Have pace and urgency
- Reinforce knowledge
- Use music / dance/ drama where appropriate
- Include mind mapping and memory techniques where appropriate
- Allow for individuality of response
- Where appropriate, make links with other subjects
- Help children structure and organise their learning and knowledge.
- Encourage thinking outside the box
- Use formative assessment to allow pupils to express themselves thus assisting them in their learning
- Use summative assessment when required to allow judgement of pupil understanding
- At all times support and promote fundamental British values
- Provide for equal opportunities, cultural diversity and religious education
- Ensure the pupils' spiritual, moral, social and cultural development is given strong emphasis
- Offer, whenever political views are raised, a balanced presentation of opposing views