



## The New National Primary Curriculum 2014

Since September 2014, The Godolphin Junior School has been teaching to the new national curriculum.

The aims of the new curriculum are to provide "...pupils with an introduction to the essential knowledge that they need to be educated citizens." It is focused on enabling children to achieve a **deep, secure understanding of key knowledge, skills and concepts**.

There are changes to the content of the subjects covered with raised expectations particularly in English and Maths. For example, all children are now expected to learn and know their times tables up to 12x12 by the end of year 4; it was previously expected to know up to 10x10 by the end of Year 6.

### Summary of the Main Changes:

#### **English**

- Phonic decoding expected to be secure by Y3
- No specific mention of group work, drama strategies or use of ICT
- Learning of classic & modern poetry (including reciting poetry) introduced
- Specific spelling rules to be taught
- Précising and dictation
- Greatly increased expectations in grammar and punctuation

#### **Maths – Lower Key Stage 2 (Years 3 and 4)**

- No ratio required in LKS2
- Written division moved to UKS2
- No calculator skills included
- Carroll / Venn diagrams no longer required
- Y3: Formal written methods for + & —
- Y3: Compare, order & + & — easy fractions
- Y3: Vocabulary of angles & lines
- Y3: Time including 24h clock & Roman numerals
- Y4: Recognise equivalent fractions/decimals
- Y4: Solve fractions & decimals problems
- Y4: Perimeter/area of compound shapes
- Y4: Know multiplication tables to 12 x 12

#### **Maths – Upper Key Stage 2 (Years 5 and 6)**

- No calculator skills included
- No probability included
- Data handling greatly reduced content
- Y5: Use decimals to 3dp, including problems
- Y5: Use standard multiplication & division methods
- Y5: Add/subtract fractions with same denominator
- Y5: Multiply fractions by whole numbers
- Y6: Long division
- Y6: Calculate decimal equivalent of fractions
- Y6: Use formula for area & volume of shapes
- Y6: Calculate area of triangles & parallelograms
- Y6: Introductory algebra & equation-solving

## Science

- There has been some movement of topics from Y3 to Y4 and some units delayed to upper KS2: Forces; separating mixtures; insulators; adaptation.
- In Y5 and Y6, there has been some movement of units and a new unit of evolution introduced into Year 6.

## Art

- Greatly reduced detail in content, with much of the broader detail included in the aims.
- Specific objectives include only 4 areas:
  - Use a range of materials (KS1)
  - Use drawing, paint & sculpture to share ideas
  - Develop techniques in colour, line, form, etc.
  - Learn about the work of artists and designers
  - Create and maintain sketch books (KS2)

## Computing

Formally known as Information and computer technology, ICT is now known as 'computing' with a greater emphasis on control and programming.

Design & Technology

Little change to the content, although compulsory cooking in both KS1 and KS2.

## Design & Technology

Broadly similar requirements at both Key Stages for main aspects, although slightly less specific detail:

- Design
- Make
- Evaluate
- Technical Knowledge
- Statutory requirement to include cooking at both Key Stages

## Foreign Languages

- Newly statutory at KS2
- Can include classical languages; GJS is teaching French.
- Focus on four skills of Speaking, Listening, Reading and Writing

## Geography

Increased focus on geographical knowledge

- KS1: name continents and home countries
- KS1: Compare local geography to UK & world
- KS1: Introduce key geography vocabulary
- KS2: locate world countries; UK cities & regions
- KS2: Identify world feature, e.g. poles, tropics, etc.
- KS2: Comparison study in Americas and Europe
- KS2: Study climate, vegetation belts, land use, natural resources & trade links
- KS2: Use compass points & 6-figure grid references

## History

- Reduced emphasis on sources & methodology
- Relatively little change at KS1, with slight increase in national focus
- Reduced emphasis on diversity & culture
- Significant changes in KS2 breadth of study:
  - Victorians/Britain since 1930 & Tudors removed
  - Stone age added
  - Romans, Anglo-Saxons & Vikings all required
  - Slightly changes to ancient civilisation options
  - A non-European study must be included
  - One period of study that stretches past 1066

## Music

- Slimmed-down Programme of Study
- KS1 focus on experimentation with voice and tuned and un-tuned instruments
- Musical elements (pitch, tempo, etc.) renamed as “inter-related dimensions”
- KS2: Introduce staff and other notation
- KS2: Develop understanding of history of music

## Physical Education

- Slimmed-down Programme of Study
- KS1 focus on mastering basic skills and playing in team games
- KS2 includes discrete skills and in contexts of team games and competition
- Less focus on evaluation, focus moves to improving personal bests
- Swimming remains statutory at either KS1 or KS2

**PSCHE** (Personal, social, citizenship, health and economic education) is not statutory but is an integral part of our curriculum at Godolphin Junior School. There is expected to be a daily act of worship with **RE** being taught to the local syllabus as there are no specific national curriculum programmes of study.

## KS2 Testing (SATs)

Y6 pupils in 2016 will be tested according to the new national curriculum.

## Removal of levels

The new national curriculum has removed levels (Level 2B, 3A etc). Children will be assessed as to how well they are on track towards achieving the end of key stage requirements for each subject area. Pupils will be monitored and assessed according to their understanding and application of knowledge and skills by their teachers by the work they produce in class.

Godolphin Junior School is measuring progress using ‘**Stages**’. Pupils work in their age related ‘stage’ according to the National Curriculum requirements and programmes of study, so Year 3 work at Stage 3; Year 4 at Stage 4; Year 5 at Stage 5 and Year 6 at Stage 6.

Within each stage, as pupils consolidate their skills and knowledge, they can progress from ‘**Emerging**’ to ‘**Developing**’ to ‘**Secure**’ to ‘**Mastered**’.

For further detail:

<https://www.gov.uk/government/collections/national-curriculum>