



# CURRICULUM INTENT



Review Date	Reviewer	Review Completed	Adopted	Implementation
			March 2020	April 2020
September 2023	C Harris	September 2023		

## Curriculum Intent at Browney Academy

At Browney Academy we are committed to providing an engaging, challenging and inclusive curriculum that fully prepares learners for the next steps in their learning journey as well as the challenges of the wider world.

Our vision is to ensure that every child achieves excellence every day through high expectations, creativity, ambitious topics and excellent teaching, utilising the resources and skills both within school and beyond.

The community and local area are placed at the heart of our curriculum. The curriculum is designed purposefully for the children of Browney Academy so children recognise and celebrate their unique heritage.

### Principles and purpose

Our curriculum is designed to build on children's prior learning so that the development of knowledge, skills and vocabulary are taught in a logical, systematic sequence where creative topics make links between subjects and content. Our curriculum projects form the basis of our pedagogy and provide children with a range and breadth of rich subject content and memorable learning experiences which carefully promote SMSC and British Values.

When designing our curriculum, we have ensured our curriculum intent is a well-planned programme which recognises the knowledge and skills pupils need in order to become effective lifelong learners. We aspire to unlock the talents and potential of all of our pupils and to guide them so they understand how to make a positive contribution to both our school family and to the community.

Our curriculum is driven by big ideas, key questions and the understanding that all our learning is linked through experience, perception and connections which unite us with the wider world.



## **Our Aims and Approach**

### **Our curriculum aims**

At Browney Academy we aim to:

- Provide a highly inclusive environment where pupils enjoy learning
- Develop pupils' confidence to speak and to present publicly
- Develop resilience to overcome problems pupils may face
- Expose children to a wide range of cultural experiences
- Offer a curriculum which allows children to challenge their thinking
- Develop a love of learning
- Create meaningful links between subjects
- Develop children's ability to work both independently and as part of a team
- Invite children to enquire about their learning by encouraging them to ask and answer questions to develop their understanding
- Encourage pupils to make positive contributions to both our school family and to the local community

## **Our approach**

In designing our learning offer we have personalised our curriculum in order to support any barriers to learning children may face. We strive to:

- Ensure our curriculum is stimulating, engaging and progressive in its content
- Offer support to all learners to achieve their very best
- Make strong links to local culture and make connections to the wider world
- Provide an environment which nurtures all talents
- Give opportunities for children to think creatively and to solve problems
- Help children to develop intellectually, emotionally, socially and morally
- Create a learning environment which celebrates success
- Immerse children in a range of texts and genres
- Provide opportunities for children to learn in different environments
- Share our curriculum with the families of our pupils and invite parents into school to see their child's learning in action
- Assist all children in becoming resilient, independent, responsible and considerate members of the community
- Provide children with opportunities to recall their learning, ensuring that they know more and remember more.

## **Curriculum Priorities**

We believe that reading is central to our curriculum, and to the development of our children's academic success in all areas. We have also prioritised four areas which encompass our curriculum design with the intent that children are confident in working with others, have high aspirations of themselves, live healthy lifestyles (both physically and mentally), be moral, hardworking, respectful citizens who make a positive difference to their families, friends and their community.

**Aspirations:** In all areas of school life, we have high expectations and aspirations for the children. Through thematic experiences, topics, PSHE and assemblies we also plan opportunities for children to see first-hand the range of careers available to them. Some entrepreneurial projects are undertaken throughout the year, such as the 'Leaders Award' and opportunities for entrepreneurial development alongside local secondary schools. As a result of these experiences, children are developing the knowledge, skills and values to be successful in life.

The curriculum has been organised so pupils enjoy being historians, scientists, linguists as well as just learners. This has helped to raise the ambition level of the pupils and to improve their knowledge. All pupils, irrespective of background, or those with SEND, are provided with effective guidance to achieve their potential. Our wide range of after-school clubs aim to further develop pupil talents, exposing pupils to a wealth of exciting activities such as French, drama and reading.

**Health and well-being:** At Browney Academy, we recognise and value the importance of good physical and mental health and we are always looking for ways to enhance this provision. Through PE and school sport we ensure that all children have access to a wide range of sports, festivals and sporting events. We have an SLA with Durham City's School Sports Partnership in which children have opportunities to access intra sports competitions and events such as swimming galas, gymnastics festivals, *Disability Sports* and the Mini Olympics. As a school, we see great value in a growth mindset and work consistently with the children to develop their resilience in all areas of their lives. Our pastoral team skilfully provides a range of services to meet the needs of all learners.

**Oracy:** As reading is a whole school priority, we believe spoken language to be fundamental to the achievement of our pupils. In all areas of the curriculum, we aim to widen both children's vocabulary, reading and oracy skills by providing our children with a range of opportunities to develop confidence in using spoken language. Our aim is to enable the children to improve their levels of oracy so that all pupils can read and communicate effectively and confidently in front of any type of audience. Children are encouraged to explore ideas through talk; challenge each other's opinions and develop their own reasoned arguments.

**Community:** Important values such as being proud to live in a community are fundamental to our school curriculum: assemblies, alongside our PSHE, history and geography lessons all support this aspect of the pupils' cultural literacy. Topics make careful links to the local area and the community where children live. We have strong community links and support community projects such as planting in the local area.

### **Entitlement and Enrichment**

Our rich and engaging curriculum provides experiences in a range of contexts. This includes those activities and learning experiences that take place outside of the classroom. We have strong partnerships with external providers and welcome parents and carers to take part in children's learning experiences. We offer specialist curriculum opportunities and utilise experiences, resources and facilities within Trust schools. Appendix B [Whole School Pupil Offer].

## Memorable Experiences at Browney Academy

Each curriculum project often begins with a memorable experience that stimulates children's curiosity and prepares them for a new topic. A memorable experience can involve an educational visit out of school or a visitor coming into school to share their expertise with the children. Links have been made locally and with partnership schools.

### Reception



Visit to Northumberland Zoo

### Year 1



Visit to Hall Hill Farm

### Year 2



Making music

### Year 3



Volcano Making

### Year 4



Archery

### Year 5



Pneumatic Models

### Year 6



Commemorating Remembrance



Residential Trip



End of year production

## Whole School Experiences

We offer children a range of whole school experience as part of our curriculum offer. These are carefully planned annually and make links to whole school theme weeks, national events and school priorities.



Amber our therapy dog



NSPCC Stay Safe assembly



Debate Parliament Week



Children in Need



Police dogs Jet and Ben visit



European Language Day

## Specialist Activities



Visual impairment sports workshop



Choir perform at The Sage



Eco Council support the community

## Our Curriculum Design

Our curriculum is a broad and balanced, knowledge-rich curriculum. Its content is delivered through a range of subject-specific projects, which last either a full or half term.

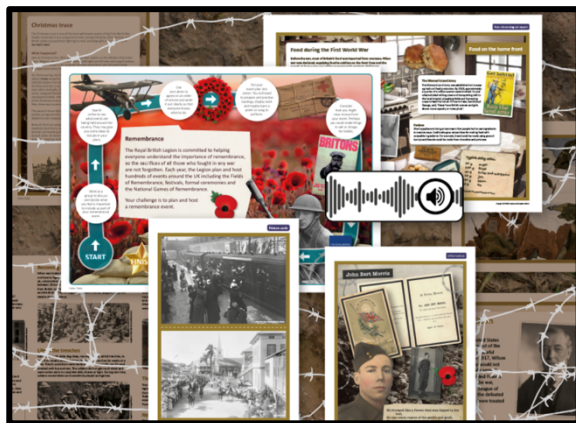
To ensure coverage of the national curriculum, each subject aspect or concept is then matched to the relevant programmes of study. Across the curriculum, there is full coverage of the programmes of study.

Our programmes of study, aspects and concepts are broken down into smaller component parts or 'chunks' to form a cohesive progression framework. Our progression framework runs throughout every year group and includes knowledge and skills that children need to know and be able to do in order to make progress through the curriculum.

The structure of our curriculum provides a robust framework on which to build deliverable content. The content is delivered through a range of broad and balanced, knowledge-rich projects. The knowledge and skills statements provide the foundation for and are directly linked to the planning and resourcing of lessons.

Our curriculum design provides each year group the opportunity to cover a broad range of themes and subjects. Projects last either a half or full term depending on content. In some cases, projects may be taught for a shorter period, for example during a science or art week.

Our curriculum maps show the coverage and structure for each year group.





## **Subject coverage**

We ensure the National Curriculum is followed in all year groups and subject areas.

### **English**

English is at the centre of our curriculum at Browney Academy. Each English unit covers a range of reading and writing themes and, where appropriate, links to other areas of the curriculum. Children are exposed to a wide range of genres in each year group and skills are taught progressively to ensure children are constantly revising and developing their English skills. Reading, spoken language and writing are incorporated into all subjects and topics taught.

### **Mathematics**

At Browney Academy, we aim to develop mathematicians of the future, where maths is enjoyed by all, challenges are accepted and solved, where mistakes are recognised as part of the learning journey and where a deep and rich mastery understanding of maths is an opportunity for all. Through our understanding of how Singapore maths is implemented, we aim to imitate a style and culture of maths where children grow up reaching their full and continuing potential. We believe that we are part of a longer journey with maths, changing old mindsets and attitudes towards mathematics and shaping new thinking for the generations to come. We want children to learn, live and love maths as they understand its importance within our world.

Browney Academy's mastery approach is a transformational approach to maths teaching. When taught to master maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.

### **Science**

At Browney Academy we aim to bring the science curriculum to life, developing pupils' natural curiosity by providing stimulating and challenging scientific experiences that will give them with a strong understanding of the world around them. The taught subject adheres closely to the fundamental aims of the National Curriculum and ensures that pupils acquire the specific skills and knowledge that will enable them to think as scientists, to gain an understanding of scientific processes, in a way that will instil a lifelong interest in the subject. We intend that pupils will gain a strong understanding of the uses and implications of Science, from the past, into the present and forward into the future. Pupils will be encouraged to develop, learn and use skills such as observation, planning, hypothesis and investigation, as well as being encouraged to question the world around them, to become independent learners. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

## **History**

The high-quality history education offered at Browney Academy helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## **Geography**

At Browney Academy, we believe that a well-planned, high-quality geography education will help pupils gain a clear understanding of both the natural and human aspects of their world. Children at Browney develop a greater understanding and knowledge of the wider world, their local area as well as their place in it. Geography by nature is an investigative subject and we encourage and inspire children to have a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. Our curriculum helps to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Browney Academy and also to their further education and beyond.

## **Art**

At Browney Academy, we believe that art is an important part of our broad and balanced curriculum and giving our children a high-quality art education engages, inspires and challenges our pupils to reach their full potential. It provides them with opportunities to develop and extend their skills as well as experiment, invent and express their individual interests, thoughts and ideas by creating their own works of art. As children progress, they learn to think critically and develop their appreciation for art and expand their understanding of their own and others' cultural heritages through studying a diverse range of male and female artists. Children develop their understanding of the visual language and elements of art through carefully planned sequences of lessons and experiences.

## **Design and Technology**

Browney Academy will provide children with high-quality opportunities in design and technology. We believe that it is a rigorous and practical subject which enables pupils to use their creativity and imagination while acquiring problem-solving skills and drawing on their knowledge from other subjects including mathematics, science and computing. As children design and make their products, they are faced with many challenges such as solving real and relevant problems, considering others' needs, taking risks, being resourceful and developing their entrepreneurial skills which will benefit them later in life.

## **MFL**

French is our chosen curriculum language at Browney Academy. The formal teaching of French begins in Key Stage 2; however, we expose children to the language of French much earlier on. In Reception and KS1 children often learn words or phrases such as counting numbers or answering the register in French. The teaching of French is taught using The Primary Language Network which supports non-specialists with the pronunciation of the language. We are passionate about extending children's understanding of the wider world and offer opportunities for children to extend their knowledge through European Languages Day and International Day.

## **Religious Education**

RE follows the Cornerstones Love to Celebrate scheme. Children are taught six faiths over the course of a year which are sometimes enhanced with trips and visits. Fr Carl complements our teaching of Christianity with faith assemblies over the year. We also visit church regularly for celebrations such as harvest festival and Christingle. Our carol concert is always a momentous occasion bringing families and parishioners together for a special Christmas service.

## **PE and school sport**

Physical Education is an essential contributor to the development of the whole child. We are passionate about PE and school sport and ensure we provide children with a variety of sporting experiences. PE is taught by teachers and specialist sports coaches. We enhance our PE offer through an SLA with Durham City's Schools Sports Partnership. This provides further opportunities for intra and inter sports events and festivals such as the annual swimming gala, cross country events and Mini Olympics.

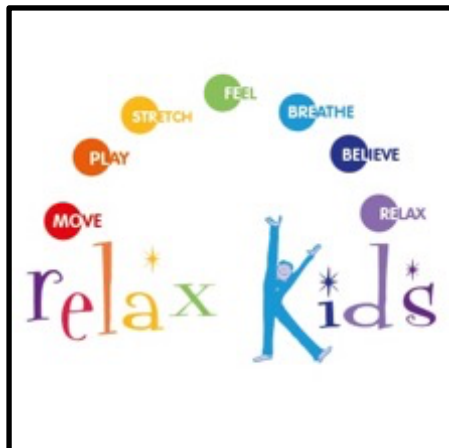
## **Music**

Music can inspire and motivate children and we believe it is a vehicle for personal expression and can play an important part in the personal development of children. Using the Charanga programme we provide opportunities for all children to listen to, create, play, perform and to enjoy music. Through this, children will develop a range of skills, appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. Extracurricular music is offered to the pupils through Durham Music Services. Children have opportunities to learn guitar and clarinet. Pupils can join our school choir from Y3 and have the opportunity to perform at public events such as The Sage in Gateshead or The Gala Theatre in Durham.

## **PSHE and Citizenship**

PSHE and citizenship are fundamental aspects of our curriculum and are taught both discretely and within the projects.

We are extremely passionate about the teaching of PSHE; it is at the forefront of both the curriculum and our vision at Browney Academy. To ensure we support the needs of all children, we provide a range of support sessions such as Lego Therapy, Relax Kids and Therapeutic Writing.



### **Computing**

The core skills of ICT are taught as a discrete programme across school through Purple Mash. However, other elements of the computing curriculum are integrated into the curriculum as part of project work. These include e-safety, digital publication and presentation, research, data handling and the use of digital media. We work closely with local PCSOs to ensure we are up to date to the most current dangers children may face online. This information is always shared with parents and carers via newsletters and presentations.

### **Timetables**

Timetables ensure we have broad and balanced curriculum and time is allocated to each subject area or curriculum theme. When theme days or weeks are planned, timetables may be altered to suit the nature of the theme. These are carefully planned in advance by subject leads.

### **Assessment of the curriculum**

Children are assessed summatively three times a year in maths and English. Assessment of other subjects takes place at the end of an ILP or unit of work.

### **A: Whole School Curriculum Map**

Reception		Term 1		Term 2		Term 3		
	Main Project	Let's Explore	Marvellous Machines	Long Ago	Ready Steady Grow	Animal Safari	On the Beach	
Mini Project	Build it Up	Puppets and Pop Ups	Stories and Rhymes	Signs of Spring	Creep, Crawl and Wiggle	Move It	Moving On	



## Appendix A: Whole School Curriculum Map

		Term 1			Term 2			Term 3		
		<b>Year 1</b>	<b>History</b>	Childhood						School Days
<b>Geography</b>	Our Wonderful World			Bright Lights, Big City			Revision and Retrieval Practice			
<b>Science</b>	Materials		Seasonal Changes		Animals	Humans		Plants	Revision	
<b>Art</b>	Mix It		Funny Faces and Fabulous Features		Rain and Sunrays			Street View		
<b>D&amp;T</b>	Shade and Shelter			Taxi!			Chop, Slice and Mash			
<b>Computing</b>	Online Safety		Grouping and Sorting		Lego Builders	Maze Explorers		Coding	Spreadsheets	
<b>Music</b>	Hey You!		Rhythm in the Way We Walk		In the Groove	Round and Round		Your Imagination	Reflect, Rewind, Replay	
<b>R.E.</b>	Hinduism		Christianity		Islam	Christianity		Judaism	Buddhism	Sikhism
<b>P.S.H.E.</b>	Be Yourself		Respectful Friendship	Me and My World	Safety First	Safe Relationships	My Online World	Healthy Me	Changing Me	Aim High



<b>Year 2</b>		<b>Term 1</b>			<b>Term 2</b>			<b>Term 3</b>		
	<b>History</b>	Movers and Shakers						Magnificent Monarchs		
	<b>Geography</b>	Let's Explore the World			Coastline			Revision and Retrieval Practice		
	<b>Science</b>	Animals Including Humans	Materials		Plants	Animals		Living Things and their Habitats	Revision	
	<b>Art</b>	Mix It	Still Life		Flower Head			Portraits and Poses		
	<b>D&amp;T</b>	Remarkable Recipes			Beach Hut			Cut, Stitch and Join	Push and Pull	
	<b>Computing</b>	Online Safety	Coding		Spreadsheets	Questioning		Effective Searching	Creating Pictures	
	<b>Music</b>	Hands, Feet, Heart	Ho Ho Ho		I Wanna Play in a Band	Zootime		Friendship Song	Reflect, Rewind, Replay	
	<b>R.E.</b>	Hinduism	Christianity		Islam	Christianity		Judaism	Buddhism	Sikhism
	<b>P.S.H.E.</b>	Be Yourself	Respectful Friendship	Me and My World	Safety First	Safe Relationships	My Online World	Healthy Me	Changing Me	Aim High



<b>Year 3</b>		<b>Term 1</b>				<b>Term 2</b>			<b>Term 3</b>		
	<b>History</b>	Through the Ages							Emperors and Empires		
	<b>Geography</b>	One Planet, Our World				Rocks, Relics and Rumbles			Revision and Retrieval Practice		
	<b>Science</b>	Animals Including Humans	Light		Rocks	Forces and Magnets		Plans	Revision		
	<b>Art</b>	Contrast and Complement	Prehistoric Pots		Ammonite	People and Places		Beautiful Botanicals	Mosaic Masters		
	<b>D&amp;T</b>	Cook Well, Eatwell				Making it Move			Greenhouse		
	<b>Computing</b>	Online Safety	Coding	Spreadsheets		Touch Typing	Branching Databases		Simulations	Graphing	
	<b>Music</b>	Let Your Spirit Fly	Glockenspiel Stage 1		Three Little Birds	The Dragon Song		Bringing Us Together	Reflect, Rewind, Replay		
	<b>French</b>	A New Start	The Calendar and Celebrations		Animals I Like and Don't Like	Carnival and Playground Games		Breakfast, Fruit Nouns, Hungry Giant	Going on a Picnic		
	<b>R.E.</b>	Hinduism	Christianity		Islam	Christianity		Judaism	Budd-hism	Sikhism	
	<b>P.S.H.E.</b>	Be Yourself	Respectful Friendship	Me and My World	Safety First	Safe Relationships	My Online World	Healthy Me	Changing Me	Aim High	





<b>Year 4</b>		<b>Term 1</b>				<b>Term 2</b>			<b>Term 3</b>		
	<b>History</b>	Invasion							Ancient Civilisations		
	<b>Geography</b>	Interconnected World				Misty Mountain, Winding River			Revision and Retrieval Practice		
	<b>Science</b>	Animals Including Humans	Sound		States of Matter	Electricity		Living Things and their Habitats	Revision		
	<b>Art</b>	Contrast and Complement	Warp and Weft		Vista	Animal		Statues, Silhouettes and Figurines	Islamic Art		
	<b>D&amp;T</b>	Fresh Food, Good Food				Functional and Fancy Fabrics			Tomb Builders		
	<b>Computing</b>	Online Safety	Coding	Spreadsheets		Logo	Animation		Effective Search.	H/W Inv.	
	<b>Music</b>	Mamma Mia	Glockenspiel Stage 2		Stop!	Lean on Me		Blackbird	Reflect, Rewind, Replay		
	<b>French</b>	Welcome to School	My Local Area, Your Local Area		Family Tree and Faces	Celebrating Carnival/Body Parts		Feeling Unwell/Jungle	Summertime		
	<b>R.E.</b>	Hinduism	Christianity		Islam	Christianity		Judaism	Budd-hism	Sikhism	
	<b>P.S.H.E.</b>	Be Yourself	Respectful Friendship	Me and My World	Safety First	Safe Relationships	My Online World	Healthy Me	Changing Me	Aim High	



		Term 1			Term 2		Term 3		
		<b>Year 5</b>	<b>History</b>	Dynamic Dynasties					Groundbreaking Greeks
<b>Geography</b>	Investigating Our World			Sow, Grow and Farm		Revision and Retrieval Practice			
<b>Science</b>	Animals Including Humans		Earth and Space		Forces	Reversal and Irreversible changes	Living Things and their Habitats	Revision	
<b>Art</b>	Tints Tones and Shades		Taotie		Line, Light and Shadows	Nature's Art	Mixed Media	Expression	
<b>D&amp;T</b>	Moving Mechanisms			Eat the Seasons		Architecture			
<b>Computing</b>	Online Safety		Coding		Spreadsheets	Databases	Game Creator	3D Modelling	
<b>Music</b>	Livin' On a Prayer		Classroom Jazz 1		Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind, Replay	
<b>French</b>	My School, My Subject		Time in the City		Healthy Eating	Clothes, Colours Fashions	Out of this World	Going to the Seaside	
<b>R.E.</b>	Hinduism		Christianity		Islam	Christianity	Judaism	Budd-hism	Sikhism
<b>P.S.H.E.</b>	Be Yourself		Respectful Friendship	Me and My World	Safety First	Safe Relationships	My Online World	Healthy Me	Changing Me



<b>Year 6</b>		<b>Term 1</b>			<b>Term 2</b>			<b>Term 3</b>		
	<b>History</b>	Maafa			Frozen Kingdoms (Polar Explorers)			Britain at War		
	<b>Geography</b>	Our Changing World			Frozen Kingdoms			Revision and Retrieval Practice		
	<b>Science</b>	Animals Including Humans	Evolution and Inheritance		Light	Electricity		Living Things and their Habitats	Revision	
	<b>Art</b>	Tints Tones and Shades	Trailblazers, Barrier Breakers		Inuit	Environmental Artists		Distortion and Abstraction	Bees, Beetles and Butterflies	
	<b>D&amp;T</b>	Food for Life			Engineer			Make Do and Mend		
	<b>Computing</b>	Online Safety	Coding		Spreadsheets	Networks		Quizzing	Binary	
	<b>Music</b>	Happy	Classroom Jazz 2		A New Year Carol	You've Got a Friend		Music and Me	Reflect, Rewind and Replay	
	<b>French</b>	My School, My Subject	Time in the City		Healthy Eating	Clothes, Colours Fashions		Out of this World	Going to the Seaside	
	<b>R.E.</b>	Hinduism	Christianity		Islam	Christianity		Judaism	Budd-hism	Sikhism
	<b>P.S.H.E.</b>	Be Yourself	Respectful Friendship	Me and My World	Safety First	Safe Relationships	My Online World	Healthy Me	Changing Me	Aim High



## Appendix B: Whole School Offer

	Educational Visits (off-site)	Educational Visitors (on-site)	Outdoor Learning Sessions	Arts and Culture	Community and partnership learning	Specialist Curriculum Projects	Career and Aspirational Projects
<b>Reception</b>	Blue Reef Aquarium Northumberland Zoo	Jet and Ben Firemen School Nurse – Hygiene	Hall Hill Farm Northumberland Zoo	Chinese New Year	St Johns church SSP Festivals Virtual visit from new mother and baby	Caterpillars (life cycles) Engineering Projects	Jet and Ben Firemen Vets
<b>Year 1</b>	Seven Stories Hall Hill Farm	Visit from police Visit from a previous member of the school community PE coach visits	Local Community Walk Hall Hill Farm Den building (DT)	Bring in grandparent, parents and younger siblings for history topic	St Johns Church SSP Festivals	Building a taxi- (DT)	Careers week
<b>Year 2</b>	Visit Raby Castle – History  Aquarium - science	Durham music service Visit from Fire Brigade and police – PSHE	Local community walk for Topic	Still life workshop - Art	Walk around Browney	Apple Store – Computing link	Careers week
<b>Year 3</b>	Visit Lordenshaws pre-historic site (Through the Ages)  Segedunum ( <i>Emperors and Empires</i> )	Durham University geologist visit class (Rocks, Relics and Rumbles and Ammonite)	Planting and growing food (Science, Cook Well, Eatwell)	Ukulele lessons (music) Work with kitchen staff for cooking workshops (Cook Well, Eatwell) Food tasting in class (Cook well, eat well)	SSP festivals	Building and making an erupting volcano. (Rocks, Relics and Rumbles)	Careers week
<b>Year 4</b>	Washington Wetland Centre	Virtual interview with an engineer	Mini tennis and archery	Dance festival Kitchen staff (Fresh food, good food)	SSP festivals	Engineering projects Quarry visit	Careers week My Money Week Engineering Week

	Oriental Museum – ( Ancient Civilisations) Teemouth Field Centre (Misty Mountain, winding river)		Planting and growing food (Fresh food, good food)				
<b>Year 5</b>	Visit Oriental Museum (Dynamic Dynasties)  Centre for Life – workshop in States of Matter in Science and visit to planetarium  Seven Stories	Taste test different foods and follow a recipe to cook a meal - soup making.	Plant seeds to replicate an allotment in secret garden.  Science investigation – looking for habitats in the secrets garden	Ancient Greek jewellery (Durham Learning resources box).  Ancient Chinese Outfits (Durham learning resources box)	Mini Police – with a visit to local custody suite  Playground leaders – Visitors to come in	Durham Oriental Museum Exhibition View artefacts and speak to experts.  D&T making pneumatics models  Science – Brine Shrimp investigation	Careers week  Engineering week – interview
<b>Year 6</b>	Hancock Museum - <i>Maafa</i>	Durham university- polar scientists.  School nurse- puberty	Visit Victoria Tunnel (Britain at War)	Study African Artists Study artists that create artwork that addresses social and political issues.	Durham university- polar scientists.	Apple store- coding G&T	Careers week Parkside- Entrepreneurial Project

