EPA Inspire Curriculum

Inspire Curriculum Statement

Intent

The Inspire curriculum at Eynsham Community Primary School is designed to prepare children for secondary school by providing a purposeful and engaging learning experience. It focuses on developing transferable skills that enable all pupils to continue to progress, ensuring they acquire the foundational knowledge necessary for success in their future education and beyond.

Implementation

Strong communication links between Eynsham and Bartholomew play a vital role in delivering the Inspire curriculum effectively. Shared practice and visits help reinforce continuity and progression across all year groups. The curriculum is structured with a focus on skill development and subject knowledge acquisition. Monitoring of Knowledge, Concept, and Vocabulary Organisers (KCVs) is conducted regularly and reviewed with subject specialists to ensure effectiveness.

Teachers use a combination of formative and summative assessments to monitor progress, adapting their teaching approaches to support and challenge pupils appropriately. Cross-curricular links are embedded to enhance learning, making it more meaningful and applicable to real-world contexts. Collaborative learning, problem-solving, and critical thinking are key components that empower students to take ownership of their learning journey.

Impact

At Eynsham, our curriculum is more in-depth, engaging, and fulfilling for the children. Pupils develop a love for learning, demonstrate curiosity, and apply their knowledge in a variety of contexts. Regular assessment and feedback ensure that all students make sustained progress, with targeted support provided to those who need it.

Children are more prepared for their education in KS3. By the end of their primary education, pupils at Eynsham Community Primary School leave more confident and better prepared for secondary school, equipped with the resilience and skills required for future success.

Inclusion

The Inspire curriculum is ambitious and accessible for all pupils, including those with SEND, disadvantaged pupils and pupils who may experience other barriers to learning. Teachers use assessment, scaffolding, adaptive teaching and appropriate resources to enable every child to engage with the same important knowledge and concepts. Close communication between Eynsham and Bartholomew supports early identification of need, continuity of provision and a well-planned transition into Key Stage 3.

Cultural Capital

The Inspire curriculum develops the knowledge, vocabulary and experiences pupils need to participate confidently in the wider world. Rich texts, visits, visitors, fieldwork and links with Bartholomew broaden horizons, represent diverse perspectives and help pupils begin Key Stage 3 with confidence and high aspirations.

Curriculum Overview

	End of Year 5	End of Year 6	End of Year 7	End of year 8	End of Year 9
History	World War II	Ancient Greece Magnificent Mayans Tudor England	How disruptive were the Normans? Christians, Jews and Muslims in the medieval world.	Henry VIII and the Reformation Elizabethan England Civil War Oxford Conflict in 17th century Britain and the rise of parliament The British Empire and the slave trade The Industrial Revolution and life in Victorian Britain Public health and hygiene over time	The campaign for female suffrage Britain and WWI The dictatorships of Stalin and Hitler WWII and the Holocaust Britain after 1945, including social, political, and cultural changes The world after 1945, including the Cold War and decolonisation The fight for racial equality in Britain and the USA
Geography	Earth On our Doorstep	Magnificent Mayans Tudor England	Map skills – including local fieldwork and data	Extreme environments	Exploring extreme environments

			collection Extreme environments (Antarctica) Global impacts of sport Relocation of industry Rivers and flooding Exploring the UK	(tropical rainforests) Threatened world, threatened people (development) Dangerous world (earthquakes and tsunamis) The geography of food Tourism in Thailand Population	(impossible places) China – a new super power? Dangerous world (volcanoes) Globalisation and the geography of fashion Weather and climate Glaciation
Computing	Privacy and Security and Self-image and identity Online Bullying Online Reputation Health, Wellbeing and Lifestyle Online Relationships Copyright and Ownership and Managing Online Information	Privacy and Security and Self-image and identity Online Bullying Online Reputation Health, Wellbeing and Lifestyle Online Relationships Copyright and Ownership and Managing Online Information	E-Safety Python Turtle Spreadsheet Modelling Computational Thinking How Computers Work Basic Concepts of Programming	Fundamentals of Databases Python Chatbot Creating Digital Graphics Computational Thinking Programming Concepts and Modular Programming	Data Representation Media Studies Python Programming Logic Circuit and Boolean Expressions The Internet Computer Networks and Data

	Sharing Information Creating media - Video editing Turtle Logo Spreadsheets Turtle Logo	Internet Communication Zoo Model - Google Sheets Python Turtle Web Page Creation Computational Thinking		Computer Systems	Communication

Curriculum Progression- History

History

Year 5	Year 6	Year 7	Year 8	Year 9
Earth Children will be able to explain how an area has changed and developed over time using a range of sources. **On Our Doorstep – Oxford** Children will be able to explain how an area has changed and developed over time using a range of sources. **World War II** Children will understand the impact the war had on all aspects of life in Britain and the key events that helped shape the war.	**Ancient Greece** Children will be able to describe the physical geography of Greece and develop map analysis **Magnificent Mayans** Children will be able to compare a non-European society to British History and have an understanding of Mayan culture. **Tudor England** Children will understand the impact of Tudor England on modern England including the reformation of the church.	**How disruptive were the Normans?** Focus on cause and consequence of the Norman Conquest. To explore law, the feudal system, monarchy, nobles (barons), peasants, Pope, Taxes and Trade. **Christianity, Jews and Muslims in the medieval world** Focus on similarity and differences of the 3 medieval religions. To explore the concepts of the medieval church, antisemitism and the crusades. **Medieval monarchy and the origins of**	Civil War Oxford Conflict in 17th century Britain and the rise of parliament The British Empire and the slave trade The Industrial Revolution and life in Victorian Britain Public health and hygiene over time To explore the cause and consequence of the Tudors. To analyse the concepts of Catholicism, Protestantism, the Reformation. To explore the impact of	The campaign for female suffrage Britain and WWI The dictatorships of Stalin and Hitler WWII and the Holocaust Britain after 1945, including social, political, and cultural changes The world after 1945, including the Cold War and decolonisation The fight for racial equality in Britain and the USA To explore the reasons why women won the vote.

		parliament Focus on the cause and consequence of the baron's rebellion against the king. To explore the concepts of parliament, the Magna Carta and limits on royal power. **Mughal India** To explore the cause, consequence and historical significance of the Mongols and Mali. To explore administrative systems, empire, laws, taxes and trade. **The Black Death and the Peasants' Revolt** To explore the cause and consequence of the Back Death and Peasant's Revolt and	the printing press, gunpowder and compass. The cause and consequences of Mogul success and compare the impact of military factors with other causes. To explain the term Mogul and explore the themes of taxes, power, laws and religious tolerance. Cause and consequence of the English Civil War and developing source evaluation. To explore the terms: Puritan, Civil War, cavalry, infantry and revolution. Cause and consequence of the transatlantic slave trade and the reasons for abolition. To explore contemporary sources.	To explore the concepts of democracy, protest, reform, propaganda and the impact of the suffragettes. To develop knowledge of how to interpret contemporary sources. To explore the reasons why World War One occurred and analyse why it was so destructive. To analyse different interpretations of the war. To explore alliances, stalemates, conscription and war of attrition. The explore the rise of Stalin and Hitler and analyse what life was like under their rule. To focus on developing the use of contemporary sources. To explore Communism, Fascism, persecution, propaganda and dictatorship. To explore why the

		the extent of which this changed Peasant's lives. To explore the concepts of monarchy, nobles (barons), peasants, reform, revolt and taxes. To explore the cause and consequences of the Wars of the Roses. To explore the extent of which medieval queens can exercise power and influence.	To explore the terms: empire, slavery, racism and rebellion. Cause and consequence of the growth and impact of the British Empire. To introduce historical interpretations from modern historians. To explore the concepts of capitalism, colonies, entrepreneurs and industry. The causes of the industrial revolution and the measure the degree of change it led to. To explore the concepts of industry, entrepreneurs, trade and urbanisation.	Allies won the Second World War, focusing on key turning points. To explore the terms: appeasement, alliances, and changes in warfare e.g. Blitzkrieg. To analyse the cause of the Holocaust and its impact on the Jews of Europe. To explore its wider significance in wider world. To explore the concepts of antisemitism, dictatorship, genocide and persecution. Change in continuity of post war Britian, explore the impact of popular protest. To explore the concept of protest, racism, feminism, civil rights and democracy.

Curriculum Progression- Geography

Geography				
Year 5	**Year 6**	**Year 7**	**Year 8**	**Year 9**
Earth Children will understand the human and physical features of the world around us and develop their knowledge of using maps and atlases accurately. **On Our Doorstep Oxford** Children will develop fieldwork skills and apply them to enhance our knowledge of our local area and understand the impact that tourism can have on an area. **World War II** Children will know the countries that formed the Axis and Allies and	**Ancient Greece** Children will have an understanding of the varied characteristics and lasting significance of Ancient Greek civilisation. **Magnificent Mayans** Children will compare the climates of Central America and the UK and use a map to show trade **Tudor England** Children will be able to name English counties and say how they were involved in the War of the Roses.	**Map skills – including local fieldwork and data collection** Confidentially use a range of maps – OS, world maps and atlases. **Extreme environments (Antarctica)** Focus on Antarctica. Understand physical and human characteristics of the environment. **Global impacts of sport** Environmental, social, economic impacts of sport at a global scale. **Relocation of industry** Understanding the	**Extreme environments (tropical rainforests)** Understand the physical and human characteristics of tropical rainforests eco-system, including the sustainable management of TRFs. **Threatened world, threatened people (development)** Investigating the development gap, focusing on the causes of inequality and how we support countries in their development. **Dangerous world (earthquakes and tsunamis)** Investigating the	**Exploring extreme environments (impossible places)** Understanding why humans are able to an choose to live in extreme environments. **China – a new super power?** Understanding China from economic, social and environmental perspective and how interrelates with the rest of the world. **Dangerous world (volcanoes)** Investigating the causes, impacts and management of volcanic eruptions using real life

explain how London changed as a result of the war.		factors industries locating themselves in different places. **Rivers and flooding** Understanding physical characteristics of the river system and how flooding impacts humans and how we manage rivers flooding. **Exploring the UK** Understanding the human and physical of our own country.	causes, impacts and management of earthquakes and tsunamis focusing on examples from Nepal and New Zealand. **The geography of food.** Understanding the production, distribution and access to food at a variety of scales from local food to global food. **Tourism in Thailand** Social economic and environmental impacts of tourism with a focus on using tourism as a tool for developing countries. **Population** Investigate the dynamics of global population through a variety of scales – local, national, international.	examples. **Globalisation and the geography of fashion** Understanding the economic, social and environmental impacts of the fashion industry and its role in todays world. **Weather and climate** Understanding weather and climate from local, national and globally perspective including the causes, impacts and responses to climate change. **Glaciation** Understanding the role of glaciation and its impact of physical landscapes.

Curriculum Progression- Computing

Computing				
Year 5	**Year 6**	**Year 7**	**Year 8**	**Year 9**
y and Security Children can recognise that app permissions allow access to our personal information. They are aware that the data we share is valuable to app developers. **Self-image and identity** Children will understand that they can show their online identity in different ways. They can demonstrate responsible choices about their online identity, depending on context. **Sharing information** Children will develop their understanding of computer systems and how information is transferred between systems and	**Privacy and security** Children know that terms and conditions say what the company is allowed to do and what a user is allowed to do. They know that online services may seek consent to store information about them. **Self image and identity** Children can describe ways in which media can shape ideas about gender, race, religion, disability, culture and other groups.	**E-Safety** To secure their knowledge and understanding of E-Safety and how to keep themselves safe online including, Personal, Digital footprint and sexting, cyberbullying and acting safely and responsibly online. **Spreadsheet modelling.** To understand work with their features with advanced features and absolute cell reference. They also are introduced into data modelling and using this to make predictions. **Pyhton Turtle**	**Python chatbot** Children learn about inputs, output, data and variables. They learn how to read and understand error messages and debug them. They use input functions to build and develop codes to create outputs. They use 'if' and 'else' statements to generate outputs. **Databases** Children think about what information is and what makes good information. They learn what a database is and how they work. They explore organising large groups of information. They consider how fields and records need to be accurate and why this is important. The learn what	**Data representation** The children learn that binary digits are 0 or 1. They learn subject specific language to enable them to discuss this. Children explore converting binary to denary and denary to binary. They learn to add binary numbers. They explore digital images (bitmap and vector) and how they are composed. Children understand what data compression is and how to use run length and coding (RLE) to compress files. Children finish by exploring data encryption and this is done.

devices. They will explain the input, output and process aspects of a variety of real-world systems. They will take part in a collaborative online project with other class members. **Online bullying** Children will know who to speak to if they or someone they know was being bullied online and that if someone is at risk of harm they need to tell a responsible adult or support service. **Creating media - Video production** Children will create short videos in groups and consider the effects on the audience. They will consider how to capture, edit and manipulate video. They will use video production techniques to gain a desired effect and reflect on their choices. **Online reputation** Children will be able to search for information about people but understand that not all information online may be accurate.	Children can challenge and explain why it is important to reject inappropriate representations online . **Online bullying** Children know how to gather evidence of bullying behaviour online and how this can protect them. They know the different reporting routes and how to intervene safely and positively. **Online reputation** Children can explain what a digital personality/footprint is. They can explain strategies to protect their online reputation including anonymity. **Health wellbeing and lifestyle** Children know what persuasive design is and how it can affect engagement. They can give strategies to	To develop their understanding of what programming and coding is. They consider why programming is done in a certain including variables to work alongside the computer. The learn about main program and subroutines through active learning. **Computational thinking** The idea of the 'digital World' and the impact this has on our lives today. Th explore hardware and software and how they work. They use this new knowledge to explore problems including decomposition, algorithms and sequencing **Phython turtle(advanced)** Children deepen their understanding from earlier in the year. They learn about slecection/decisions. They explore 'if', 'while' statements. They also explore looping using a	structured query language(SQL) and how this can be used. **Computational thinking** They start by consolidating their learning from year 7 on decomposition, abstraction and sequencing before applying this knowledge. They then explore algorithms and how these can used within a flowchart before understanding how to read a given algorithm. **Converting algorithms with python.** Children spend the topic as a programmer and are given algorithms. They are given algorithms and use this to create code in Python turtle. They then use this to explore decision/selection, condition-controlled iteration and count-controlled iteration.	**Media studies** Children understand how computers are used within the media and the importance of this. **Programming** Children look at how to build programmes using variables, user input and errors messages, decision/selection programming construct and string/input functions. They explore decision/selection with multiple decision. They then develop their understanding of condition-controlled iterations and count-controlled iterations. Children explore programming subroutines that are either procedure or function.

Turtle Logo Children will use Turtle Logo Lessons to create text algorithms to control the sprite. They will become familiar with the language and abstractions used to simplify the code. They will create shapes and patterns using specific degree turns and begin to introduce variables. **Health Wellbeing and Lifestyle** Children can offer strategies to manage technology before bedtime. **Spreadsheets** Children will be introduced to spreadsheets and how data can be organised into columns and rows. They will understand the importance of formatting data for calculations and be introduced to formulas. They will use spreadsheets to plan an event and answer questions. They will create charts using spreadsheets. **Online relationships** Children can describe what they can do to support others online, both friends	reduce effects of persuasive design. They can positive address peer pressure and apply this in online situations to ensure they keep a healthy balance. **Online relationships** Children can understand the potential impact of sharing 'inappropriate' pictures, both for the sharer and the person having pictures shared. They can explain what to do if they find themselves in this situation. **Copyright and ownership** Children will demonstrate ways of searching and selecting reusable content. They will begin to understand how to reference online sources in their own work.	range.		

and people they know less well. They know how to report problems online and can name a number of reporting routes that they could use or suggest to someone else. **Turtle Logo 2** Children will use Turtle Logo Lessons to create text algorithms to control the sprite. They will become familiar with the language and abstractions used to simplify the code. They will create shapes and patterns using specific degree turns and begin to introduce varia **Copyright and ownership** Children can recognise fair dealing situations and understand that some work is in the public domain. **Managing online information** Children will explain what is mean by 'being sceptical' and understand the difference between mis-information and dis-information and it's intended purpose. Children will understand why	**Managing online information** Children can understand that if something is popular online, it may still be inaccurate and untrue. They can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). **Internet communication** Children will learn about the World Wide Web as a communication tool. They will learn how different search engines and what influences searching including how they select and rank results. They will learn about and evaluate which method of internet communication to use for a particular purpose.			

sharing ‘fake news’ can be harmful.	**Spreadsheets** Children will develop their confidence in using spreadsheets to collect data, use formula, plan events and create charts/graphs. They will understand cell references and how to apply formulas to multiple cells. **Python** Children will be introduced to the text coding program ‘Python’. They will write a basic program using two sections: subroutines and main program to help organise their algorithm. They will make shapes and anticipate what their code will create. **Web page creation** Children will be introduced to creating websites for a chosen purpose. They will identify what makes a good web page and			

	use this information to design and evaluate their own website using Google Sites. They will consider copyright and fair use of media. **Computational thinking** Children will learn how we use computational thinking to problem-solve, by analysing and formulating a solution that a human or computer can effectively carry out. They will reflect on the digital world and how computer systems work.			

Place Knowledge						
Foundation	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

Human & Physical Geography

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Geography Skills and Fieldwork

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6