

RE

Curriculum Design Document

Springside Rules
Safe
Respectful
Ready

Springside Primary School

Where every child matters and is
prepared for a future of possibilities



RESPECT



RESPONSIBILITY



RELATIONSHIPS



RESILIENCE



RESOURCEFULNESS



REFLECTION
& ASPIRATION

Curriculum Design Document

School Context

- ▶ School- Context of our school including data and pupil profile
- ▶ Brief Context- One-page Context drawn from Context slides
- ▶ Curriculum Drivers- 5 key Drivers drawn from the previous slides (Confident Communicators, Life-Long Learners, Global Citizens, Real-Life Specialists, Inquisitive Thinkers)
- ▶ Keeping Children Safe in Education- specific details for this subject

Curriculum

- ▶ Intent- Core intent of the subject (drawn from previous SoW)
- ▶ Induction Guide- key information for staff
- ▶ Steps to Success/Model lesson- Demonstrating what an average lesson in this subject would look like
- ▶ Vocab and Concepts- detailing long-term plans, key vocabulary and concepts taught at each stage
- ▶ Flashback 4- Highlighting key recall and retention questions for each stage
- ▶ End Points- Detailing what pupils need to achieve to be end stage ready at key points

Area Context

- ▶ Bury- Historical and Geographical information about Bury
- ▶ Walmersley- Context, Statistical, Historical and Geographical information about Walmersley

2023-24 OFSTED Inspection Dashboard

	2021	2022	2023
School number on roll	Close to average246	Close to average245	Close to average241
School % FSM	Above average26	Above average27	Close to average25
School % SEND support	Close to average13	Close to average13	Below average12
School % EHC plan	Above average2	Close to average2	Above average2.9
School % EAL	Above average11	Close to average9	Close to average11

	EHC plan (7)							
SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Severe Learning Difficulty	1	0	0	0	0	0	0	1
Social, Emotional and Mental Health	0	0	0	0	1	1	1	3
Speech, Language and Communication Needs	1	0	0	0	0	0	0	1
Physical Disability	0	0	0	0	0	0	1	1
Autistic Spectrum Disorder	0	0	1	0	0	0	0	1
Year group totals	2	0	1	0	1	1	2	7

	SEND support (27)							
SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	0	0	0	1	2	3
Social, Emotional and Mental Health	0	0	0	1	1	2	0	4
Speech, Language and Communication Needs	0	2	5	0	3	1	4	15
Hearing Impairment	0	0	0	1	0	0	0	1
Visual Impairment	1	0	0	1	0	0	0	2
Autistic Spectrum Disorder	0	0	0	0	2	0	0	2
Year group totals	1	2	5	3	6	4	6	27

Number on Roll -
Oct 24
246 pupils

SEN summary-
Oct 24
14.3% All SEN
3.7% EHCP
10.6% SEN Support

Free School
Meals summary
Oct 24
25.6%

Looked After
Children
Summary
Oct 24
1.2%

	2021	2022	2023
School % stability	N/A 83	N/A 83	Close to average 81
Pupil base deprivation	Close to average	Close to average	Close to average
School location deprivation	Below average	Below average	Below average

Ethnicities		
Ethnicity	School %	National %
White - British	80	63
Asian or Asian British - Pakistani	7	4

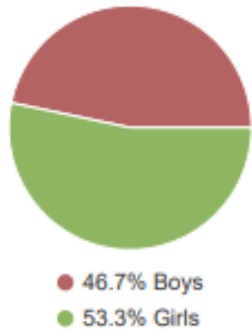
	% Pupils
White - British	77.2%
Pakistani	8.9%
Any Other Asian Background	2.8%
Any Other Mixed Background	2.4%
White and Asian	2.4%
White and Black Caribbean	1.6%
Any Other White Background	1.2%
Any Other Black Background	0.8%
Black - African	0.8%
Bangladeshi	0.4%
Chinese	0.4%
White and Black African	0.4%

School Demographics

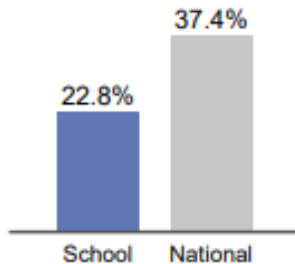
Demographics of Springside Primary School

2024-2025: 246 Pupils

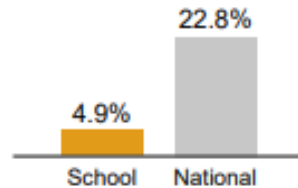
Gender



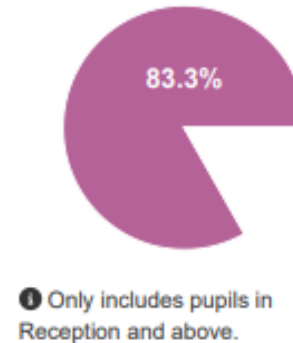
Minority Ethnic Background



EAL

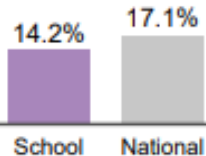


Homegrown Pupils

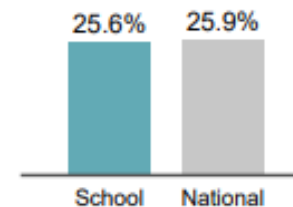


Pupils with SEND

	# Pupils	% Pupils	National
SEN Support	26	10.6%	14.1%
EHC Plan	9	3.7%	3.0%



Ever 6 FSM



① Only includes pupils in Reception and above.

Information for consideration in our curriculum

- 13 different languages spoken in school
- 11 out of 17 different ethnic groups
- 9 international new arrivals from Sep 22 to May 23
- Above average free school meals
- School locality is classed as 'less deprived' of all schools (NB, this is because the school is classed as being in the Tottington and Ramsbottom ward which is misleading)
- 83% White British
- 8% Asian/ Asian British/Pakistani
- Speech, Language and Communication Needs is by far the highest SEND primary area of need

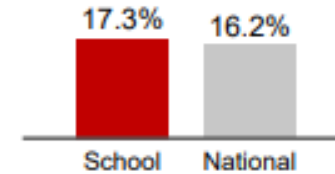
School Demographics

Absence Rates



❗ School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

Persistent Absence



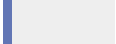
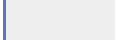
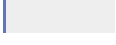
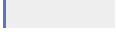
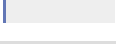
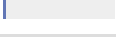
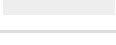
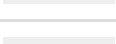
❗ Percentage of Y1 to Y6 pupils who miss 10% or more sessions

Year Groups

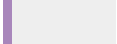
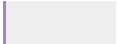
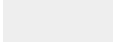
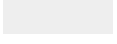
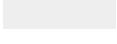
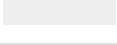
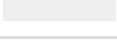
	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Nursery 2	19	8	11	0	2	2	0	0	5.5%
Reception	30	19	11	0	15	1	2	1	5.7%
Year 1	34	20	14	0	14	5	2	1	5.2%
Year 2	35	15	20	0	16	8	5	3	5.3%
Year 3	25	10	15	3	5	8	3	0	3.0%
Year 4	35	17	18	3	5	17	7	1	4.8%
Year 5	33	12	21	4	14	6	4	1	6.7%
Year 6	35	14	21	2	10	13	3	2	4.2%

School Demographics

Ethnicities

	# Pupils	% Pupils
White - British	190 	77.2%
Pakistani	22 	8.9%
Any Other Asian Background	7 	2.8%
Any Other Mixed Background	6 	2.4%
White and Asian	6 	2.4%
White and Black Caribbean	4 	1.6%
Any Other White Background	3 	1.2%
Any Other Black Background	2 	0.8%
Black - African	2 	0.8%
Bangladeshi	1 	0.4%
Chinese	1 	0.4%
N/S	1 	0.4%
White and Black African	1 	0.4%

SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	20 	8.1%
Social, Emotional and Mental Health	7 	2.8%
Autistic Spectrum Disorder	4 	1.6%
Moderate Learning Difficulty	4 	1.6%
Vision Impairment	2 	0.8%
Hearing Impairment	1 	0.4%
Severe Learning Difficulty	1 	0.4%
Specific Learning Difficulty	1 	0.4%

School Data 2022-23																		
EYFS					Phonics					Year 4 Multiplication Check								
	2022	2023	2024	2025		2022	2023	2024	2025		2022 25/25	2022 15+	2023 25/25	2023 15+	2024 25/25	2024 15+	2024 25/25	2024 15+
School	70%	69%	68%	73%	School	76%	95%	40%	86%	School	56%	97%	28%	73%	24%	93%	24%	76%
Nat.	65%	67%	68%	68%	National	76%	79%	80%	80%	National	30%		29%		34%		37%	

Key Stage 1																			
Reading - expected	2022	2023	2024	2025	Reading - higher	2022	2023	2024	2025	Writing - exp./above	2022	2023	2024	2025	Writing - higher standard	2022	2023	2024	2025
School	63%	64%	67%	54%	School	19%	15%	29%	9%	School	48%	55%	58%	17%	School	0%	6%	17%	0%
National	67%	69%	71%	71%	National	18%	19%	19%	19%	National	58%	60%	62%	64%	National	8%	8%	8%	9%
Maths exp.	2022	2023	2024	2025	Maths - higher	2022	2023	2024	2025	Comb RWM	2022	2023	2024	2025	RWM high	2022	2023	2024	2025
School	63%	67%	67%	40%	School	22%	12%	21%	11%	School	48%	52%	46%	17%	School	0%	6%	17%	0%
National	68%	70%	71%	73%	National	15%	10%	16%	17%	National	53%	56%	57%	59%	National	6%	6%	6%	6%

Key Stage 2																			
Reading - expected	2022	2023	2024	2025	Reading - higher	2022	2023	2024	2025	Writing - exp/above	2022	2023	2024	2025	Writing - higher	2022	2023	2024	2025
School	69%	60%	74%	86%	School	20%	20%	23%	43%	School	60%	71%	66%	80%	School	0%	6%	6%	11%
National	75%	73%	74%	75%	National	28%	29%	28%	33%	National	69%	71%	72%	72%	National	13%	13%	13%	13%
Maths - expected	2022	2023	2024	2025	Maths - higher	2022	2023	2024	2025	Comb RWM	2022	2023	2024	2025	RWM higher	2022	2023	2024	2025
School	74%	57%	74%	71%	School	6%	20%	34%	29%	School	57%	47%	54%	66%	School	0%	6%	6%	9%
National	71%	73%	73%	74%	National	22%	24%	24%	26%	National	59%	59%	61%	62	National	7%	8%	8%	8%

► Curriculum Offer

We have spent a lot of time on this over the last couple of years but everything needs pulling together and have a similar format for all subjects. This is going to be the main area we are working on this year and Prestolee are supporting us with this. We have been linked to Krystyna Forester at Bowness Primary.

► Pastoral Offer

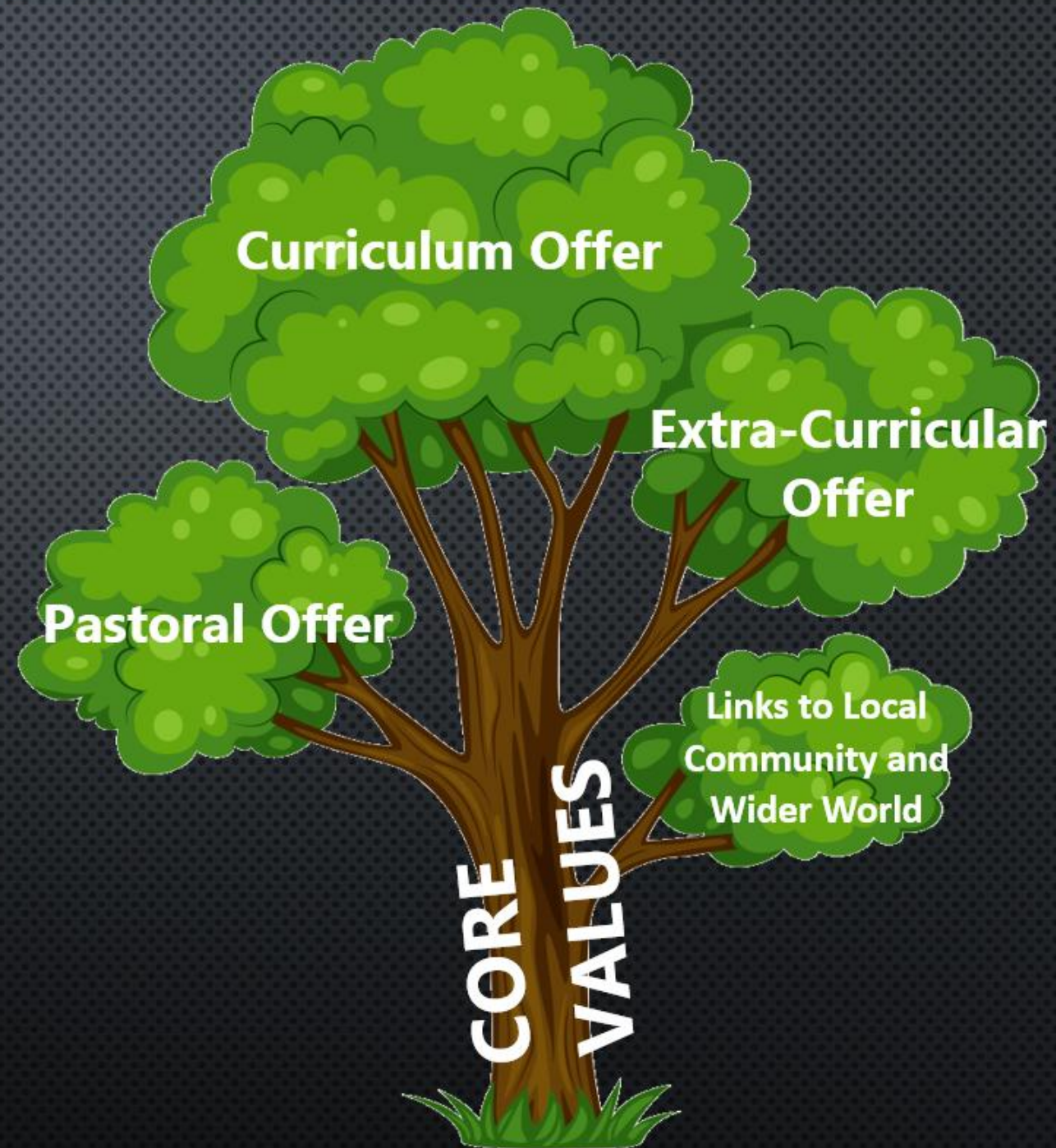
This area of our provision is very strong. We have Mrs. Griffiths who is our Pastoral Lead and staff have attended training. There are also 2 fully qualified SENCOs in school.

► Extra-Curricular Offer

This area of our provision is strong (Gold Award this year for Sports Mark). We need some more provision which is not sport as we only have the Art Club and Choir.

► Links with Community and Wider World

All schools in the MAT are working on developing this further. We have just started developing more links with the Local Church. We want to get some more community groups using our grounds and community room.



Curriculum Drivers

At Springside, we are committed to providing a high quality education for all our pupils, which reflects the culture and home backgrounds of our pupils.

To this end, we have identified key areas of need within our school community, based on EYFS baseline assessments, local statistical data and staff knowledge.

The Curriculum Drivers provide focus for any Curriculum development, ensuring that not only does our Curriculum meet the needs of the EYFS statutory framework and Primary National Curriculum 2014, it also meets the need of our community.

We are designing our Curriculum to create a school experience so that our pupils become:



Curriculum Drivers



What are Curriculum drivers?



Curriculum Drivers reflect the needs of our school community, they are the focus of our Curriculum and the ambition we have for our pupils when they leave Springside.

Inquisitive Thinkers



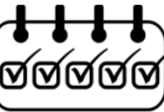
- Solve Problems through logical thinking
- Apply learning in different contexts
- Have a thirst for knowledge
- Are resilient in the face of set-backs
- Try to solve the problem but ask for help if needed
- Work independently, applying knowledge to new challenges

Global Citizens



- Understand their place and position in the world
- Have strong knowledge of their local area
- Have pride in themselves and their local area
- Have a sense of community
- Show respect and empathy towards other cultures, beliefs and religions
- Have a good understanding of British values
- Can demonstrate respectful, suitable behaviour in a range of settings

Real-life Specialists



- Are ready to face the challenges of the "real world"
- Can communicate effectively
- Can apply their numeracy skills to everyday problems
- Demonstrate good organisational skills
- Demonstrate practical life-long skills
- Understand positive choices which represent a healthy lifestyle and wellbeing

Confident Communicators



- Passionately continue independent learning outside the classroom
- Are avid readers who read fiction and non-fiction to continuously learn more about the world
- Are engaged and motivated to learn
- Are ambitious and want to further their life choices
- Fail well, responding to set-backs by continuing to work hard and face challenges

Life-long Learners



- Passionately continue independent learning outside the classroom
- Are avid readers who read fiction and non-fiction to continuously learn more about the world
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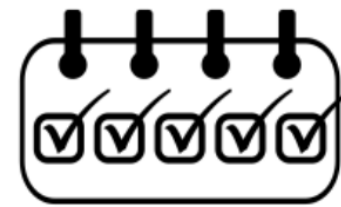
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How does this subject meet the needs of KCSIE?

In all lessons, pupils are taught that adults in the classroom are there to keep them safe and that they have adults in and out of the classroom who can help them with any issue.

In RE, children explore worldviews and Religious ideas pertaining to birth, life and death. These ideas are explored carefully and with

SEND Pupils

Pupils with SEND take part in all lessons, where appropriate.

Reasonable adjustments are made, for example large-print text/images, printing on coloured paper or using overlays.

If necessary, SEND pupils will be introduced to new knowledge, skills or vocabulary prior to a new unit, with pre teaching so that they are able to access the lesson if appropriate.

RE at Springside

Where every child matters and is prepared for a *future* of possibilities

“Religion can be explained as a set of beliefs... usually involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs.” BBC 2014

“All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.” The Right Hon, Michael Gove, 2013

Where every child matters and is prepared for a *future* of possibilities

At Springside Primary School, we value RE as an important part of the children's entitlement to a broad and balanced curriculum. RE provides the children with the opportunities to express their individual beliefs, thought and ideas in a safe and respectful environment.

“RE is about gaining knowledge and understanding about religions and beliefs. It also helps pupils to develop their own worldviews - their own understanding of the world and how to live, in the light of their learning, developing understanding, skills and attitudes. It makes a significant contribution to pupils' spiritual, moral, social and cultural development, as well as important opportunities for exploring British values.”

Bury Agreed Syllabus for RE 2021

Children leaving Springside at the end of Year 6 will have experienced a high-quality RE curriculum which engaged, inspired and challenged each pupil, equipping them with the knowledge and skills to reflect, question and empathise with the beliefs of others.

RE at Springside

Where every child matters and is prepared for a *future* of possibilities

Induction Guide			
Subject Leadership	Subject Lead	Subject Team	Previous Lead
	Sarah Jenkinson	-	-
Equipment	Physical resources		
	RE cupboard (outside KS1)	<i>Classroom cupboards</i>	
Curriculum Resources	Vocabulary/Progression Maps	Scheme of Work	Planning
	Teacher Drive <i>Springside Curriculum</i>	Bury RE Syllabus/SACRE/NATRE planning	Teacher Drive <i>Springside Curriculum</i>
Recall and Vocabulary	Flashback Four	Vocabulary	Display
	Recall at start of lesson	Recall at start of lesson	No current RE displays
Assessment	Individual Lesson	End of Unit/Term	End of Year
	Formative assessment <i>Questioning, paired work</i>		

Where every child matters and is prepared for a *future* of possibilities

1. Purpose (Why *this*? Why *now*?)

- Share the Learning Question, either written, shared on the board, verbally or all of the above.
- Orient the learning in what this will help them to do in the future. What job could this lead to? What careers use this skill?

2. Vocabulary (What language do they need to express their learning?)

- Share 4 key terms with the children (identified by the Subject Lead)
- Give them an opportunity to recall and define these

3. Recall (How are you supporting pupils to learn more/remember more?)

- Flashback Four: Where does this fit with the last lesson, unit, term?
- Help the children to remember the work from last lesson.
- Create concrete links to previous learning in this subject from the rest of the unit, previous units or previous terms/year groups. Where does it fit?

4. Presentation (How are children going to record their work effectively and with pride?)

- Model good handwriting on the board.
- Demand high standards and expect pupils to demonstrate these.
- Ensure that, where possible, work is saved so that children develop a portfolio of work to be proud of.

5. Learning Behaviours (How will you demonstrate high expectations for attention and focus on work?)

- Ensure that pupils are effectively sharing resources
- Regular mini-plenary breaks to ensure pupils are on task and understand the work
- Use effective classroom management methods to ensure pupils engage with teacher-led parts of each lesson

Pre-Lesson

1. Ensure that hardware such as Laptops/iPads are charged and ready
2. Ensure that apps or software needed are downloaded and available

Lesson

3. Hardware such as Laptops/iPads are handed out 1:2 and children turn these on/log in as appropriate
4. Ask pupils to open the relevant app/software to ensure these are ready when needed.
5. Ask pupils to close laptops/put iPads to one side so they concentrate on delivery
6. Remind pupils of the purpose of the unit: “This unit we are learning about Digital Writing because... “In the future, you may need this to...”
7. Put the 4 key vocabulary terms on the board. At the start of the unit, model giving each a definition and context. Throughout the unit, ask pupils to share their understanding.
8. Put the Flashback 4 for the Unit on the board. Talk through the 4 questions, asking relevant questions.
9. Talk through the Learning Questions then spend time on the new learning. Give opportunities for paired discussion.
10. Model the app or Software and remind pupils of expectations for learning behaviours.
11. Provide opportunity for pupils to use the app or software to achieve the Learning Question/purpose of lesson.
12. Use regular plenaries to ensure pupils are on task and to share/model any solutions to issues.
13. End the task and model how to save the work to the Y: Classwork folder.
14. Recap the Learning Question and purpose of lesson

Post-Lesson

15. Ensure that computer-based/written evidence is stored securely.
16. Make sure hardware is put back in the relevant place and charged ready for the next class.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Myself – our community	My life – special times	My special things – special books	My life – special times/people	My special things – my senses	My life – our community
Reception	F4 Being Special: where do we belong?	F2 INCARNATION: Why is Christmas special for Christians? What times/stories are special and why?	F3 SALVATION: Why is Easter special for Christians? Place of Worship visit: Church	F1 GOD/ CREATION: Why is the word 'God' special to Christians?	F5 Which places are special and why? Place of Worship visitors: comparing special places	
Year 1	1.2 CREATION: Who do Christians say made the world? Harvest Place of Worship visit: Church	1.10 What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is like?	1.6 Who is Muslim and how do they live? (PART 1)	1.6 Who is Muslim and how do they live? (PART 2)	1.9 How should we care for the world and for others, and why does it matter? Imam visitor
Year 2	1.7 Who is Jewish and how do they live? (Part 1)	1.3 INCARNATION: Why does Christmas matter to Christians?	1.7 Who is Jewish and how do they live? (PART 2)	1.5 SALVATION: Why does Easter matter to Christians? Place of Worship visit: Church	1.4 GOSPEL: What is the 'good news' Christians say Jesus brings?	1.8 What makes some places sacred to believers? Christian visitor
Year 3	L2.1: CREATION/ FALL: What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 PEOPLE OF GOD: What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to Muslims? Place of Worship visit: Mosque	L2.4 GOSPEL: What kind of world did Jesus want?	L2.12 How and why do religious and non-religious people try to make the world a better place? Imam visitor
Year 4	L2.7 What do Hindus believe God is like?	L2.3 INCARNATION/ GOD: What is the Trinity and why is it important for Christians? Christmas Place of Worship visit: Church	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	L2.6 KINGDOM OF GOD: For Christians, what was the impact of Pentecost ?	L2.11 How and why do people mark the significant events of life? Hindu visitor
Year 5	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 INCARNATION Why do Christians believe Jesus was the Messiah? Christmas Interfaith week visit and whole-school assembly feedback	U2.1: GOD: What does it mean for Christians to believe that God is Holy and Loving?	U2.9 Why is the Torah so important to Jewish people? Place of Worship visit: Synagogue	U2.4 GOSPEL: How do Christians decide how to live? What would Jesus do?	U2.11 Why do some people believe in God and some people not? Imam visitor
Year 6	U2.2 CREATION/ FALL: Creation & Science – Conflict or Complementary?	U2.7 Why do Hindus want to be good? Place of Worship visit: Hindu Temple	Interfaith week visit and whole-school assembly feedback	U2.5 SALVATION: What do Christians believe Jesus did to 'save' people? Easter	U2.6 KINGDOM OF GOD: For Christians, what kind of King is Jesus?	U2.12 How does faith help people when life gets hard? Hindu visitor

	Autumn 1	Key Vocabulary
Nursery	Myself – our community	
Reception	F4 Being Special: where do we belong?	
Year 1	1.2 CREATION: Who do Christians say made the world? Harvest Place of Worship visit: Church	Bible, God, Creation, Harvest
Year 2	1.7 Who is Jewish and how do they live? (Part 1)	Mezuzah, Star of David, Shema, Shabbat
Year 3	L2.1: CREATION/ FALL: What do Christians learn from the creation story?	Sin, fall, temptation, responsibility
Year 4	L2.7 What do Hindus believe God is like?	Hindu, Brahman, Aum, deity
Year 5	U2.8 What does it mean to be a Muslim in Britain today?	Ibadah, pilgrimage, Hajj, submission
Year 6	U2.2 CREATION/ FALL: Creation & Science – Conflict or Complementary?	Big bang theory, interpretation, conflicting, literal

	Autumn 2	Key Vocabulary
Nursery	My life – special times	
Reception	F2 INCARNATION: Why is Christmas special for Christians? What times/stories are special and why?	
Year 1	1.10 What does it mean to belong to a faith community?	Community, parable, baptism, wedding
Year 2	1.3 INCARNATION: Why does Christmas matter to Christians?	Advent, incarnation, Jesus, celebration
Year 3	L2.10 How do festivals and family life show what matters to Jewish people?	Rosh Hashanah, Yom Kippur, Passover, Pesach
Year 4	L2.3 INCARNATION/ GOD: What is the Trinity and why is it important for Christians? Christmas Place of Worship visit: Church	Trinity, Holy Spirit, Messiah, baptism
Year 5	U2.3 INCARNATION Why do Christians believe Jesus was the Messiah? Christmas Interfaith week visit and whole-school assembly feedback	Saviour, prophecy, Immanuel, Isaiah
Year 6	U2.7 Why do Hindus want to be good? Place of Worship visit: Hindu Temple	Brahman, veda, deity, Bhagavad Gita

	Spring 1	Key Vocabulary
Nursery	My special things – special books	
Reception	What times/stories are special and why?	
Year 1	1.1 GOD: What do Christians believe God is like?	Parable, forgiving, prodigal, father
Year 2	1.7 Who is Jewish and how do they live? (PART 2)	Torah, synagogue, Chanukah, dreidel
Year 3	L2.2 PEOPLE OF GOD: What is it like for someone to follow God?	Covenant, Old Testament, Abraham, righteous
Year 4	L2.8 What does it mean to be a Hindu in Britain today?	Dharma, puja, shrine, mandir
Year 5	U2.1: GOD: What does it mean for Christians to believe that God is Holy and Loving?	Holy, loving, eternal, Testament
Year 6	U2.7 Why do Hindus want to be good?	Reincarnation, karma, dharma, duty

	Spring 2	Key Vocabulary
Nursery	My life – special times/people	
Reception	F3 SALVATION: Why is Easter special for Christians? Place of Worship visit: Church	
Year 1	1.6 Who is Muslim and how do they live? (PART 1)	Allah, Shahadah, Prophet, Muhammad
Year 2	1.5 SALVATION: Why does Easter matter to Christians? Place of Worship visit: Church	Resurrection, salvation, Pam Sunday, Good Friday
Year 3	L2.9 How do festivals and worship show what matters to Muslims? Place of Worship visit: Mosque	Tawhid, Ramadan, Eid, sawm
Year 4	L2.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	Crucifixion, Calvary, sin, forgiveness
Year 5	U2.9 Why is the Torah so important to Jewish people? Place of Worship visit: Synagogue	Torah, seder plate, kosher, synagogue
Year 6	U2.5 SALVATION: What do Christians believe Jesus did to 'save' people? Easter	Resurrection, salvation, sacrifice, eternal life

	Summer 1	Key Vocabulary
Nursery	My special things – my senses	
Reception	F1 GOD/ CREATION: Why is the word 'God' special to Christians?	
Year 1	1.6 Who is Muslim and how do they live? (PART 2)	Salat, Zakat, Sawm, Hajj
Year 2	1.4 GOSPEL: What is the 'good news' Christians say Jesus brings?	Gospel, disciples, apostles, peace
Year 3	L2.4 GOSPEL: What kind of world did Jesus want?	Evangelist, Good Samaritan, parable, disciple
Year 4	L2.6 KINGDOM OF GOD: For Christians, what was the impact of Pentecost ?	Pentecost, Holy Spirit, Trinity, Acts
Year 5	U2.4 GOSPEL: How do Christians decide how to live? What would Jesus do?	Interpretation, parable, Christ-like, commandment
Year 6	U2.6 KINGDOM OF GOD: For Christians, what kind of King is Jesus?	Kingdom, forgiveness, salvation, society

	Summer 2	Key Vocabulary
Nursery	My life – our community	
Reception	F5 Which places are special and why? Place of Worship visitors: comparing special places	
Year 1	1.9 How should we care for the world and for others, and why does it matter? Imam visitor	Jews, Torah, Psalm, religious
Year 2	1.8 What makes some places sacred to believers? Christian visitor	Mosque, church, synagogue, sacred
Year 3	L2.12 How and why do religious and non-religious people try to make the world a better place? Imam visitor	Humanist, steward, Golden Rule, Tikkun Olam
Year 4	L2.11 How and why do people mark the significant events of life? Hindu visitor	BAr/Bat Mitzvah, ceremony, commitment, sacred thread
Year 5	U2.11 Why do some people believe in God and some people not? Imam visitor	Theist, atheist, agnostic, Humanist
Year 6	U2.12 How does faith help people when life gets hard? Hindu visitor	Judgement, afterlife, journey, death

Flashback Four Focus

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Last Unit	YR F5 Which places are special and why?	1.2 CREATION: Who do Christians say made the world?	1.10 What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is like?	1.6 Who is Muslim and how do they live? (PART 1)	1.6 Who is Muslim and how do they live? (PART 2)
	Last Term	YR F1 GOD/CREATION: Why is the word 'God' special to Christians?	YR F5 Which places are special and why?	1.2 CREATION: Who do Christians say made the world?	1.10 What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is like?	1.6 Who is Muslim and how do they live? (PART 1
	Last Year	YR Being Special: where do we belong?	F2 INCARNATION: Why is Christmas special for Christians?	YR What times/stories are special and why?	YR F3 SALVATION: Why is Easter special for Christians?	YR F1 GOD/CREATION: Why is the word 'God' special to Christians?	YR F5 Which places are special and why?)
Y2	Last Unit	1.9 How should we care for the world and for others, and why does it matter?	1.7 Who is Jewish and how do they live? (PART 1)	1.2 INCARNATION: Why does Christmas matter to Christians?	1.7 Who is Jewish and how do they live? (PART 2)	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the ‘good news’ Christians say Jesus brings?
	Last Term	1.6 Who is Muslim and how do they live? (PART 2)	1.9 How should we care for the world and for others, and why does it matter?	1.7 Who is Jewish and how do they live? (PART 1)	1.2 INCARNATION: Why does Christmas matter to Christians?	1.7 Who is Jewish and how do they live? (PART 2)	1.5 SALVATION: Why does Easter matter to Christians?
	Last Year	1.2 CREATION: Who do Christians say made the world?	1.10 What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is like?	1.6 Who is Muslim and how do they live? (PART 1)	1.6 Who is Muslim and how do they live? (PART 2)	1.9 How should we care for the world and for others, and why does it matter?
Y3	Last Unit	1.8 What makes some places sacred to believers?	L2.1: CREATION/ FALL: What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 PEOPLE OF GOD: What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to Muslims?	L2.4 GOSPEL: What kind of world did Jesus want?
	Last Term	1.4 GOSPEL: What is the ‘good news’ Christians say Jesus brings?	1.8 What makes some places sacred to believers?	L2.1: CREATION/ FALL: What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 PEOPLE OF GOD: What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to Muslims?
	Last Year	1.7 Who is Jewish and how do they live? (PART 1)	1.2 INCARNATION: Why does Christmas matter to Christians?	1.7 Who is Jewish and how do they live? (PART 2)	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the ‘good news’ Christians say Jesus brings?	1.8 What makes some places sacred to believers?

Flashback Four Focus

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	Last Unit	L2.12 How and why do religious and non-religious people try to make the world a better place?	L2.7 What do Hindus believe God is like?	L2.3 INCARNATION/ GOD: What is the Trinity and why is it important for Christians?	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 SALVATION: Why do Christians call the day Jesus died ‘Good Friday’?	L2.6 KINGDOM OF GOD: For Christians, what was the impact of Pentecost?
	Last Term	L2.4 GOSPEL: What kind of world did Jesus want?	L2.12 How and why do religious and non-religious people try to make the world a better place?	L2.7 What do Hindus believe God is like?	L2.3 INCARNATION/ GOD: What is the Trinity and why is it important for Christians?	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 SALVATION: Why do Christians call the day Jesus died ‘Good Friday’?
	Last Year	L2.1: CREATION/ FALL: What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 PEOPLE OF GOD: What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to Muslims?	L2.4 GOSPEL: What kind of world did Jesus want?	L2.12 How and why do religious and non-religious people try to make the world a better place?
Y5	Last Unit	L2.11 How and why do people mark the significant events of life?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 INCARNATION Why do Christians believe Jesus was the Messiah?	U2.1: GOD: What does it mean for Christians to believe that God is Holy and Loving?	U2.9 Why is the Torah so important to Jewish people?	U2.4 GOSPEL: How do Christians decide how to live? What would Jesus do?
	Last Term	L2.6 KINGDOM OF GOD: For Christians, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 INCARNATION Why do Christians believe Jesus was the Messiah?	U2.1: GOD: What does it mean for Christians to believe that God is Holy and Loving?	U2.9 Why is the Torah so important to Jewish people?
	Last Year	L2.7 What do Hindus believe God is like?	L2.3 INCARNATION/ GOD: What is the Trinity and why is it important for Christians?	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 SALVATION: Why do Christians call the day Jesus died ‘Good Friday’?	L2.6 KINGDOM OF GOD: For Christians, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life?
Y6	Last Unit	U2.11 Why do some people believe in God and some people not?	U2.2 CREATION/ FALL: Creation & Science – Conflict or Complementary?	U2.7 Why do Hindus want to be good? (Part 1)	U2.7 Why do Hindus want to be good? (Part 2)	U2.5 SALVATION: What do Christians believe Jesus did to ‘save’ people?	U2.6 KINGDOM OF GOD: For Christians, what kind of King is Jesus?
	Last Term	U2.4 GOSPEL: How do Christians decide how to live? What would Jesus do?	U2.11 Why do some people believe in God and some people not?	U2.2 CREATION/ FALL: Creation & Science – Conflict or Complementary?	U2.7 Why do Hindus want to be good? (Part 1)	U2.7 Why do Hindus want to be good? (Part 2)	U2.5 SALVATION: What do Christians believe Jesus did to ‘save’ people?
	Last Year	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 INCARNATION Why do Christians believe Jesus was the Messiah?	U2.1: GOD: What does it mean for Christians to believe that God is Holy and Loving?	U2.9 Why is the Torah so important to Jewish people?	U2.4 GOSPEL: How do Christians decide how to live? What would Jesus do?	U2.11 Why do some people believe in God and some people not?

Year 1 Flashback Four Questions			
	Last Unit	Last Term	Last Year
Autumn 1	Link to EYFS Scheme	Link to EYFS Scheme	Link to EYFS Scheme
Autumn 2			Link to EY SoW
Spring 1			Link to EY SoW
Spring 2			Link to EY SoW
Summer 1			Link to EY SoW
Summer 2			Link to EY SoW

Flashback Four Focus

Year 2 Flashback Four Questions

	Last Unit	Last Term	Last Year
Systems & Networks	Y1 Programming Animation	Y1 Moving a Robot	Y1 Technology Around Us
	How can I control a computer?	What instruction can I give a BeeBot?	What does technology mean?
Digital Media	Information Tech Around Us	Y1 Programming Animations	Y1 Digital Painting
	What is information technology?	What does a motion block do?	What does the paint pot do in Paint?
Digital Media	Digital Photography	Information Tech Around Us	Y1 Digital Writing
	What does 'focus' mean in photography?	What does information technology mean?	What do the big and small A buttons do?
Data	Making Music	Digital Photography	Y1 Grouping Data
	Why are computers helpful for making new music?	Why is light important when you take a photo?	What can I use to sort objects?
Programming A	Pictograms	Making Music	Y1 Moving a Robot
	Why are pictograms useful for showing data?	Why are computers helpful for making new music?	What instructions can I give a BeeBot?
Programming B	Robot Algorithms	Pictograms	Y1 Programming Animation
	What is an algorithm?	Why are pictograms useful for showing data?	What does a motion block do?

Flashback Four Focus

Year 3 Flashback Four Questions

	Last Unit	Last Term	Last Year
Systems & Networks	Y2 Programming Quizzes	Y2 Robot Algorithms	Y2 Information Tech Around Us
	What is an event in a program?	What is an algorithm?	What is technology?
Digital Media	Connecting Computers	Y2 Programming Quizzes	Y2 Digital Photo
	How does information get from one computer to another?	What is a computer program?	Why is light important when taking a photo?
Digital Media	Stop-Frame	Connecting Computers	Y2 Making Music
	How do photographs make a stop-frame film?	What does a router do?	How can a computer help us make new music?
Data	Desktop Publishing	Stop-Frame	Y2 Pictograms
	What do B, I and <u>U</u> do?	What does an onion skin do?	Why are pictograms a good way of displaying data?
Programming A	Branching Databases	Desktop Publishing	Y2 Robot Algorithms
	Why do we need to sort data into groups?	What does the font setting do?	What is an algorithm?
Programming B	Sequencing Sounds	Branching Databases	Y2 Programming Quizzes
	What is an algorithm?	How can we sort a group of objects?	What is an event in a program?

Year 4 Flashback Four Questions

	Last Unit	Last Term	Last Year
Systems & Networks	Y3 Events	Y3 Sequencing Sounds	Y3 Connecting Computers
	Why does code need a start and an end?	What is a sequence in code?	What does the server do in a network?
Digital Media	The Internet	Y3 Events	Y3 Stop-Frame
	Why is it important to check who made a website?	Why does a computer need to know when to start a program?	What is onion-skinning?
Digital Media	Audio Editing	The Internet	Y3 Desktop Publishing
	How do we ensure recordings are easy to hear?	Why shouldn't we copy photos or writing off the internet?	How can you change the formatting on a word processor?
Data	Photo Editing	Audio Editing	Y3 Branching Databases
	What does the cropping tool do?	Why is it important to edit our recordings?	What is an attribute?
Programming A	Data Logging	Photo Editing	Y3 Sequencing Sounds
	Why are data loggers useful?	What does the cloning tool do?	What is a sequence in code?
Programming B	Repetition in Shapes	Data Logging	Y3 Events
	What does a loop do?	What can data loggers do that humans cannot?	Why does a computer need to know when to start or stop a program?

Flashback Four Focus

Year 5 Flashback Four Questions

	Last Unit	Last Term	Last Year
Systems & Networks	Y4 Rep. in Games	Y4 Rep. in Shape	Y4 The Internet
	What is a loop?	What is count-controlled a loop?	Why is it important to check who made a website?
Digital Media	Systems and Searching	Y4 Rep. in Games	Y4 Audio Editing
	How do we search the internet effectively?	What is a conditional loop?	How do we ensure recordings are easy to hear?
Digital Media	Video Editing	Systems and Searching	Y4 Photo Editing
	Why do we need to use different frames when filming?	How do we search the internet effectively?	What can we do to make a photo look better?
Data	Vector Drawing	Video Editing	Y4 Data Logging
	What is a vector drawing?	What do I need to remember when making a video?	Why are data loggers useful?
Programming A	Flat-File Database	Vector Drawing	Y4 Rep. in Shapes
	Why is it important to organise data?	What is a vector drawing?	What is count-controlled a loop?
Programming B	Selection	Flat-File Database	Y4 Rep. in Games
	What is the umbrella principle?	Why is it important to organise data?	What is a conditional loop?

Flashback Four Focus

Year 6 Flashback Four Questions

	Last Unit	Last Term	Last Year
Systems & Networks	Y5 Selection	Y5 Selection in Quizzes	Y5 Systems and Searching
	What is the umbrella principle?	Why do we need to give a computer choices/options in a program?	How do we search the internet effectively?
Digital Media	Internet Communication	Y5 Selection	Y5 Video Editing
	Why does data have to be broken into packets?	What does an if/then block do?	What different frames can we use in a video?
Digital Media	Webpage Creation	Int. Communication	Y5 Vector Drawing
	What do www. and .html mean?	What does a router do in a network?	What is a vector drawing?
Data	3D Modelling	Webpage Creation	Y5 Flat-File Database
	Why is it important to use a 3D model before building something?	What is the different between a webpage and a website?	Why do we need to put data into groups?
Programming A	Spreadsheets	3D Modelling	Y5 Selection
	What does =SUM do in excel?	What does CAD stand for?	What is the umbrella principle?
Programming B	Selection	Spreadsheets	Y5 Selection in Quizzes
	What does an if/then block do?	Why are spreadsheets useful?	Why do we need to give a computer choices/options in a program?

Peel Tower - Built in 1852 this well known Bury landmark was erected in tribute to one of Bury's most famous sons, Sir Robert Peel; founder of the Police force and Prime Minister 1841-1846. The tower stands 128ft high and offers stunning views over Manchester and North Wales.

East Lancashire Railway - The East Lancashire Railway is a 12-mile heritage steam railway line through the Irwell Valley in northwest England. With its scenic blend of rolling countryside and post-industrial landscapes, the journey gives a taste of what train travel was like in Victorian England. The route stretches between the towns of Rawtenstall and Heywood, stopping off at six stations and skirting the edge of the West Pennine Moors. The original track opened in 1846 at the peak of England's 'railway mania' and is today preserved by more than 600 volunteers. It has access to the mainline too, allowing for a constant turnover of celebrated steam and diesel engines. Journeys for the Railway depart from Bolton Street station in the town of Bury, 10 miles (16km) north of Manchester. To get there, it's a 30 minute tram journey from Manchester Victoria station. Manchester is 2 hours 10 minutes by train from London.

Bury Market - A large Multi-Award Winning Market located at the heart of Bury. The Market has over 350 stalls open every Wednesday, Friday and Saturday. Winner of many Awards including NABMA's Market Attraction of the year in 2009, 2012 & 2015, Bury Market is a great venue for day visitors either on its own or as part of a visit to Bury's other attractions.

Fusilier Museum - Bury was the regimental town of the Lancashire Fusiliers, a line infantry regiment of the British Army active from 1688 to 1968 when it was amalgamated with three other regiments. Those 300 or so years are remembered at this well-designed museum, which offers deep insights about some world-changing conflicts.

Bury Transport Museum - The Grade II-listed Castlecroft Goods Warehouse went up in 1846 for the East Lancashire Railway, and since the 1970s has housed a fabulous collection of vintage vehicles. The building was restored in 2010 and contains 19th-century steam tractors, buses and trams.

Bury Black Pudding - If there is one product synonymous with Bury Market is the town's famous black pudding and Chadwick's Original Black Puddings is a Bury institution. The recipe dates back to 1865 and the black puddings have been sold on the market since 1929. Occurring every September, the Black Pudding Throwing Competition is launched by the Mayor of Bury throwing the first black pudding. Entrants must donate £1 to charity to get their turn at throwing the puddings and the winner receives a grand prize of £100.

Industrial Revolution - Bury, just north of Manchester, is mainly known for its textile industry, initially woollens and later cotton. One reason for this is that the two rivers in the town, the Roch and the Irwell, provided power for early spinning mills and also supplied the large amounts of water needed for textile finishing, such as bleaching and dyeing. Several paper mills also took advantage of the plentiful water supply. The Manchester, Bolton & Bury canal provided a transport link to Manchester from 1808, and from there goods could be exported worldwide.

Famous People from Bury

- John Kay (1704-c.1779), the inventor of the flying shuttle, one of the key inventions of the Industrial Revolution.
- Sir Robert Peel (1788-1850), the 19th century Prime Minister of the United Kingdom best known today for the repeal of the Corn Laws and his introduction of the modern police force (hence the terms "Bobbies" and "Peelers"), was born in Bury. He is also notable for forming the famous British Police division, 'Scotland Yard' in London.
- Andrew Higginson, businessman and chairman of Wm Morrison Supermarkets Plc.
- Cherie Blair, barrister and wife of former Prime Minister Tony Blair.
- Gary Neville, former Manchester United F.C. captain.
- Phil Neville, former Everton F.C. midfielder and captain, and younger brother of Gary Neville.
- Kieran Trippier, footballer for Newcastle United and England international.
- Victoria Wood, comedian, composer and actor. Although from nearby Prestwich, Bury has the honour of hosting a statue of the celebrated comedian and writer, which stands opposite Bury's central library.

Information for consideration in our curriculum

- Robert Peel to be part of our local history curriculum
- Steam Trains and Transport Museum to be part of our local history curriculum
- Bury Market be part of our local Geography curriculum
- Look for opportunities to learn about the Black Pudding - link to Sport curriculum?
- Industrial revolution to be part of local history curriculum - cotton mills/steam/John Kay
- Victoria Wood to be part of learning about influential women in the world of work

Walmersley

Historically in Lancashire, the name Walmersley is said to be derived from Old English, and translates as Waldmer's wood, or clearing. Once a rural village in the wilds, in recent decades, it has become a northern suburb of Bury. Old stone cottages remain in the area, but much of the district's housing is of post-war construction.

The Walmersley conservation area was designated in November 2003. It covers Christ Church, its churchyard, the former school and school master's house, together with the adjacent Spur Petroleum site which contains the former Walmersley Brewery buildings. The whole site is an excellent record of a small but important part of Walmersley, and illustrates generally well preserved elements of stone built ecclesiastical and industrial architecture from the mid to late 19th century.

Christ Church, Walmersley is located on Walmersley Road. In 1838 the Walmersley parish was formed by sub-dividing the ancient, larger Bury parish. A church was built beside what was then the 'new' road but in 1883 the present church, a neo-gothic design by Maxwell and Tuke was built. The east window of the first church was preserved and built into the new building. Amongst other buildings Maxwell & Tuke designed Blackpool Tower and, in 1894, the Technical School, Broad Street, Bury now housing the Fusilier Museum, which is dedicated to the Lancashire Fusiliers.

Walmersley



Walmersley Post Office



Location within Greater Manchester

Metropolitan borough	Bury
Metropolitan county	Greater Manchester
Region	North West
Country	England
Sovereign state	United Kingdom

Post town	BURY
Postcode district	BL9

Police	Greater Manchester
Fire	Greater Manchester
Ambulance	North West

UK Parliament	Bury North
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List of places: [UK](#) · [England](#) · [Greater Manchester](#)

 53.6166°N 2.3°W

Walmersley

Springside is within walking distance of Burrs Country Park - Burrs Country Park lies on the River Irwell covering an area of 36 hectares of scenic countryside, one mile north west of Bury town centre. Burrs has been awarded a Green Flag. Burrs features a wide variety of different wildlife habitats - woodland, open space, wetland, ponds and waterways. The park owes part of its existence to Bury's industrial past, many remnants of which still exist today. Burrs Country Park is overlooked by Castlesteads, a raised area where a settlement was established in pre-Roman times. In 1792 a group of entrepreneurs, Peel, Howarth and Yates built a water powered spinning mill at Burrs along with a manager's house, smithy, workers' cottages and ash pit. During the Second World War Burrs Mill and the associated buildings were used as a billet and then to house Italian prisoners of war. In 1952 the earliest part of Burrs Mill was demolished. The rest of the mill followed in 1982 leaving only the workers cottages and the chimney. The site was acquired by Bury Metro in 1986 and work started on redeveloping the site as a country park.

Clarence Park opened as a public park in 1888 and is the largest urban local community public park in the Borough. The park is located just over a mile from Bury town centre in an area named Moorside. Clarence Park is adjoined by Miss Walkers Field and Clarence Lido. It is also bordered by Chesham Woods and Chesham Local Nature Reserve.

Walmersley



Walmersley Post Office



Location within Greater Manchester

Metropolitan borough	Bury
Metropolitan county	Greater Manchester
Region	North West
Country	England
Sovereign state	United Kingdom

Post town	BURY
Postcode district	BL9

Police	Greater Manchester
Fire	Greater Manchester
Ambulance	North West

UK Parliament	Bury North
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List of places: [UK](#) · [England](#) · [Greater Manchester](#)

 [53.6166°N 2.3°W](#)

At the bottom of Walmersley Road is Fernhill Traveller Site. Many Traveller children have attended Springside in the past and have integrated very well into the school population. Permission has been granted to Bury Council to demolish the existing 30-year-old Fernhill caravan site in Every Street which currently contains 17 pitches and other associated buildings. In its place 12 permanent Gypsy and Traveller pitches will be created including new amenity buildings and a management block.

Information for consideration in our curriculum

- Christ Church Walmersley is a church which contains lots of traditional features and was designed by the same people who designed Blackpool Tower. This church has a lot of history and is located very close to school.
- Old brewery buildings can be seen very close to school.
- Burrs Country Park has a lot of industrial history before becoming a country park. A lot of this history can still be seen. It is within walking distance of school.
- Clarence park is the largest park in Bury. It contains the Lido and a nature reserve and is within walking distance of school.
- Fernhill Traveller Site. Good opportunity to study the different ways people live and the traveller culture. Although no traveller children attend Springside today, we have a long association with traveller children.

Peel Tower - Built in 1852 this well known Bury landmark was erected in tribute to one of Bury's most famous sons, Sir Robert Peel; founder of the Police force and Prime Minister 1841-1846. The tower stands 128ft high and offers stunning views over Manchester and North Wales.

East Lancashire Railway - The East Lancashire Railway is a 12-mile heritage steam railway line through the Irwell Valley in northwest England. With its scenic blend of rolling countryside and post-industrial landscapes, the journey gives a taste of what train travel was like in Victorian England. The route stretches between the towns of Rawtenstall and Heywood, stopping off at six stations and skirting the edge of the West Pennine Moors. The original track opened in 1846 at the peak of England's 'railway mania' and is today preserved by more than 600 volunteers. It has access to the mainline too, allowing for a constant turnover of celebrated steam and diesel engines. Journeys for the Railway depart from Bolton Street station in the town of Bury, 10 miles (16km) north of Manchester. To get there, it's a 30 minute tram journey from Manchester Victoria station. Manchester is 2 hours 10 minutes by train from London.

Bury Market - A large Multi-Award Winning Market located at the heart of Bury. The Market has over 350 stalls open every Wednesday, Friday and Saturday. Winner of many Awards including NABMA's Market Attraction of the year in 2009, 2012 & 2015, Bury Market is a great venue for day visitors either on its own or as part of a visit to Bury's other attractions.

Fusilier Museum - Bury was the regimental town of the Lancashire Fusiliers, a line infantry regiment of the British Army active from 1688 to 1968 when it was amalgamated with three other regiments. Those 300 or so years are remembered at this well-designed museum, which offers deep insights about some world-changing conflicts.

Bury Transport Museum - The Grade II-listed Castlecroft Goods Warehouse went up in 1846 for the East Lancashire Railway, and since the 1970s has housed a fabulous collection of vintage vehicles. The building was restored in 2010 and contains 19th-century steam tractors, buses and trams.

Bury Black Pudding - If there is one product synonymous with Bury Market is the town's famous black pudding and Chadwick's Original Black Puddings is a Bury institution. The recipe dates back to 1865 and the black puddings have been sold on the market since 1929. Occurring every September, the Black Pudding Throwing Competition is launched by the Mayor of Bury throwing the first black pudding. Entrants must donate £1 to charity to get their turn at throwing the puddings and the winner receives a grand prize of £100.

Industrial Revolution - Bury, just north of Manchester, is mainly known for its textile industry, initially woollens and later cotton. One reason for this is that the two rivers in the town, the Roch and the Irwell, provided power for early spinning mills and also supplied the large amounts of water needed for textile finishing, such as bleaching and dyeing. Several paper mills also took advantage of the plentiful water supply. The Manchester, Bolton & Bury canal provided a transport link to Manchester from 1808, and from there goods could be exported worldwide.

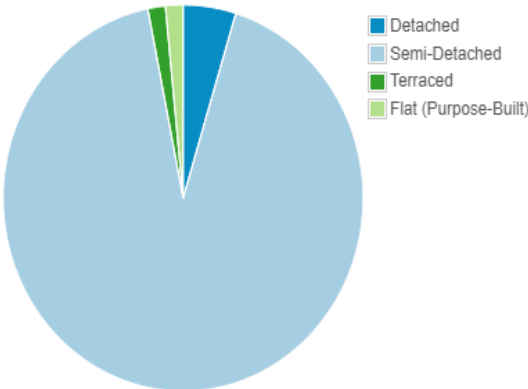
Walmersley Road Statistics

Housing Types

Detached	6
Semi-Detached	117
Terraced	2
Flat (Purpose-Built)	2
Flat (Converted)	0

Total 127

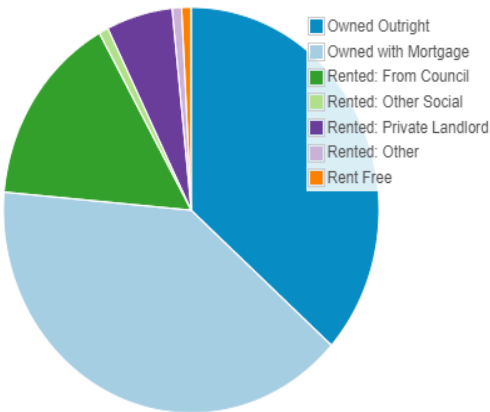
Are these numbers higher than you expected? [Click here for explanation.](#)



Housing Tenure

Owned Outright	45
Owned with Mortgage	49
Shared Ownership	0
Rented: From Council	19
Rented: Other Social <i>inc. charities and housing associations</i>	1
Rented: Private Landlord <i>inc. letting agents</i>	7
Rented: Other	1
Rent Free	1

Total 123



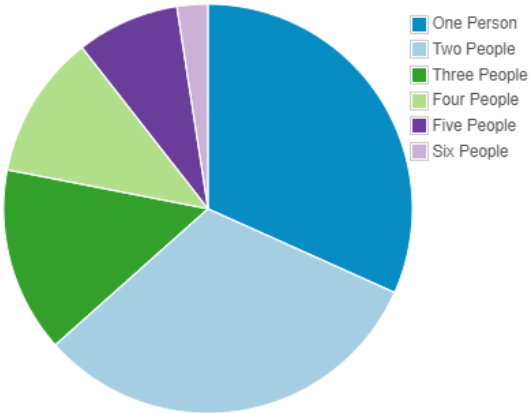
Housing Occupancy

This data lists the total number of residents normally resident within each household. The figures do not record under- or over-occupancy.

Housing Occupancy

One Person	39
Two People	39
Three People	18
Four People	14
Five People	10
Six People	3
Seven People	0
8+ People	0

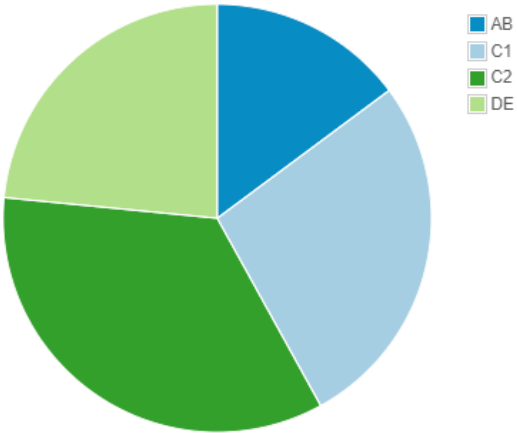
Total 123



Social Grade

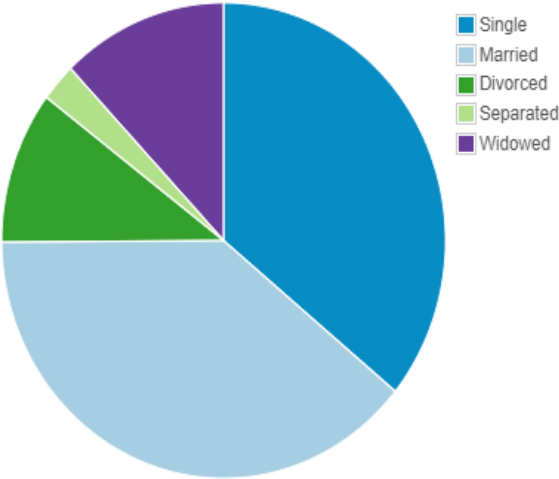
AB - Higher and intermediate managerial, administrative, or professional positions	12
C1 - Supervisory, clerical, and junior managerial/administrative/professional positions	22
C2 - Skilled manual workers	28
DE - Semi-skilled and unskilled manual workers; those on state benefit/unemployed, & lowest grade workers	19

Total 81



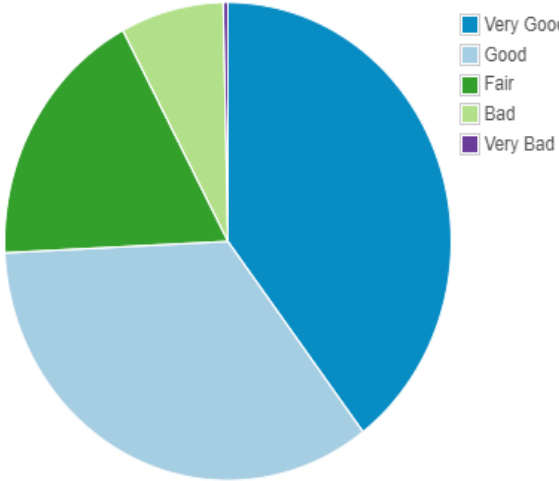
Relationship Status

Single	83
Married	90
Divorced	24
Separated	6
Widowed	28
Same Sex	0
Total	231



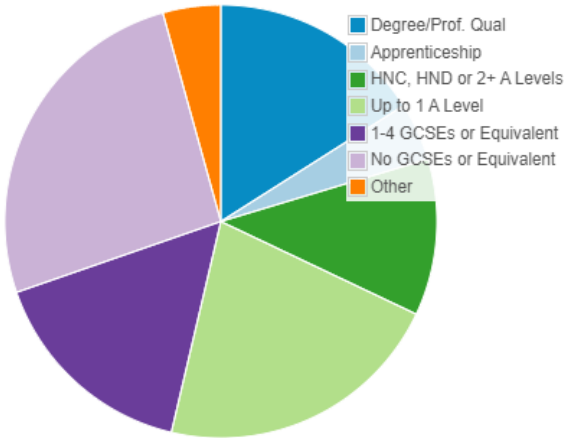
Health

Very Good	117
Good	102
Fair	53
Bad	22
Very Bad	1
Total	295



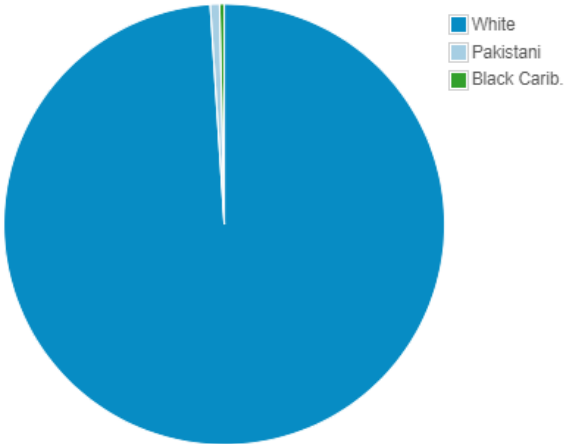
Highest Qualification Level Achieved

Degree or Similar <i>e.g. professional qualification (accountancy etc)</i>	37
Apprenticeship	10
HNC, HND or 2+ A Levels	27
5+ GCSEs, an A-Level or 1-2 AS Levels	50
1-4 GCSEs or Equivalent	37
No GCSEs or Equivalent	60
Other	10
Total	231



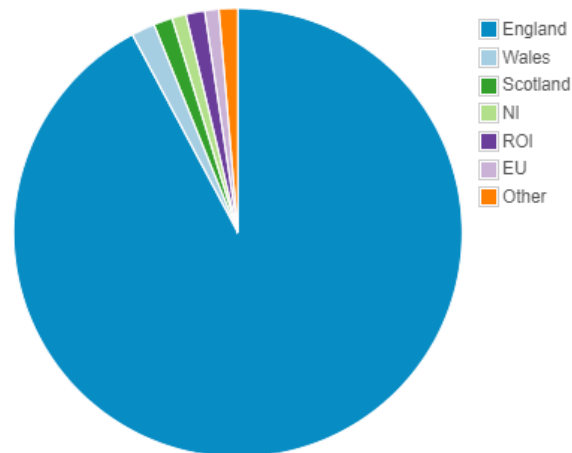
Ethnic Group

White	292
Pakistani	2
Black Caribbean	1
Total	295



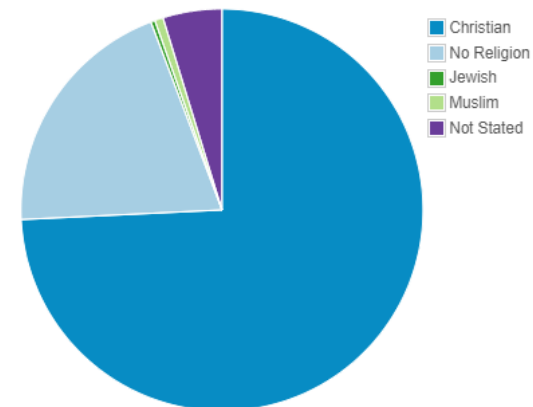
Country of Birth

England	272
Wales	5
Scotland	4
Northern Ireland	3
Republic of Ireland	4
European Union	3
Other	4
Total	295



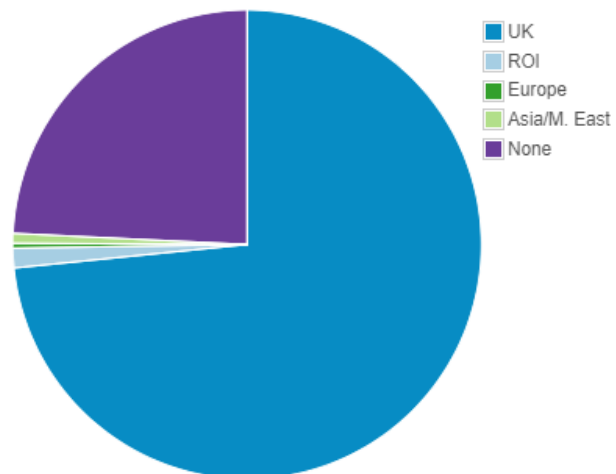
Religion

Christian	219
No Religion	59
Buddhist	0
Hindu	0
Jewish	1
Muslim	2
Sikh	0
Other Religion	0
Not Stated	14
Total	295



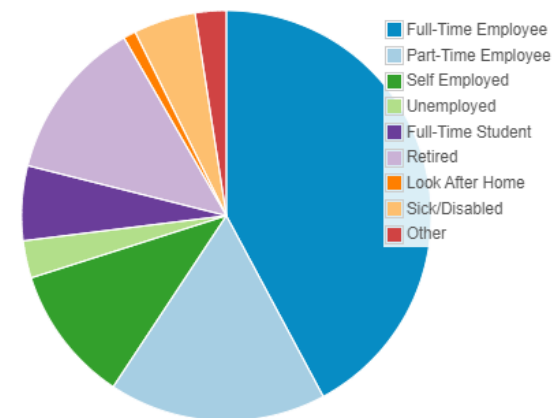
Passport(s) Held

United Kingdom	218
Republic of Ireland	4
Europe (including European Union)	1
African Countries	0
Middle East or Asia	2
North America or Caribbean	0
Central America	0
South America	0
Oceania (Australia, New Zealand, Indonesia and nearby islands)	0
None	72



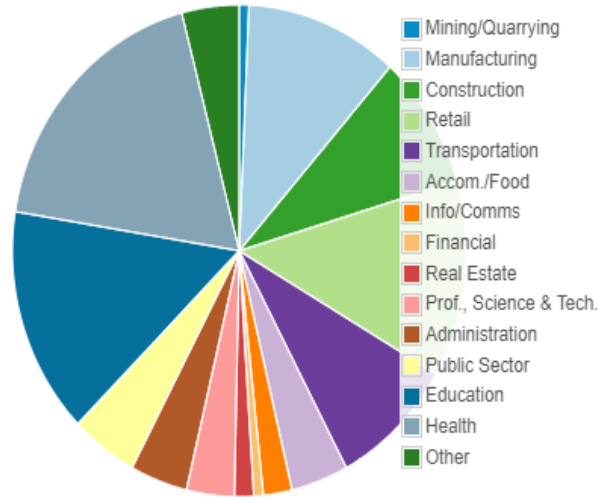
Economic Activity

Full-Time Employee	86
Part-Time Employee (defined as 30 hours or less per week)	35
Self Employed	22
Unemployed	6
Full-Time Student (with or without job)	12
Retired	26
Looking After Home or Family	2
Long-Term Sick or Disabled	10
Other	5
Total	204



Employment Industry

Mining/Quarrying	1
Manufacturing	16
Construction	13
Retail <i>Inc. Wholesale</i>	19
Transportation <i>Inc. Storage and Logistics</i>	13
Accommodation and Food	6
Information and Communication	3
Financial Services <i>Inc. Insurance</i>	1
Real Estate	2
Professional, Scientific and Technical	5
Administration	6
Public Administration and Defence	7
Education	22
Health <i>Inc. Social Work</i>	27
Other <i>Inc. Arts, Recreation etc.</i>	6
Total	147



Information for consideration in our curriculum

-23% are semi-skilled, unskilled or on benefits

-8% consider their health to be 'fair' or 'bad'

-26% have no GCSEs or equivalent

-16% have 1-4 GCSEs only

-99% White British

-24% do not have a passport

-74% are Christian

-20% no religion

-70% employed full time, part time or self employed

-33% of employed people are employed in education or health