

Curriculum Intent and Implementation statement:

INTENT:

In providing a broad and balanced curriculum, we aim to promote opportunities for the children to gain the knowledge skills and understanding that they need to reach their full potential. Whilst our curriculum is guided by the National Curriculum and the Chris Quigley Essentials Milestones, we aim to provide a wide range of learning experiences which inspire creativity and ensures that children are prepared for their role in the wider community.

We aim to develop children who are independent thinkers, positive and inquisitive learners and demonstrate an appreciation of the world in which they live. We encourage the children to take pride in their achievements, question their thinking and show respect towards others. The trust drivers and learning characteristics (Learning Pi) are central to our curriculum development and these help us to develop and celebrate the achievements and progress of all our students.

As a school we have decided on 5 threads which run through all of our school curriculum and shape the topics we have chosen to teach. Those five threads are:

- Cause and Consequence
- Comparison
- Civilisation, Community and Culture
- Chronology
- Legacy

It is our intention that children develop a sound understanding of each of the themes throughout the school and develop their use of associated language accordingly, relating their prior knowledge and understanding to their current topics and linking ideas as they explore the curriculum.

We believe that the children should develop an understanding of the world around them, asking the questions why? When? and How? in order to make sense of their communities and themselves.

The five strands allow the children to look at where they fit into their society and how their behaviours, choices, beliefs and actions can have a significant impact on others and the world around them. We believe it is important for the children to know where they come from, learning about not only their immediate communities but those in other parts of the country and the world- now and throughout history.

Cause and consequence

INTENT: Children learn about consequences from an early age with regard to their actions and their impact, both positive and negative. The children learn to take responsibility for their actions and reflect on the impact of these. We intend to relate their understanding and own experiences to those of other people and events.

DEFINITION:

Cause- the reason why something happens

Consequence: the effect, result, or outcome of something occurring earlier

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|---------------------|---------|------|
| Associated Language | Reason | why |
| | Effect | how |
| | Result | when |
| | Outcome | |

Comparison

INTENT: This is a key element of the whole curriculum. We examine what is similar and different in a variety of situations. We are consistently thinking about continuity and change and the reasons for these. The children live in a constantly changing world. It is important to understand elements about how the world has changed and continues to do so now and in the future. We aim to encourage comparison in order to support opinions and decisions that are made by the children allowing them to celebrate diversity and promote equality.

DEFINITION:

The definition of **compare means** to find the similarities or differences between two or more people or things.

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| Associated Language | similarities | appearance | change |
| | differences | circumstance | continuity |
| | same | opinion | diversity |
| | like | decisions | equality |

Civilisation, community and culture

INTENT: Our community is at the heart of the school and links are made with the church, pre-school and community centre. We aim to educate the children about community life beyond the school, the village and the local area and develop a respect for different groups within these wider communities. We focus on civilisations and cultures in both modern and ancient communities in order to demonstrate a respect, tolerance, awareness and acceptance of others in different communities, near and far. We promote learning about different elements of community and culture including food, clothing, traditions, values and characteristics.

DEFINITION:

A **civilisation** is generally **defined** as an advanced state of human society containing highly developed forms of government, culture, industry, and common social norms. A civilization is any complex society characterized by urban development, social stratification, a form of government and symbolic systems of communication such as writing.

A community is a social unit with commonality such as norms, religion, values, customs, or identity. Communities may share a sense of place situated in a given geographical area or in virtual space through communication platforms.

Culture is an umbrella term which encompasses the social behavior and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups.

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| Associated Language | Society | | customs |
| | languages | | belonging |
| | Industry | | diversity |
| | ancient | | habits |
| | Social norm | | behaviours |
| | modern | | |
| | Characteristics | | |
| | laws/ rules | | |
| | Government | | |
| | arts | | |

Chronology

INTENT:

This links to many areas of school life. A sense of order is important for a child. They learn early on that there is a sequence to things in school and in life; in books they read, music they hear and in their own personal development. This then expands to cover the wider concept of chronology, eventually leading to the consideration of where they fit into a timeline and their own associated milestones and events.

DEFINITION:

The arrangement of events or dates in the order of their occurrence.

- a list which has a chronological arrangement.
- the study of historical records to establish the dates of past events

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|---------------------|---------|---------------|-------|--------|---------|----------|
| Associated Language | Time | order | dates | era | century | sequence |
| | Ancient | chronological | times | decade | modern | |

Legacy

INTENT:

As a school, we feel it is important for the children to understand that a legacy can be both a positive or negative influence on a society which can survive great periods of time. It relates to the awe, wonder and excitement which an outcome has produced, remnants of which are still around today. A legacy can connect people, places, events, sports and the creative arts through time and emotional connection whether this is positive or negative. We aim to explore how the children will leave their legacy in the school and in the wider world.

DEFINITION:

A **legacy** is the story of someone’s life, the things they did, places they went, goals they accomplished, their failures, and more. **Legacy** is something that a **person** leaves behind to be remembered by. **Legacies** are pathways that guide people in decisions with what to do or what not to do.

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| Associated Language | Gift | decisions | story |
| | Goals | impact | accomplishments |
| | Achievements | footprint | memory |

IMPLEMENTATION:

Our curriculum is carefully planned to combine knowledge, skills and curriculum threads to produce a purposeful and exciting learning journey for each child. Although we largely follow the Chris Quigley essentials planning framework, we have developed the curriculum to provide practical, real life and experiential activities, taking account of the children’s needs, abilities and interests.

In providing a broad and balanced topic based curriculum, we offer a holistic approach to teaching and learning, promoting quality thinking, reasoning and questioning skills, engaging and stimulating all learners across the school. Staff have high expectations for all, providing quality first teaching, strategic planning and informative assessments.

Our curriculum planning builds on prior knowledge and learning experiences, linking themes and concepts as well as building on language development through each thread. The sequential planning through each topic/ thread allows children to deepen their understanding and skill acquisition at age appropriate levels. Knowledge organisers are developed for each topic and incorporate threads where appropriate providing key knowledge and facts for teaching as well as references for the children.

Activities are differentiated to meet the needs of all learners including those with SEND, high and low attainers and EAL.

Other activities that will support our teaching and learning throughout the school include, educational visits, whole school activities, sporting events, cultural experiences, community events and family learning opportunities.

Teachers will be supported by programmes of CPD across the academy trust and beyond. Subject leaders will monitor the provision and quality of teaching and learning across the school, providing current resources and support.

TRUST DRIVERS/ LEARNING PI/ LEARNING CHARACTERISTICS

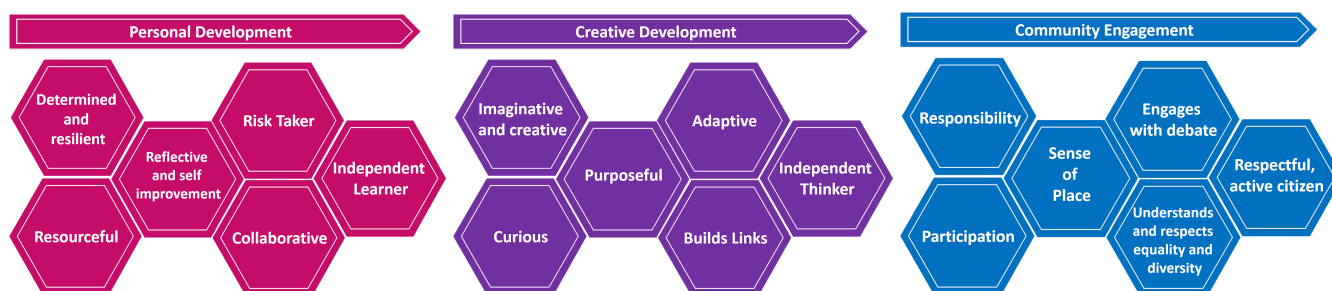
What is Learning Pi?

Learning Pi has been in development by our Trust over the last few years. It will be used in the classroom to enhance learning by embedding the Trust's Drivers and Learning Characteristics throughout the curriculum. At home Learning Pi will provide well planned learning activities that support pupils' Personal and Creative Development as well as meaningful Engagement in the Community.

Activities will focus on specific Learning Characteristics and will be assigned to children- individually, in small groups, as classes or as whole school activities. These may be assigned during lessons or as additional activities to complete at home, each focusing on a different learning characteristic. We may also provide pupils with opportunities during extended school and enrichment clubs to complete assigned activities.

'My Targets' are used for pupils who have special educational needs and are part of the pupil's ongoing personalised support. 'My Targets' are completed at school.

LEARNING CHARACTERISTICS



The learning characteristics are linked closely with our curriculum threads and are reinforced throughout the school day so that the links being made are explicit as well as incidental.

| Personal Development | Creative Development | Community Engagement |
|------------------------------|--------------------------|--|
| Determined and Resilient | Imaginative and Creative | Responsibility |
| Resourceful | Curious | Participation |
| Reflective and Self Improver | Purposeful | Sense of Place |
| Risk Taker | Adaptive | Engages with debate |
| Collaborator | Builds Links | Understand and respects Equality and Diversity |
| Independent Learner | Independent Thinker | Respectful, Active Citizens |