



## Curriculum Policy

Pupils at King George V are caring and responsible citizens who, with a strong sense of belonging and self-belief, are equipped with a secure knowledge base, skill set and values and are both aspirational and driven to make a positive difference and succeed

When defining our curriculum vision and intent, we have given careful consideration to the following recommendations from the Expert Panel for the National Curriculum Review (DfE, 2011):

- Economic
- Cultural
- Social
- Personal
- Sustainable

### Intent:

Our curriculum, which is ambitious and aligned with the National Curriculum, has been designed to equip our pupils with the knowledge, skills and understanding they need in order to be well-rounded, confident and successful learners who are ready for their next stage.

Our curriculum intends to support pupils to demonstrate our following core values:

- I take **responsibility** for my behaviour and learning. I show friendship and kindness to others
- I show **ambition** by always trying my best. I dream big and believe that I am capable of achieving anything I work hard at
- I show **respect** by being polite and considerate towards others. I celebrate and care for others in school so that we can all feel safe and happy, and learn and grow together
- I show **courage** by trying new learning challenges and never giving up
- I show **pride** by always producing the best work I can and enjoying my own successes

### **Our curriculum provides a broad range of experiences for our pupils**

Exposing our pupils to a diverse range of life experiences is essential for their holistic development. It opens up a world of opportunities for personal growth, cultural enrichment and learning of life skills. By being immersed in various experiences, our pupils gain a broader perspective, learn empathy, adaptability and a deeper understanding of the world around them.

Encountering different cultures, environments and activities will ignite their curiosity and build their courage to problem solve, experiment and learn new things. They will learn to navigate unfamiliar situations which developing confidence in their abilities and pride in their achievements. Moreover, they are allowed to nurture their own creativity and innovation as they can draw on a range of diverse influences.

### **Our curriculum provides appropriate balance**



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We believe that all children should experience the feeling of accomplishment in a wide range of areas. Our curriculum therefore gives pupils an excellent mix of academic and personal development; it gives equal importance to core and foundation subjects; physical wellbeing and mental wellbeing are both valued, understood and prioritised by our careful consideration of curriculum design. Spiritual, moral, social and cultural development, along with a well-planned and structured programme of personal development underpins all of our work and is monitored as closely as academic subjects. We carefully balance the requirement for pupils to reach national expectations in core subjects with our wider curriculum aims of providing full spectrum of thoughtful and enriching experiences. As much as we value the progress and fulfilment of our pupils academically, we strive to offer them a rich and varied arts curriculum too. As a result of this, our pupils thrive.

### **Our curriculum is carefully designed to promote a love of reading**

We recognise that reading is a vital life skill which enables pupils to access all other areas of the curriculum as well as be the drivers of their own learning throughout their lives. We provide opportunities for pupils to develop a love of reading through exposure and access to a diverse range of texts which enrich and further develop their knowledge.

Through exposure to reading, our pupils gain access to information across the whole curriculum, enabling them to become more capable in other subject disciplines. Their reading skills empower them to read as scientists, geographers, historians, mathematicians, amplifying their understanding and proficiency in all subject areas and further ensuring their development into well-rounded and enriched individuals. The empowerment further encourages pupils to be the drivers of their own learning and allows them to utilise reading to pursue their own interests and develop their knowledge independently.

### **Implementation:**

At King George V Primary School, we approach our curriculum design and delivery by seeing each subject and year group as part of a whole. All of our core and non-core subjects are carefully sequenced so that clear links between subjects and year groups are maximised in order to support our children to know more and remember more over time. These links are demonstrated in our whole school curriculum map where we have carefully identified horizontal links (*between subjects*), vertical links (*between year groups*) and diagonal links (*between subjects and year groups*) across our curriculum.

Reading and quality texts which inspire discussion, spark enthusiasm and inspire our children are at the heart of our curriculum. Our children read for pleasure, to retrieve information and in order to expand their knowledge of a range of subjects across all areas of the curriculum.

Learning is carefully sequenced to ensure clearly defined progression in both knowledge and skill within all units of work across all subjects. Teachers follow detailed whole school curriculum maps for each subject which have been carefully developed to ensure all units of work build upon prior knowledge and skills



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which have previously been mastered and retained whilst ensuring children are fully prepared for the next step in their education.

At times, learning will be directed and other times more open-ended enquiry-based approach through big questions posed by the teacher with a mix of both practical and written work embedded.

We see the local community as so valuable to our children’s learning so we thread these links into the curriculum throughout each year group.

### **Our curriculum is carefully organised for depth of understanding**

At King George V Primary School, we define **progress** as:

The widening and deepening of essential knowledge, skills, understanding and behaviours.

To do this ensures pupils don’t merely cover the curriculum but repeat it over and over – each time they return to areas they gain a deeper and more insightful understanding of the matters, skills and processes within subjects.

We recognise the importance of all pupils moving through the curriculum at broadly the same pace, experiencing ‘mastery’. In addition, all pupils will have exposure and the opportunity to complete next steps activities which support deepening their learning.

Basic Skills focus	Mastery	Next steps
Securing firm foundations	Applying foundations in different contexts	Building on foundations and innovating

At King George V Primary School, the children in our care are at the heart of everything we do. We believe that all children are unique and must be celebrated for the special gifts and talents that they possess. Each day we encourage our children to work hard, have a positive mind-set, have the confidence to make mistakes, persevere and not give up – in order to succeed, and to feel good about themselves.

### **Knowledge Organisers:**

At King George V Primary School, we use Knowledge Organisers (KOs) in class and as homework to help children to learn the essential knowledge they need for each topic they study.

A Knowledge Organiser sets out the important, useful and powerful knowledge we want children to know by heart by the end of the topic on a single page. Each KO contains a key vocabulary and definitions which is a collection of key terms that children will learn. In addition, each KO also includes important dates, key personnel, vocabulary, definitions, and other contextual or technical information. We expect the majority of children to be able to recall all of the information on the KO by the end of the topic.



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It is also useful for children to go back to previous Knowledge Organisers and revise these so that the information from previous topics is not forgotten.

### Impact:

First and foremost, we want to instil in our children a love of learning and an understanding that the learning is part of a journey they are on. We want our children to feel safe, to express and celebrate their learning achievements and recognise their own personal and academic growth.

We commit to securing pupils' basic language, literacy and mathematical skills, ensuring that pupils read widely and often with fluency and comprehension. Our principal aim is to prepare pupils with the aptitude and motivation to read widely and learn independently, across the curriculum.

The impact of what we do and what the children achieve cannot always be measured in data sets and numbers so we always try to look holistically at the whole child. We consider our children as individuals who are facing future challenges and ultimately leave us 'secondary school ready' having enjoyed and embraced their learning experiences along the way.

This policy is supplemented by our Teaching and Learning, Assessment, Feedback and subject policies.