

Curriculum Policy



Our bespoke, cohesive 'CRACKING' curriculum is innovative, forward-thinking and highly relevant for the pupils of Kings Meadow. It is designed to be a **Creative, Real-life, Ambitious, Careers-focussed curriculum building Knowledge & skills for every Individual Nurturing Global citizens of the future.**

Curriculum Aims

At Kings Meadow Primary our curriculum aims to:

- develop and deepen pupils' skills, knowledge and understanding across the curriculum through a diverse range of themes;
- ensure a cohesive curriculum, where learning is built on systematically, improving and emphasising consistency and progression throughout the school;
- excite and enthuse learners and teachers to create purposeful, immersive and memorable learning;
- provide opportunities to experience real-life learning through trips & visits and
- inspire learners to appreciate the requirements of a range of potential careers;
- equip learners to become agents of change, exploring and championing global causes;
- support pupils in exploring challenging and controversial global and social justice issues;
- help pupils to understand their place in the worldwide community, so that they understand their own worth and the worth of others;
- create strong learning links through a joined-up approach;
- empower pupils, develop resilience and boost their confidence;
- allow pupils to display their understanding in multiple ways;
- ensure inclusivity through an accessible and relevant curriculum;
- challenge all learners regardless of their ability;
- value, support and celebrate cultural diversity.

Written to ensure full coverage of the National Curriculum, it is meticulously planned and fully resourced to develop pupils' resilience, communication and life skills within real-life contexts. It is devoted to providing pupils with a broad and deep level of learning, developing fully rounded creative individuals.

Our curriculum is knowledge-rich and skills-based, providing the perfect blend of learning for pupils in a fast-changing and inter-dependent world. Our themes help the children to develop an appreciation of their local, national and global communities.

Our CRACKING Curriculum design reflects the real world. It is a brave, forward thinking, dynamic, relevant curriculum that promotes independence, creativity and curiosity to help pupils become collaborators, innovators and leaders.

Our CRACKING Curriculum takes an inter-disciplinary approach to learning and puts great emphasis on curriculum depth. It is 'hands-on', 'minds-on' and 'hearts-on' and makes experiences a key feature of the curriculum. The thematic approach to teaching and learning is designed to support children's natural curiosity, stimulate their creativity and promote an appetite for, and love of, learning. It offers children the chance to engage in deep learning giving them the time they need to reflect, consolidate and transfer their learning.

Our detailed, progressive planning is the bedrock of our curriculum model, giving a clear upward trajectory of subject-specific, skills-based learning. Thematic units increase in complexity through the key stages and provide a big picture of knowledge progression throughout the school.

Elements such as our multi-sensory experiences, pupil-led activities and real-life opportunities (visitors & trips & visits) also ensure a greater depth of learning. Our curriculum is logically sequenced to ensure that pupils experience clear progression in the defined characteristics of effective learning.

Our Curriculum Drivers

At the forefront of our CRACKING Curriculum are world issues centred around **Challenge, Community, Culture, and the Environment**.

Community

In our CRACKING curriculum, the concept of 'community' plays a significant role in fostering social development and understanding. Our children are encouraged to explore the idea of community both within our school environment and wider society. This involves recognising the diverse groups people belong to, including families, neighbourhoods, and cultural or religious groups, and understanding how these communities function and support individuals. By engaging with topics related to cooperation, respect, shared responsibility, and inclusion, our children develop important life skills that prepare them to become responsible and empathetic citizens. Additionally, the curriculum incorporates activities that promote teamwork, communication, and problem-solving, all of which are essential for positive community engagement. Overall, teaching about community helps children appreciate the value of diversity, understand social roles, and contribute meaningfully to the world around them. We want our pupils to become wise, global citizens who can contribute positively to the world around them.

Culture

Cultures evolve continuously, as people interact with one another, producing an intermingling of values, and material ways of life. Our communities are becoming increasingly diverse, creating a fusion of people of many religions, languages, economic and cultural groups. An understanding and appreciation of, and establishing relationships with people from, other cultures is vital in building and maintaining successful communities. An appreciation of cultural diversity goes hand-in-hand with a just and equitable society and helps to overcome and prevent racial and ethnic divisions. Pupils need to learn how culture affects perception, influences behaviour and shapes personalities.

Challenge

Poverty and political, social, and economic inequalities between groups predispose them to face many challenges. Many countries in our world are suffering, or have recently suffered, from large scale violent conflict. Wars in developing countries have heavy human, economic, and social costs and are a major cause of poverty and underdevelopment. Understanding world history would be impossible without understanding the challenges and conflicts that have shaped it. Pupils need to learn how to handle disagreements constructively and resolve their differences. Challenge can be seen as an opportunity for learning about and understanding our differences.

Environment

In the context of our CRACKING Curriculum, the **environment** refers to the physical and natural surroundings in which our children live, as well as the broader ecological systems that affect their daily lives. Our teaching about the environment focuses on helping children understand the interconnectedness of nature, how human activities impact the world, and the importance of sustainable practices. This can include exploring our protected local habitats, learning about climate change, conservation efforts, and fostering a sense of responsibility for protecting natural resources. The environment is often integrated across subjects like science and geography with activities designed to develop children's critical thinking and problem-solving skills related to environmental issues. By engaging with real-world environmental concerns, our children develop a sense of stewardship and an understanding of their role in caring for the planet. They learn to appreciate that small actions can make a big difference.

Curriculum Depth

Our curriculum focuses on common attributes that ensure the provision of a deep curriculum that underpins our thematic units: -

- Meaning and relevance;
- Opportunities for enquiry;
- Development of critical, creative and high-order thinking skills;
- Integration of subjects;
- Provision of access to information from a range of sources and viewpoints;
- Authenticity of end products.

Curriculum Breadth

As well as the full breadth of subject coverage, our curriculum includes the use of a breadth of pedagogical approaches and offers a broad range of multi-sensory learning experiences.

Subject Coverage

English

Each thematic unit has literacy links, with core texts, which cover the broadest range of genres. These are linked to other areas of the curriculum, to provide rich learning experiences. Speaking and Listening (Oracy) is a key focus of our curriculum, highlighted by the curriculum drivers.

Mathematics

Thematic units have a maths links section, covering specific mathematical skills. This is an opportunity for pupils to apply learning through discrete maths lessons into different theme-related contexts. These are linked to other areas of the curriculum, to provide rich learning experiences.

Science

The majority of Science is taught in discrete units however, when relevant, teachers also directly select elements of the science curriculum to weave through the thematic units. This ensures that the children regularly review and revisit the scientific knowledge and skills they have learnt.

Science is taught through working scientifically (involving practical investigation, observation and application skills, enquiry and research) alongside specific taught subject knowledge. Learning takes place both inside and outside the classroom.

Foundation Subjects

The foundation subjects of Art and Design, Design Technology, Geography, History, Computing, Music and RE are taught through thematic units. Each subject is taught using a combination of specific subject knowledge, subject skills, enquiry and, where relevant, fieldwork. Learning takes place both inside and outside the classroom.

Personal, Social and Health Education (PSHE)

PSHE is taught through our PSHE 'One Decision' programme. This includes Relationship and Sex Education. It is also taught via cross-curricular themes where relevant.

Religious Education

The majority of religious education is taught in discrete units unless it directly relates to a broader theme. We follow the Agreed Sefton Syllabus for Religious Education.

For specific subject and philosophy practice please refer to each individual subject policy document. These can be found on our school website under the Key Information / Curriculum tab.

CRACKING Curriculum Planning

Our comprehensive, thematic, creative curriculum is mapped out to ensure progression in learning across the school (see Appendix 1). This is organised into four phases of learning:

Nursery & Reception: Natterjack Toads (Nathan the Natterjack Toad)

Year 1 & Year 2: Sand Lizards (Sandy the Sand Lizard)

Year 3 & Year 4: Red Squirrels (Ruby the Red Squirrel)

Year 5 & Year 6: Seagulls (Shelley the Seagull)

Each phase has progressive characteristics of learning to support each stage of our children's development and to reflect our school values. The phase characters reflect the uniqueness of our coastal location (Appendix 2).

Adaptive Teaching

Adaptive teaching in our CRACKING curriculum is the practice of tailoring each lesson to meet the diverse needs of all of our pupils, ensuring that each child has access to the learning experiences that best suit their abilities, interests, and learning styles. This approach involves regularly assessing pupils' progress, identifying their strengths and areas for development, and modifying teaching methods, resources, and activities accordingly. By incorporating strategies such as modifying instructions, flexible grouping, and targeted support, adaptive teaching within our CRACKING Curriculum helps foster an inclusive learning environment where every child can thrive. It empowers teachers to be responsive to the varying needs of pupils, ultimately enabling every child to make progress commensurate with their ability.

All coverage documents and thematic overviews can be viewed on our school website. www.kingsmeadowprimary.co.uk They are located in our CHILDREN / CLASS PAGES and CURRICULUM sections.

Reviewed	September 2024
Approved by Governing Body	November 2024
Next Review	September 2027 or sooner if required.