

**Intent:** At Winterton Primary School and Nursery, we provide a broad, balanced education in line with the National Curriculum, aimed at engaging all learners and ensuring their success. Our curriculum encourages curiosity, creativity, and a love for lifelong learning by helping children connect prior knowledge to new ideas and explore concepts through debate and inquiry. We emphasise independence, resilience, and collaboration, guided by our **curriculum drivers—the learning characteristics**. This approach encourages students to take ownership of their learning while preparing them to face future challenges with confidence. We value diversity and cultural awareness, nurturing each child's potential and talents.










**Implementation:** Our curriculum is delivered through strategic planning, high-quality teaching based on the **Consortium Trust's teaching principles**, and ongoing assessment. Lessons are sequentially structured to ensure age-appropriate skill development and knowledge acquisition, with real-world, practical applications. Meaningful cross-curricular links enhance long-term learning. We promote a love for learning through child-led themes, hands-on activities, and enrichment experiences such as educational visits and community events, supporting the development of the whole child.



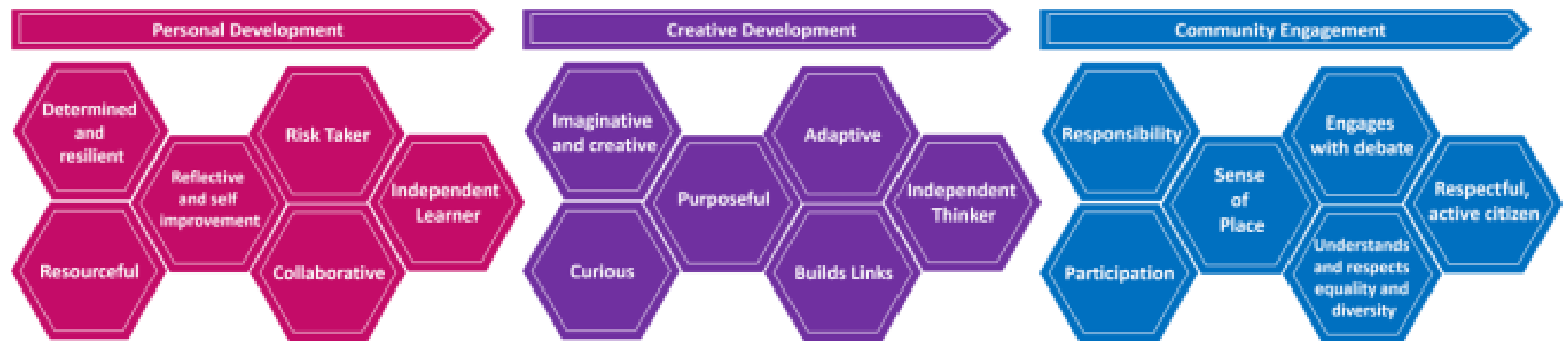
The subject-specific knowledge skills are built around 6 core threads mapped across all subjects.

**Chronology, Cause and Effect, Change, Comparison, Community and Culture and Challenge**

Thread	 Curriculum Threads and Definitions	Vocabulary
 Chronology	<p><b>Intent:</b> In a curriculum designed to promote the interlinking of new knowledge with old, and succinct understanding of concepts and events, chronology plays an imperative part in our children’s learning. With each new stage of their learning and development, children are encouraged to consider the chronology of events, how they fit into their own timelines, the timelines of Britain and the wider world as well as considering the impact of time, history and chronology, on the themes they are learning.</p> <p><b>Definition:</b> Chronology refers to the arrangement of events in order of their occurrence; it is the study of historical records and past events.</p>	Ancient Order Chronological Dates Era Decade Century Modern Sequence
 Cause and Effect	<p><b>Intent:</b> All choices, events, decisions and changes cause an effect. Children understand this, from their own behaviour, at a young age and are encouraged to take responsibility for their own actions and to reflect on the impact their choices can make. Similarly, through our curriculum studies children are encouraged to pause and consider the effects of situations, their impacts and implications.</p> <p><b>Definition:</b> Cause and effect refers to examining situations to discover the relationship between events, or things, where one is the result of the other, an action and a reaction.</p>	Reason Effect Result Outcome Why How When
 Change	<p><b>Intent:</b> Our children are living and learning in a constantly changing world. Change can take many forms: it can be instant, gentle, permanent, temporary, positive or negative all of which are points for discussion, consideration and learning. It is important for children to understand how and why the world we live in has changed, the impacts of change and how it will continue to change now and in the future. Additionally, it is vital to provide children with the knowledge of those in the past who have incited change and those today who continue to fight for change.</p> <p><b>Definition:</b> Changes refer to when something is altered or made different.</p>	Reform Evolution Alteration Innovation Progression Transition
 Comparison	<p><b>Intent:</b> An imperative element of our curriculum is the ability to compare, examine similarities and differences and make considerations. At each point in new learning, children will be encouraged to make comparisons with concepts they have met previously to build on their understanding. Furthermore, through comparison we can foster and celebrate the importance of diversity and promote equality throughout the curriculum.</p> <p><b>Definition:</b> Comparison refers to the ability to examine or look for the difference between two or more things.</p>	Similarities Difference Appearance Circumstance Opinions Decisions
 Community and Culture	<p><b>Intent:</b> Our community is at the heart of the school. 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 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.</p> <p><b>Definition:</b> A <b>community</b> 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. <b>Culture</b> 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.</p>	Equality Diversity Society Customs Values Government Identity
 Challenge	<p><b>Intent:</b> Challenge is a fundamental aspect of our curriculum. Children are consistently encouraged to work with determination and challenge themselves with their own learning. In addition to this, throughout the curriculum, children consider the challenges of the past and future, those who have faced adversity and overcome challenges and the challenges we face in the future.</p> <p><b>Definition:</b> Challenge refers to being faced with a situation, which tests a person's ability, that needs great mental or physical effort in order to be completed successfully.</p>	Determination Resilience Adversity Perseverance

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.