

## **Curriculum Intent and Implementation**

### **Intent**

At Winterton Primary School and Nursery, we provide a broad and balanced education, underpinned by the National Curriculum, built on strong, pedagogical principles and designed to stimulate rich and ambitious learning experiences for all. Our coherently planned and sequenced topics are adapted, developed, and designed with inclusion and the success of all children at the forefront. Our goal is to enable pupils to become engaged and enthusiastic learners by promoting experience, providing opportunities, and developing skills.

We aim to develop children's secure understanding of themes and build upon knowledge by focusing on links throughout their studies as they progress from Early Years to Key Stage 2. Children are encouraged to relate prior knowledge to new topics, compare, contrast and explore new findings.

We strive to foster children's curiosity and encourage children's naturally inquisitive nature to create enthusiastic, engaged life-long learners. We aim to inspire creativity, and creative thinking, by challenging understanding, asking questions, raising and testing hypothesis and through debate.

We model and instil a thirst for learning across the breadth of subjects taught at Winterton Primary School and Nursery to ensure all children succeed and develop themselves to their full potential.

Our curriculum fosters children's responsibility for their own behaviour and learning. Children are taught to be independent learners, leaders, encouraged to learn collaboratively and become team players who are motivated to share ideas and support others. All children are encouraged to have consistently high expectations of themselves and their potential.

With responsibility comes resilience and throughout the curriculum children are prepared and equipped to encounter opportunities and challenges with resilience and determination. This is supported through their understanding of the role of hard work and determination in a person's success and underpinned by Dweck's theory of Growth Mindset.

We strive to ensure that pupils will be equipped to contribute positively to the wider world. Every child is encouraged to seek what drives them, what motivates them to reach their full potential and aspiration for the future. We recognise the individual talents of all and foster, support and develop children in the areas where they thrive as well as require support. It is our aim that upon leaving Winterton Primary School and Nursery children are prepared, yet excited, for the challenges of secondary school and further education.

The breadth of our curriculum ensures that pupils experience and value diversity: they understand the importance of respect and kindness, compassion and empathy. Our

children are encouraged to become culturally knowledgeable about their community, country and the wider world.

As a school, we have the following key concepts which flow throughout our curriculum and shape the learning that takes place:

- **Chronology**
- **Comparison**
- **Changes**
- **Cause and Effect**
- **Challenge**

### **Chronology**

**Intent:** 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.

**Definition:** Chronology refers to the arrangement of events in order of their occurrence; it is the study of historical records and past events.

### **Comparison**

**Intent:** 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.

**Definition:** Comparison refers to the ability to examine or look for the difference between two or more things.

### **Changes**

**Intent:** 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.

**Definition:** Changes refer to when something is altered or made different.

## **Cause and Effect**

**Intent:** 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.

**Definition:** 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.

## **Challenge**

**Intent:** 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.

**Definition:** 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.

## **Implementation**

Our curriculum is supported by strategic, rigorous planning, quality first teaching and informative assessment. Our sequential planning ensures that pupils are able to acquire skills in an age-appropriate manner, obtain knowledge to complete purposeful learning outcomes and combine knowledge and skills which also include practical, real-life experience. Cross-curricular links are made when they are strong, obvious and contribute to the development of long-term schemata; however, they are not the main driver towards the planning of our curriculum. We understand the importance of fostering the enjoyment of learning: themes are child-led and take into account children's experience, ability and interest. In addition to learning outcomes, we promote quality thinking skills where we encourage children to verbalise their knowledge and to develop questioning and reasoning skills. Further to our planning and teaching, our pupils' learning is supported by educational visits, cultural and community events and visits from outside agencies.