

# Bagthorpe Primary School

## Curriculum Intent



This document explains how the Bagthorpe curriculum is organised to promote children's **independence**, **confidence** and **resilience** by building on our **School Aims** and **Core Values** as well as those of the Trust.

### Our School Aims

We aim to make our school a happy place where we all **learn** for life, **grow** together and work hard to **achieve** our personal best, in an environment where every person matters.

We aim for excellence in achievement and personal development by having an **ambitious** curriculum, which is about real learning and by keeping our seven core values at the centre of all we do.

### Our Core Values

#### Moral Purpose

We aim to do what is good and to be positive in everything, showing respect and care for others, across cultures, distance and generations; our environment, both near and far, and ourselves, our health and well-being.

#### Humility

We seek to do our personal best without showing off and we encourage others to achieve their best without being critical or jealous of their efforts.

#### Compassion

We look after each other and care for those who are in difficulty and who are hurting, recognising that the world does not exist for us alone.

#### Integrity

We always tell the truth and can be trusted to be honest, to say what we mean and mean what we say.

#### Accountability

We accept responsibility for the things that we say, think and do understanding that actions and choices have consequences.

#### Courage

We do the right thing, even when it's hard; we stand up for the weak and we are brave in facing our fears and finding ways to defeat them.

#### Determination

We work hard and never, ever, give up because this is essential if we are to achieve anything worthwhile.

### Transform Trust Values

The Transform Values of **Respect**, **Kindness**, **Equity** and **Creativity**, merge with and enhance our School Core Values, to articulate our purpose.

At Bagthorpe, our vision for the curriculum is embodied in our motto: **learn, grow, achieve**. We want **all** our children to:

- **learn** for life, developing independence
- **grow** together, developing confidence
- **achieve** their best, developing resilience

**To achieve this, we will:**

- Provide a **broad, ambitious, exciting curriculum**, underpinned by our **Core Values**, to equip all our children from EYFS to Year 6, with the knowledge, skills and personal qualities they need to achieve their best and to go forward in life.
- Develop **children's leadership** skills to empower them, building their confidence, resilience and independence, so that they are well prepared for the next stage of their education.
- Offer as many memorable **first-hand experiences** as possible and use the stimulus of artefacts, books, activities, visits and the arts to bring topics alive.
- Maintain a strong focus on **equity** as we seek to build **cultural capital**, particularly for those children with a disadvantaged start, removing barriers so that they can realise their potential and flourish.
- Celebrate the **diversity** of our society, whilst also addressing the context-specific needs of our children.
- Deliver high standards in **reading, writing** and **mathematics**.

## Design & Construction

- We designed a **progressive, knowledge-rich** and **concept-driven** curriculum, informed by stakeholder views and covering the full **National Curriculum**, but also reaching beyond this by framing the curriculum through a range of topics, each having a central **big question**, so that all children can learn within a context.
- A long-term plan sets out when and what is taught for each subject, EYFS-Y6 to ensure full coverage.
- Threaded through our topics, run four recurrent **conceptual themes**, that help all our children to make connections in their learning as they build their knowledge. These are interwoven across all years and subjects and combine to tell our **curriculum story**. They are: People and Places, Sustainability and the Environment, Innovation, and Social Justice. They are outlined on the following page.

## What this looks like for a child

- They will follow a programme that has been designed, as described above.
- Their teacher will provide coherently planned lessons which are sequenced and which use a range of pedagogical approaches to ensure the child knows more and remembers more over time.

## The TV box set as an analogy to describe the curriculum

- There is a main plot for the whole season (long term plan). Each episode (lesson) itself has a plot which acts as a sub-plot that is solved within the episode and gives some hint at resolving the main plot of the season. The episode starts with a recap and may end with a cliff hanger.
- Moving through school, from EYFS to Y6, children will build upon and refer back to things they have previously learnt, bringing ideas, that may have seemed irrelevant at the time, back to the forefront, thereby linking and accumulating knowledge.
- Teachers across the whole school need to be aware of where the final episode of the whole series is heading so they can weave all those little things (at Bagthorpe they are conceptual themes outlined on the following page) into the series.

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| <p><b>People and Places</b></p> <p>‘Visits out’ and ‘visitors in’ are very important to us at Bagthorpe, because they raise children’s aspirations and hope, broadening their horizons.</p> <p>We want our children to know about and understand their world, so people and places permeate our curriculum. This includes meeting people from different walks of life, cultures and backgrounds, discovering human stories and exploring narrative around humanity. We also visiting and exploring new places, whenever opportunities arise.</p> <p>We learn about famous, historical and contemporary people, to learn from the greats (and the not-so-greats!) and about places, both near and far.</p> | <p><b>Sustainability and the Environment</b></p> <p>At Bagthorpe we talk about the consequences of what we say, think and do, so we teach children how about how our actions have, and will, impact the environment, both positively and negatively.</p> <p>Children learn about respect for the environment and how people, both individually and as groups, can make a difference by adopting and promoting sustainable life-styles.</p> <p>Outdoor learning is a key feature of our school, so we capitalise on any opportunities to take the curriculum outside the classroom.</p>             |
| <p><b>Innovation</b></p> <p>Bagthorpe children need preparing for jobs that don’t yet exist, relying on technologies not yet invented, for which competition will be global.</p> <p>This means we need to nurture them as <b>independent</b>, creative and adaptable thinkers, who can apply strategies to navigate situations and who can also pursue their own interests.</p> <p>We want our children to become <b>resilient</b> learners, who are able to make mistakes and learn from them.</p> <p>We want them to be <b>confident</b> communicators and to be digitally literate. We also want to develop their leadership qualities.</p>                                                            | <p><b>Social Justice</b></p> <p>We want to develop children’s sense of social justice, rooted in <b>kindness, respect and equity</b>, so that they grow into active and responsible 21<sup>st</sup> century global citizens.</p> <p>We want them to exhibit <b>compassion</b> by standing up and speaking out for those who are in difficulty or who are hurting, recognising that the world does not exist for them alone.</p> <p>We want our children to develop <b>moral purpose</b>, to embrace diversity and to build positive, inclusive relationships that foster a sense of belonging.</p> |

## Termly Themes

Our topics are also organised within a broad whole school themes for each term. These are entitled **Discover**, **Explore** and **belong**.

**Autumn Term:** Through our history themed **Discover** topics children create historical narratives to make sense of a sequence of events and the actions and intentions of those involved, and, how and why history has unfolded as it has.  
Key question: ***“How does the past help me understand the present?”***

**Spring Term:** Through our geography themed **Explore** topics, children study big issues. From sustainability to homelessness and conservation to refugee crisis, we want our children to know what is happening in the world and to show compassion for others.  
Key question: ***“What can I find out about our world and how can I make a difference?”***

**Summer Term:** Through our **BELONG** topics, children revisit and build upon knowledge developed during the year by exploring narratives around humanity. By discovering human stories and reflecting on their own and other’s identities, we want our children to celebrate diversity and a to think critically about some of the issues facing humanity today.  
Key question: ***“What can I learn from people from different walks of life, cultures and backgrounds?”***