



Curriculum Statement of Intent:

At Gosberton Academy the curriculum is designed to: deliver first-hand learning experiences that help to motivate and stimulate learners as well as offering challenges. Learning will be meaningful, involving life experiences and being ably supported within the correct context to engage pupils allowing them to show their ability as creative critical thinkers.

Gosberton Academy's curriculum aims to deliver a 21st Century education, equipping our pupils with the skills that are required to be an independent, resilient and aspirational citizen. The curriculum recognises the importance of all stakeholders and their views will be sought regularly to ensure a clear understanding of the aims of the curriculum as well as identifying the successes of the curriculum.

Community involvement is an essential part of our curriculum as we celebrate local traditions, support and engage with local businesses as well as learning skills to enable the children to take an active role in events throughout their time at Gosberton Academy, showing their understanding and commitment to the community where they are educated.

The pupils of Gosberton Academy will be nurtured, supported, guided and inspired by all staff, parents and other stakeholders to encourage them to be aspirational and excited about their future, yet not forgetting that school-life is to be a happy, investigative and an enquiring time where children should be thirsty for new knowledge. skills and experiences.

As a result of the broad and balanced curriculum, pupils will leave the Academy with a sense of belonging to a tightly knit community where they have the confidence, resilience, knowledge and skills to make decisions and connections to become life-long learners.

Curriculum Implementation

Gosberton Academy staff are prepared to use all learning styles using a variety of resources, activities and tasks. They will use the Early Outcomes and National Curriculum guidance to ensure that all children are given the appropriate opportunities throughout the whole curriculum. At Gosberton Academy, staff expect all pupils to reach or exceed national expectations. There are also high expectations of the progress that pupils make, whether that be pupils working above, at or below and pupils identified as having Special Educational Needs. Teachers are responsible for ensuring support is in place for all pupils who are in danger of not maintaining the levels required to make at least expected progress.

In order to ensure that pupils can commit knowledge concepts and skills to long term memory, we have core vertical themes which are taught within each foundation subject area as outlined below.

Religious Education

- Being human – how does faith and belief affect the way people live their lives
- God/Gods – what do people believe
- Community, worship & celebration – how do people express their religion and beliefs
- Personal response – exploring feelings towards peoples own beliefs and that of others (tolerance, respect and appreciation)

- Life journeys and rites of passage – ceremonies and festivals

History

- Human-Environment interaction: Human's changing the environment and the environment impact on humans
- Cultural Diffusion: Exchange of new products, ideas and or beliefs, exchange through trade routes and migration of people
- Belief Systems: Religions – one God or several and how believing influences decisions in social and political interactions
- Political Power: King, Emperor or leader, one or many leaders, social pyramid, types of government and revolts or rebellions
- Social Power: Humans working together, formation of social pyramids, class and caste systems, trade networks.

Geography

- Location – Position on the Earth's surface
- Place – physical and human characteristics
- Human-Environment interaction – shaping the landscape
- Movement – humans interacting on Earth, how do people, ideas and goods move
- Region – what areas have common characteristics and how they form and change.

PSHE/SRE

- Families and people who care for me- recognising there are different types of families and people who can and do care for us
- Caring relationships – the characteristics of healthy relationships, building trust and recognising there will be times where there is disagreement (how this compares to bullying)
- Respectful relationships – understanding the importance of self-respect and respecting other and the conventions of courtesy and manner
- Online relationships – understanding that there are safe and unsafe online relationships and what triggers concerns, how to deal with this and to seek advice from others
- Being safe- knowing that their body belongs to them and what sort of boundaries are appropriate, recognizing how to respond to unsafe contact or feeling and how to access help
- Mental wellbeing – this in a normal part of life (as with physical health) and people react and respond with different emotions
- Healthy Lifestyles – the importance of physical activity and a healthy diet and avoidance of harmful activity and substances
- Growing up – changes to our bodies and keeping them healthy including understanding concepts of basic first aid.

Art and Design

- Artists and craft makers - to explore how artists use the elements of art to create an effect and to help convey their intent and how artists and designers have helped shape our history
- Elements of art and design- line, shape, colour, value, form, texture, and space
- Experimenting in art and design - balance, contrast, emphasis, movement, pattern, rhythm, and unity/variety.
- Creating – produce creative works, exploring their ideas and recording their experiences

Design Technology

- Investigate and evaluate existing products
- Use focused tasks to develop particular aspects of knowledge and skills

- Undertake design and make activities - make 'something' for 'somebody' for 'some purpose'
- Evaluate effectiveness of finished product in terms of meeting purpose
- Understand how design technology has impacted on our lives now, in the past and into the future

IT & Computing

- Use logical reasoning to predict the behaviour of simple programs
- Create simple algorithms (KS2)
- Use technology purposefully - to create, organise, store, manipulate and retrieve digital content (and combine various elements for KS2)
- Recognise common uses of information technology beyond school
- Safe & respectful use of technology - keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Music

- Singing - improve pupils' internalisation of music through high-quality singing and listening
- Incorporate technology - use technology to promote creativity and widen inclusion
- Playing music - reading music, interpreting performance directions- dynamics, tempo and style, performing to an audience
- Composing music - responding to a stimulus to create music, improvising around a given scale or chord sequences, arranging music
- Listening and analysing music - exploring different genres of music through time, learning about the "Great Composers" and their works, developing the ability to pick out key elements of music through listening

PE

- Acquiring developing skills – performing basic and advanced skills in a range of activities that develop muscular strength, flexibility and bone health include weight-bearing activities such as climbing, jumping, skipping, gymnastics, dance, aerobics, circuits, and sports such as basketball and volleyball.
- Problem solving – team building and logical thinking
- Tactical understanding and cooperation– outwitting opponents through developing tactics and working together (games and athletics)
- Benefits of exercise – physical, mental and social and alongside a balanced diet constitutes a healthy lifestyle
- Leadership – communication, decision making and confidence
- Technology – how this can be used to improve and enhance performance (PE passport)

MFL

- Vocabulary – develop through speaking, listening, games and songs
- Conversation – develop through focus on sentence structure and grammatical conventions
- Reading – develop through links to phonics, knowledge of vocabulary and the use of picture books and familiar stories
- Writing – develop through vocabulary, conversation and reading and phonics
- Culture – experience the richness and diversity of language and experiment with its use; and explore the culture and customs within the country of origin