



# Curriculum Statement:

## Intent

### Curriculum Basic Principles

- At Livingstone Primary School, we define learning as a long-term change in knowledge, skills or understanding that builds on previous study and experience.
- Our aims are to ensure that our students experience a wide breadth of study and, by the end of each key stage, have long-term memory of an ambitious body of procedural knowledge, understanding and skills.
- We have high aspirations for all children to achieve, regardless of differences in ability, social background, culture, race, gender or disability.

### Curriculum Intent

- Curriculum Drivers shape our curriculum. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education, our values and the skills that we believe our children need for the future.
- Our first Curriculum Driver is the development of **vocabulary**. Many children in our school often have a limited vocabulary to express themselves effectively. This has shaped our curriculum through a focus on communication skills and oracy in the Early Years through to the identification of key vocabulary in all our topic themes. This creates a vocabulary rich environment through our debating society, class novels and wider reading experience. We work to support children so that they have a vocabulary that enables them to express their feelings effectively and ensure they have the means to discuss their own emotional health and wellbeing. We support children through speech and language interventions and socially and emotionally through social stories groups and Narrative Therapy. We deliver other interventions such as WelComm, BLAST and NELLI. We use some of our Pupil Premium funding and recovery funding to employ a Speech and Language Therapist to offer advice and deliver intervention programmes to support speech and language development. Children are taught to sign in Makaton as part of singing and communication lessons.
- Our second Curriculum Driver is developing an increased **awareness of the world beyond Mossley**. Many of our families tend to stay in the local area to live and work. This means that children's knowledge of the wider world is limited. This has shaped our curriculum through a focus in our Geography and History learning about the wider world. In our Geography topic themes, we compare the area studied to our local area. In our RE curriculum we focus on studying the beliefs that matter to people and visiting places of worship. The acceptance of diversity and an understanding of equality forms a large part of our work in our PSHE curriculum and is a key part of our inclusive ethos. We also try to raise aspirations in all our children through considering inspirational people and their influence on the world we live in during our assemblies; using a behaviour reward of RAINBOW Learners to increase resilience and a positive attitude to challenge and attending a joint career fair with the local high school to open up possibilities to our students. The school is one where individual difference is relished and celebrated.
- Our third Curriculum Driver is developing an **enquiring mind**. The process of asking and answering questions is a key part of our topic planning. All our topic themes are written as questions and our Knowledge Organisers outline our learning in each theme through questions. At the start of the topic, we ask children what they would like to know about the theme and include some of this in our teaching. We focus on developing skills in the children to think for themselves, whether this is as part of a science investigation,

engaging in a formal debate with other partnership schools and attending careers fairs where they ask questions about future options. Children engage in collaborative learning, working in pairs and larger groups across the curriculum. The development of an enquiring mind starts right from the EYFS where children's interests are followed and they learn in school and out of it at regular forest school sessions.

- Cultural Capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British Values. It is our ambition that students will study the best of what has been thought and said by notable figures in many fields and help our children to gain an appreciation of human creativity and achievement.
- We define our Cultural Capital commitment through making a pledge to the children that attend our school. This pledge ensures that children who attend Livingstone have access to a range of learning experiences which introduces our children to the best of what has been thought and said and to gain an appreciation of human creativity and achievement. Our pledge to the children can be seen below:

### **Our Pledge to the children who attend Livingstone Primary School:**

Whilst you attend our school, you will:

Learn outdoors through our Forest School sessions

Visit a museum

Visit the local library

Visit an historical place

Learn to play a musical instrument

Sing a wide range of contemporary and traditional songs

Attend a Careers Fair

Perform in front of an audience

Perform alongside children from our Mossley and Carrbrook partner schools

Contribute to raising money for charity

Meet and learn alongside children from other schools

Listen to interesting visitors who will widen your understanding of the world

Experience a range of different cultures and festivals

Read a wide range of texts and novels by various authors.

- Curriculum Breadth is ensured by following the National Curriculum and is further shaped by our Curriculum Drivers and Cultural Capital. We have used the National Curriculum to identify the Themes that each year group will study. These Themes are led by the curriculum subjects of Science, History, Geography and RE with cross curricular links made throughout to ensure coverage of the entire National Curriculum over time.

## Curriculum Intent Diagram



