



Swainswick Church School Curriculum Development

Swainswick Intent Statement

At Swainswick Primary School the curriculum is designed to: constantly build upon children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

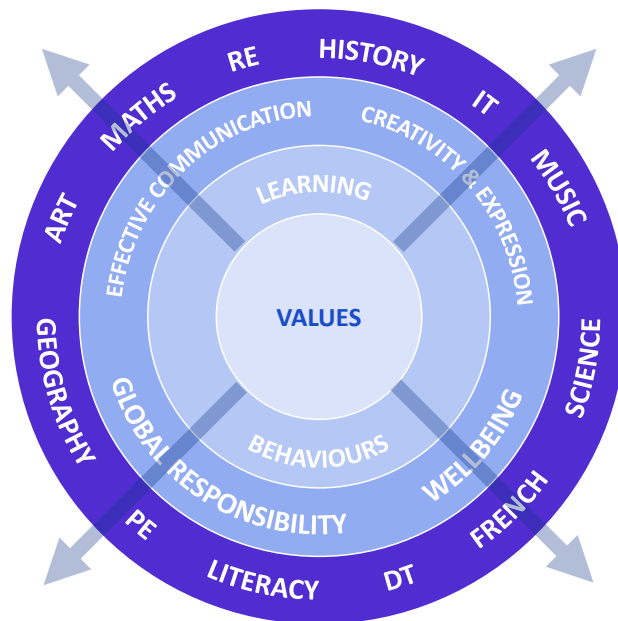
Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values.

We constantly provide enhancement opportunities to engage learning through using 5 curriculum drivers: Learning Behaviours, Global Responsibility, Well-being, Communicators and Creativity, Arts and Performance.

Our 1st central curriculum driver 'Learning Behaviours' promotes independence and positive attitudes to learning which reflect the values and skills needed to promote responsibility for life-long learning and future success.

In addition, local and global community involvement is an essential part of our curriculum as we celebrate traditions, learning new skills to enable the children to take an active role in events throughout the year. Children leave Swainswick Primary with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

- Our School Values
- Our Learning Behaviours
- Our Curriculum Drivers
- Our NC Subjects



Our Vision

Our vision for Swainswick is a school where all children are known and valued as unique individuals, where differences are respected and celebrated. With community and childhood at the heart, our school intentionally nurtures kindness towards one another and believes that children thrive only when their wellbeing is held at the core of their journey. We believe in our children, and through imagination, high expectations and challenge, we inspire them to reach their fullest potential, and develop an intrinsic happiness in who they are.

“The world is big, and we are small, but we can do anything, anything at all!”

Hazel Class child, age 7

Our Christian Values



The vision for Swainswick Primary is under-pinned by our 12 Christian values, which guide how the community relates to each other, and our environment. These Christian values can also be seen as common values, held equally by members of different faiths and no faith alike. Exploring our values, which guide our choices and reflections, over a two year cycle, we focus on a different value each term, celebrating and discussing it in collective worship, assembly and in class.

Through linking the selected value to events on the calendar, modern day themes and engaging children with the theological underpinnings, we strive to enable Swainswick to be a community that seeks to embody an ethos of living well together – preparing children for the challenges as a 21st Century citizen in Modern Britain, respecting and showing understanding of others for all that is similar and different.

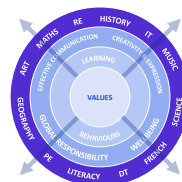
This strong ethos permeates school life and the emphasis on increasing our children’s awareness of our ‘values’ is a significant factor in enhancing the pupils’ spiritual, moral, social and cultural development.

Our Learning Behaviours

Swainswick children will become resilient to be able to deal with different challenges across the curriculum and in the wider world. They will develop the ability to solve problems without giving up. Developing the skills to work independently and as a team, they will be encouraged to reflect upon their actions, learning and opinions– evaluating ‘what went well’ and how they could improve by identifying their own next steps.

Our Key Words:

- Active Learner
- Creative Thinker
- Team Worker
- Self-manager
- Reflective Thinker



Our Curriculum Drivers

Global Responsibility - Swainswick children will develop an understanding about where they live and the wider world. Through learning about the world, they will understand their role in society and develop respect towards the environment, communities and all faiths. Our children will know themselves and where they come from but also look beyond Swainswick and the UK and recognize the incredible opportunities that are created by diversity and the richness of culture that there is across our planet.

Teaching our children about global issues and encouraging them to see the world through the eyes of others is of huge importance. In an increasingly interconnected world, today's young generation need to learn to be able to engage in respectful communication with people from a wide range of different cultures and traditions.

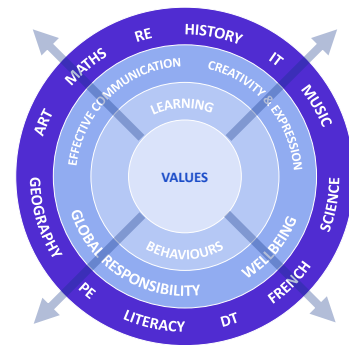
Our Key Words:

- Environment
- Diversity
- Culture
- British Values – Tolerance, democracy,
- Local Community
- Global Community

Communicators - Swainswick children will develop the skills to work well with other people. They will know how to speak and listen with respect in a variety of different situations. They will become increasingly confident, eloquent and effective communicators. They will be able to express their understanding and share their learning widely in a range of ways. They will learn and apply technical and challenging vocabulary.

Our Key Words:

- Articulate
- Confidence
- Developing vocabulary
- Public speaking
- Presenting
- Teaching
- Pupil voice/opinion
- Oral Communication for a range of purposes
- Written communication for a range of purposes



Well-being - Swainswick children will understand the importance and enjoyment of a healthy lifestyle – both physically and mentally. Throughout life, our children will face many difficult challenges and need to have the mental and physical strength to be successful and happy.

Our Key Words:

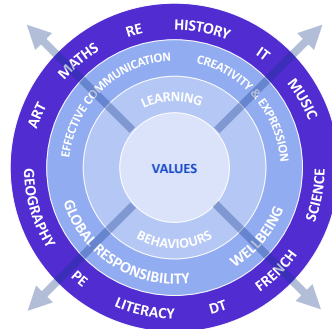
- Mental and Physical perseverance
- Mental health
- Growth mind set
- PSHE/ Thrive
- Spirituality

Creativity, the Arts and Performance - Swainswick children will be encouraged to be creative and expressive in the arts.

- Musicality - they will develop their talents through opportunities to sing, learn to play musical instrument(s), respond to music through dance and perform in musical theatre.
- Performance – they will be given regular opportunities to perform on stage, in church and in theatres (e.g. drama, music ensembles, class assemblies, dance, choral performances, whole-school assemblies, hidden talent celebrations) in front of both small and large audiences.
- Exposed to Art and Culture - The impact of a sophisticated cultural and artistic education is life-long, and adds enjoyment, depth and meaning to both personal lives and professional work as adults.

Our Key Words:

- Creativity
- Musicality
- Performing arts
- Art & Culture



Swainswick Implementation Statement

Knowledge

- The curriculum is knowledge-rich.
- Knowledge is prioritized so that children can gain a deep understanding of the concept.
- Staff are well read and have a depth of knowledge in the subject they are teaching.
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Making Progress

- The sequence of learning is carefully considered so that skills and knowledge is built on year-on-year.
- Specific skills are taught and practiced.
- End of unit outcomes demonstrate the learning that has taken place.

Enrichment

- Children will explore the curriculum in a fun and exciting ways.
- Enrichment days are regularly planned for enjoyment in addition to further embedding knowledge and skills
- Events are celebrated throughout the year, celebrating diversity and achievement.
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Text- Focused

- Reading is priority
- In most lessons, children are expected to read about the subject matter.
- The teacher reads eloquently at all times.
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Support For All

- Children receive quality first teaching where their needs are met through small-step instructions.
- Effective modelling is incorporated into most lessons.
- Scaffolding and differentiation provides children with the structure to attain highly and build confidence.
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Deepening Concepts

- Significant concepts are identified in connected subjects and topics. The understanding of these is deepened every time they are revisited.
- Teachers make a conscious effort to link prior learning and to build on existing understanding.
- Concepts are explicitly discussed and referred to in retrieval activities such as quizzes.

Recall and Retrieval

- Children participate in regular retrieval activities to strength their memory and embed the knowledge they have learnt.
- Previously learnt knowledge and concepts are sequenced and revisited in planned lessons.
- Remembering knowledge is celebrated in celebration assembly.

Our Curriculum Aims

The Curriculum aims are taken from the National Curriculum. They are important to consider when we are planning **how** we are going to deliver the curriculum in order to ensure that the children are being taught the key skills that are key to each subject area.

As Artist

Children will develop the skills to:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in a range of art, craft and design techniques
- Evaluate and analyse creative works
- Know about great artists, and understand the historical and cultural development of their art forms.

As Scientists...

Children will develop the skills to:

- Develop scientific knowledge and conceptual understanding
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- Become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

As Historians...

Children will develop the skills to:

- Understand the history of Britain as a chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world:
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

As Mathematicians...

Children will develop the skills to:

- Become fluent in the fundamentals of mathematics, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

As Geographers...

Children will develop the skills to:

- Develop contextual knowledge of the location of globally significant places;
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Are competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

As Linguists...

Children will develop the skills to:

- Read easily, fluently and with good understanding and develop the habit of reading widely and often, for both pleasure and information.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; and elaborate and explain clearly their understanding and ideas both formally and informally.

As Designers...

Children will develop the skills to:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

As technicians...

Children will develop the skills to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Become responsible, competent, confident and creative users of information and communication technology.

As Sportspeople...

Children will develop the skills to:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time engaging in competitive sports and activities and lead healthy, active lives.



