



Curriculum: Intent, Implementation & Impact Statement

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Intent - Greenwood Academies Trust

GAT Primary Curriculum

Central to the curricula in our academies are the fundamental principles that a curriculum should be:

- of quality
- contextualised to reflect the community of the academy
- developing core transferable knowledge and skills
- securing progress in the core areas of reading, writing and mathematics
- broad and balanced
- meeting the expectations set out in the National Curriculum (2014)
- exciting and engaging

We made the decision as a Trust not to centralise our approach to a curriculum or the schemes of work that are used to deliver that curriculum across our Primary academies.

As we work across a diverse number of regions, our academies have the autonomy to craft and shape a curriculum that meets the requirements of the National Curriculum 2014 and the context of the community it serves. We ensure that it is fit for purpose through our quality assurance processes and annual academy performance review.

We encourage our academies, their leaders and teachers to be innovative and forward thinking in their approach to planning a purposeful curriculum. In order to achieve this we expect our academies to continually review the effectiveness of their curriculum.

Intent -Mablethorpe Primary Academy

Our curriculum at Mablethorpe Primary academy puts the child at the centre of our caring, sharing, achieving school, where positive relationships, based on mutual trust and respect are at the heart of everything we do. Our ambitious, child centred curriculum is designed to take into account the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It exposes our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics required to succeed in life. The discovery of life skills, aimed to enrich children's educational aspirations, are pivotal to the curriculum delivery and are embedded throughout providing pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. A primary focus of our curriculum is to raise aspirations, develop a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.

The key aims behind the design of our curriculum are for our children to:

- be independent and resilient; displaying a thirst for learning
- be able to use a wide variety of challenging vocabulary in their everyday lives
- aspire for the future and know that these can be reached through hard work and determination
- be able to participate in a wide variety of culturally enriching opportunities
- acquire the skills and confidence to enable them to be independent thinkers and learners and ultimately secondary school ready

Ultimately, we want all our children, to **be kind and try their best**, making a positive contribution to the world they live in.

We will do this by supporting, guiding, and inspiring our children through excellent teaching practices.

By working with our families, we create an aspirational environment and academy community where everyone is valued and successes are celebrated.

Work together as part of the Greenwood Academies Trust to benefit from being part of a committed team of professionals with the core purpose of supporting and empowering students in all aspects of their academic and personal growth.

Academy Expectations to support our curriculum:

- Staff have high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- We expect children to make rapid and sustained progress in lessons.
- We expect teachers to support children in developing independence.
- We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- We expect children to be challenged.
- We expect teachers to regularly provide high quality and constructive feedback to children both verbal or written

Implementation

Effective Teaching

At Mablethorpe Primary Academy we embrace a pedagogy of 'Personalised Learning'; an approach which expects all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential. High expectations of progress apply equally to children working above, at, or below age-related expectations, including those, which have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress.

Traditionally, it was expected that teachers would differentiate by task or expectation and many different levels of success were accepted, this approach often ran the risk of lowering expectations. Today, the effective teaching practices at Mablethorpe Primary Academy see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

Key Foci for Effective Teaching:

1. Quality first teaching

- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.

2. Target setting

- Individual children's progress tracked;
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and shared with staff and children;
- Children have regular opportunities to discuss their progress. Teachers actively involve children in setting and reviewing their progress towards their targets;
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents and carers regularly are regularly updated on their child's progress;

- Processes run across the whole academy to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met.

3. Focussed assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps. We use Pixl materials throughout the year to inform planning and regular RWI assessments for phonics in KS1 and EYFS.
- Day to day, Periodic and Transitional assessments used effectively
- Assessment for Learning (AfL) evident across the academy - learning objectives, learning outcomes, success criteria, self and peer evaluation

4. Intervention

- Individuals and groups who are not making sufficient progress are identified;
- Interventions for children working at above the expected level to fulfil their true potential will be utilised.
- Provision for intervention is mapped according to need;
- Detailed plans are put into place;
- Learners are enabled to perform beyond the norms expected for their year group where appropriate;
- Interventions are evaluated and relevant adjustments are made;
- Subject leaders and SLT meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

5. Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and ICT developed to allow children to work independently and successfully;
- Make effective use of other spaces - 'outdoor classroom', hall space;
- Displays to be a mixture of celebration of children's work, supportive resources and information.
- Child appropriate subject intent statements alongside an equal balance of all curriculum areas displayed in the classroom.

6. Curriculum organisation

Our curriculum is implemented with our curriculum intent at the heart of all we do at Mablethorpe Primary Academy. Curriculum maps are produced for each year group ensuring clarity of coverage with a strong emphasis on progression of both knowledge and skills. Carefully selected enrichment opportunities are key to providing all pupils rich experiences to enhance their learning. Developing an understanding of fundamental British Values infiltrates aspects of the curriculum and assembly themes. The use of knowledge organisers provides transparency within the curriculum - an overview of pre

teach content and means of tracking knowledge, skills and understanding concepts. For many subjects we operate on a two-year rolling programme however for some subjects such as PSHE and RE we feel that it is important for mixed age classes to operate with their peers. This depends on class sizes and organisation of year groups. This is carefully tracked by Subject Leaders to ensure themes and content are not repeated, the progression of key knowledge and skills is still maintained and also that content is differentiated for different age groups where necessary.

The curriculum is designed to cater for the needs and interests of a full range of learners including:

- *Gifted and talented*
- *Learners with learning difficulties, including those with speech, language and communication needs*
- *Learners who are learning English as an additional language*
- *Boys and girls*
- *Children who are in care*
- *Learners with social, emotional and behavioural difficulties*

7. Extended curriculum

- The academy offers a full range of 'out of hours' activities and clubs which enhance and extend the basic curriculum;
- We ensure access for all;
- The local community, are involved in extended provision;
- Access to other services is provided or arranged, including health and social services and assisting with transport to appointments.
- A free breakfast club every morning from 8:30.

8. Supporting children's wider needs

- The academy maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;

Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies, which enable all children to learn in ways, which suit them.

We offer ways for children to learn in different ways including:

- investigation and problem solving;
- open ended tasks;
- reasoning;
- research and finding out, with independent access to a range of resources;
- group work, paired work and independent work;
- effective questioning;
- presentation and drama;
- use of ICT;

- visitors and educational visits;
- creative activities, designing and making;
- use of multimedia, visual or aural stimulus;
- participation in physical or athletic activity;
- homework;
- extra-curricular clubs and activities.

Our Curriculum

EYFS Curriculum

In Nursery, we work to the Development Matters. This framework Prime Areas: CL, PSED & PD, and Specific Areas: Literacy, Maths, UW & EAD.

In Reception, we follow the Early Years Statutory Framework as set out in the EYFS Handbook 2018 for the Early Years Foundation Stage, published in November 2018 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis.

Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

English

Our English lessons develop pupils' spoken language, reading, writing, grammar, and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically.

In our Academy, English lessons are based around high quality, challenging texts that link with other curriculum areas. Staff prioritise time daily to read to children to further develop their love of reading and model reading for pleasure and enjoyment. Links are made to other areas of the curriculum through cross-curricular writing, drama, reading and the use of computing to write, publish and communicate in a variety of ways.

Phonics

In our Academy, we follow the Read, Write Inc phonics programme devised by Ruth Miskin. Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. They experience success from the very beginning with books matched to their increasing knowledge of phonics and 'tricky' words.

Reading

As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our area of focus and questioning looks at skills such as re-telling, inference and prediction. We believe strongly that high-quality texts are key to motivate children to read and in developing a love of literature. We start each new text with a slow reveal, where a small part of the front cover is revealed to stimulate imagination and book talk. We follow the book bands for guided reading as well as whole class reading.

Writing

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in becoming writers, we provide a wide range of activities including: use of film and imagery; modelled, shared and guided writing; peer editing and discussion. We use Talk for Writing strategies to encourage

pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and different audiences and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be shared on the Working wall and on class walls

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as they children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school.

Mathematics

We work towards the 2014 National Curriculum aims that all children should become fluent in the fundamentals of Mathematics, be able to reason mathematically and solve problems by applying their Mathematics. We ensure these skills are embedded within the daily Maths lesson and developed consistently over time through high-quality teaching. Where possible, some older year groups stream by ability to accelerate learning through focused teaching and support. We have adapted the White Rose Maths schemes of learning to fit our Academy and promote quality reasoning, which engages the children. Alongside this, our experienced teachers also supplement the White Rose materials with a range of other resources as necessary to address misconceptions and quickly move learning forward.

National curriculum maths programme of study

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science

Science makes an increasing contribution to all aspects of life. Children are naturally fascinated by everything in the world around them and Science makes a valuable contribution to their understanding. Children learn by playing with things in their world. They pick up clues about what they see, touch, smell, taste and hear in order to make sense of it all. Eventually they draw conclusions from all the experiences they gained. Here at Mablethorpe Primary Academy we encourage and help children to take a second, careful look at the world. By talking together children can be encouraged to explore and observe so that they can group objects and events and look for similarities and differences. They will need to measure and record the things they have found out in ways that make sense to them so that later they can talk to other people, (parents/carers/friends) about what they have discovered. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Wherever possible science work will be related to the real world and everyday examples will be used.

We also focus on how different people have contributed to major science discoveries and how the children can aspire to be scientists themselves.

Here at Mablethorpe Primary Academy we aim to teach science with the support of a planning scheme called PlanBee, we adapt the plans where appropriate. Science is taught on a two year rolling cycle. In KS1, the science units remain unchanged each year but in KS2 we alternate the units taught.

Science Programme of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1>

Art and Design technology

Our Art and Design Technology curriculum aims to equip children with a wide range of artistic skills. We aim to inspire children to experiment with these skills and to express their own creative fingerprints through their projects, working independently, in pairs and groups. Children are encouraged to reflect upon and provide constructive feedback to others, improving their own work and supporting their peers in their creative journey. We also study the work of well-known artists to inspire the children and help them find their own artistic flare.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Computing

Our computing curriculum supports and challenges our school community to use computational thinking and creativity to change the world. This begins in EYFS where we explore staying safe while using technology, how to use the basic functions of computers and where computers are useful. We develop this through to year 6 by investigating how our online environment changes as we grow, and how our online safety adapts to these changes. Computing is intertwined with other subjects where we research our curriculum area and present this research in a variety of ways, such as presentations, documents, posters and infographics. We explore coding through various programmes and methods, from introducing it with marble run and other process-style games to using Scratch Jr and Swift Playgrounds.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Modern Foreign Language

All of the KS2 children at our school have the opportunity to learn Spanish. A specialist Spanish teacher visits us on a weekly basis to teach these lessons, which help the children to engage with the language in a variety of fun ways. They enjoy learning the new language and this fosters in them a positive attitude to language learning which they carry with them into secondary school and through into later life. Our lessons are based around a scheme from 'Lightbulb Languages' and also make use of a wide variety of other resources. During their lessons, the children spend a lot of time listening to and speaking in Spanish. They also spend some time reading and writing Spanish words and sentences. Games and songs based on the new language also play an important role in embedding the Spanish vocabulary in the children's minds. Throughout KS2, the children build their knowledge of the subject, adding more areas of vocabulary and an increasing understanding of the grammar needed to put their own sentences together. Examples of some of the topics covered include colours in year 3, animals in year 4, sport in year 5 and buildings in year 6. Our Spanish lessons also give children the opportunity to explore the culture of Spain and other Spanish speaking countries, improving their cultural awareness and helping them in their journey to becoming global citizens.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

Our main aim is that children will learn and appreciate the joy of music. We primarily use the Charanga scheme which is adapted yearly to allow for changes in class organisation and is supplemented by other specific units of work, and opportunities to use music in after-school clubs, assemblies and productions. The Charanga Musical School Scheme supports all the requirements of the national curriculum, provides lesson plans, assessment and progression, enabling an integrated, practical, exploratory and child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing. Music lessons enable children to understand musical concepts through a repetition-based approach to learning.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Physical Education (PE)

Mablethorpe Primary Academy is committed to providing an opportunity for all pupils, of all abilities, to develop their skill, understanding and enjoyment in PE within a safe environment. We aim to deliver high quality PE which will inspire children to succeed and develop life skills such as co-operation, fairness and working with others as a team. Our curriculum aims are to improve the fitness, confidence and well-being of all our children through planning and assessment of PE which is measured using attainment and progress (PE MAPs), in year groups, using the following threads:

Physical - we plan and deliver PE so that children can develop a broader range of skills and begin to select and apply them more appropriately with increasing control and co-ordination.

Personal - PE allows children to develop communication and collaborative skills in partner and group work where they can praise each other others and offer support to their team-mates. Children can also be independent and strive to improve their own performances whilst having fun! Also, they can show their leadership skills and develop qualities of tolerance and trust.

Cognitive - In PE, children can describe how their work is similar and different from the work of others; they use this knowledge to improve their own and others' performance. They can learn how to plan tactics, compose and appreciate the work of others, which shows skills of co-operation, alongside fairness and respect.

Health - Children know what different levels of physical activity feels like and they can also suggest some reasons why their health will benefit if they are physically active for sustained periods of time.

Implementation

PE at Mablethorpe is delivered through a range of sporting activities including; multi-skills, gymnastics, dance, invasion games, net & wall games, striking and fielding games, athletics, swimming and outdoor adventurous activities.

Pupils participate in two high quality PE lessons each week. Furthermore, a coach provides staff with professional development and training for 12 weeks per year through collaboration of PE lessons.

Alongside staff, we also have sports coaches who teach a range of PE in our academy to help pupils gain more confidence, broaden their experiences of sport and ensure children are engaged in regular physical activity.

In addition, children are encouraged to participate in the varied range of extra-curricular sports clubs which PE Coaches and staff run to create a passion for sport and being active.

Lunchtime sports clubs are available each day to encourage children to take part, have fun and know the importance of a healthy and active lifestyle.

We ensure wider participation in the community by involvement in interschool sports competitions in KS1 and KS2, where children are encouraged develop teamwork and leadership skills. Children also enjoy competitions within lessons where they can develop their skills and knowledge and celebrate their successes.

Each year, a group of 15 Year 5 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting our Sports Leader with lunch-time clubs to promote enthusiasm for being active.

Children take part in daily exercise so that their energy levels are increased, they feel happier and can understand the importance of being healthy. Our aims are to improve health and fitness, as well as helping to improve mental health. By doing physical exercise, children are more likely to concentrate and maintain focus in lessons.

Whole school swimming has previously been organised for children to learn water confidence and safety; Year 5 and 6 have also developed their skills from this with swimming lessons for two terms. This year, when it is safe to do so, Y6 children will work towards achieving swimming 25m, using a range of strokes effectively and performing safe self-rescues.

Impact: Through our PE curriculum, we strive to motivate pupils to engage in sport and physical activity to improve their social and emotional well-being alongside providing our children with the knowledge, skills and confidence to be physically active and enjoy a healthy lifestyle beyond school years. Through PE, learning life skills such as competing fairly, co-operating with others and being respectful can help to embed lifelong values. but through the underpinning values and disciplines PE promotes.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

PSHE

We use the Jigsaw PSHE programme throughout school from Nursery all the way to Year 6. All pupils are taught a discrete PSHE lesson every week. It is an engaging and exciting programme which the children enjoy and can thoroughly immerse themselves in. Each term there is a new theme which is introduced through an assembly and whole school celebration. In Term 1, we look at Being Me In My World. This includes understanding my place in the class, school and global community as well as devising Learning Charters. In Term 2, we look at Celebrating Difference. This includes anti-bullying (cyber and homophobic bullying included) and diversity work. In Term 3, we look at Dreams and Goals. This includes goal-setting, aspirations, working together to design and organise fund-raising events. In Term 4, we look at Healthy Me. This includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices. In Term 5, we look at Relationships. Includes understanding friendship, family and other relationships, conflict resolution and communication skills. In Term 6, we look at Changing Me (this includes Sex Education) This includes Sex and Relationship Education in the context of looking at change. The Jigsaw programme is designed to teach the children how to feel confident in themselves, understand their own emotions and place in the world and go out into the world as happy, healthy and resilient individuals!

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education

Through our RE curriculum we provide opportunities to develop children's knowledge and understanding of world religions and reflect upon the challenging questions that it provokes. Our RE curriculum allows children to acknowledge the similarities, celebrate differences within the major religions, and make connections on how the religion studied has an impact upon the believers' lives. The main aim of Religious Education is

to encourage respect for all beliefs and cultures as well as helping to promote the pupils' spiritual, moral, physical and cultural development.

In order to deliver the aims and expected standards of the syllabus, R.E. should have the minimum allocation time of 5% of curriculum time. This roughly equates to one hour a week, although allocation time can fluctuate to match requirement.

At Mablethorpe Primary Academy, we plan our RE based on the Lincolnshire Local Authority's agreed syllabus (LAS). The long and medium term plans ensure that there is progression throughout the school and that children are building upon knowledge learnt in previous years. The themes are designed so that pupils progressively develop knowledge and understanding of the principal religions in Great Britain and Christianity is taught as a core religion in both key stages.

Our aims are to:

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- Have respect for other peoples' views and to celebrate the diversity in society and gives the children opportunities to learn about, reflect and celebrate the differences of today's society, which creates Modern Britain.

Religious Education DfE Guidance

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

Geography

Our geography curriculum at Mablethorpe Primary Academy will inspire in pupils a curiosity and fascination about the world and its people that will result in a life - long appreciation ensuring we respect and care for it for future generations. Children will learn the skills needed to be a geographer and the roles that they can become within the field of geography. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this

knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits particularly in our local area.

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the year groups. Geography is taught within themes that run through the whole school on a two-year rolling programme, focusing on knowledge and skills stated in the National Curriculum. We ensure all children gain 'real-life' experiences, which support our goal of raising educational attainment and aspirations. For example, using the local area to follow simple maps in Key Stage 1 and designing our own, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2.

The impact and measure of this is to ensure that children at Mablethorpe Primary Academy are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Geography Programme of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

History

We shape our history curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

At Mablethorpe Primary Academy, we aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world.

Our teaching equips pupils with knowledge about the history of Britain; how it has influenced and has been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions.

We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits particularly in the local environment.

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of whole school themes on a weekly basis focusing on knowledge and skills stated in the National Curriculum. Where possible we use high quality texts to support the history curriculum and real life experiences many in the local area. For example, using the local area to look at how buildings have changed in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to looking at an in depth study of the locality in Upper Key Stage 2.

The impact and measure of this is to ensure that children at Mablethorpe Primary Academy are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

History Programme of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year and many used as hooks at the point of introduction to our themes.

Trips and Visits

- We plan a series of trips throughout the year for each year group.
- The trips are directly linked to our topic work for example a topic on Traditional Tales may include a trip to Willingham Woods in order to allow children to experience what Red Riding Hood and Goldilocks might have felt.
- We organise a residential trip for our Year 6 pupils.
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Workshops and specialists

- Each year group will take part in a variety of workshops throughout the academic year.
- These will link to the wider curriculum or work towards a whole school theme. We invite specialists from a range of outside agencies.

Themed days and weeks

- We also have themed days and weeks throughout the year eg World Book Day, Careers and Aspirations week, Science week many more.

The Role of the Academy Advisory Council (the AAC) & Trust Governance (the Trust Board)

Our local academy council are involved in supporting the academy in its delivery of its aims and values for the quality of teaching and learning. The Primary Education Team, in the main through a linked Senior Education Adviser, undertakes the monitoring of the consistent approach to Teaching and Learning at the Mablethorpe Primary Academy.

The Role of Parents

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Sending home a termly knowledge organiser for KS1, Lower Key Stage 2 and Upper Key Stage 2 outlining the topic and curriculum for that term.
- Holding regular Parent's Evenings
- Inviting parents in to the academy to share in their child's learning;
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies;
- Teacher assessment forms sent home twice a year and one annual report at the end of each academic year

Impact

The impact and measure of our curriculum at Mablethorpe Primary Academy is to ensure children not only acquire the appropriate age-related knowledge linked to the curriculum but also skills, which equip them to progress from their starting points. In shaping our curriculum this way, progress can be measured and evidenced for all children, regardless of their starting points or specific needs.

The impact of our curriculum should also be measured by assessment procedures, which allow us to measure outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths
- End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

We teach our children to ensure we embed into their long-term memories and we define progress as knowing and remembering more. Teachers and staff work hard to plan a broad and balanced curriculum, which is expertly delivered to ensure a child's entire school experience enables them to develop a deep body of knowledge, which will see them through to further study, work and a successful adult life in whatever they choose.

When our children leave us, as well as being ready for a KS3 curriculum, they have a wealth of transferrable skills, which have been developed throughout their time at primary school in an inclusive and nurturing environment. We are proud that once the children from Mablethorpe Primary Academy have left, they have been supported through their transition; having been exposed to rich vocabulary and have high aspirations and self-belief all through the teaching of this broad and balanced curriculum.