Cultural Capital - Diversity

(Core Values - Respect, Kindness)

• Pupils study texts from a wide range of cultural backgrounds and historic periods (e.g. The Boy In Sriped Pyjamas, The Firework Maker's Daughter, The Matchbox Diary) Learning about the impact science has on the world around us. eg Electricity, light, movement
 Looking at the differences in habitats all around the world
 Exposure to famous scientists and inventors from different locations and cultures.
 Investigative and enquiry based learning is accessible to all learners and allows the diverse range of needs to be met by taking ownership of their learning • Significant People/People Who Changed the World - Florence Nightingale, Marie Curie, Emily Davison, Rosa Parks, Martin Luther King, • Significant Events/Eras- The Windrush Generation, the Shang Dynasty, World War 2
• Our History Curriculum studies the impact of invaders upon the UK, but also the impact of colonisation and the British Empire on other countries (e.g. The Raj) Australia (Aboriginal People, Animals and Great Barrier Reef)
 Climate, Weather and Extreme Weather - and how this impacts upon the lifeves of people living on different continents (e.g. floods in Bangladesh)
 The impact of international trade and international transportation
 Climate Change
 South America Study Pupils will explore the work of a range of artists from across the world and different cultures le.g. African Prints · Pupils will study how artists use their work to communicate feelings and messages about key issues Design and Technology As pupils learn about keeping safe online, they develop an understanding that all people should be treated with respect, regardless of differences, includinng online Pupils learn the importance of recognising when others are being targetted and how to support them and seek help • Pupils learn about a range of religions and beliefs and develop respect and understanding for the beliefs of others (e.g. Hinduism, Islam, Judaism) • Pupils learn about different types of families, valuing manners and courtesy, Inclusion Games linked with Paralympics/Commonwealth Games School Council - fundraising (Brain Tumour Charity, Wateraid) Assemblies (Inspirational People - Rosa Parks, Ghandi), HT Values Assemblies Assemblies (inspirational People - Rosa Parks, one Celebration Days - e.g. Diwali, Chinese New Year
 Play Leaders
 Wellbeing Champions
 Peer Mentors

Resilience

(Core Values - Determination, Self-Belief)



- Pupils draft, evalaute and improve their writing, learning that texts develop over time and are not always perfect on the first attempt
 Texts used show how characters overcome barrirs and challenges (e.g. The Boy In The Striped Pyjamas)

- Trial and error, TASC circle allows children to try to evaluate their learning
 Model making mistakes and learning from them eg show what isn't a fair test
 Using positive reinforcement throughout learning to encourage a growth mind set. Celebrate mistakes and the conversation you had and learnt from those mistakes eg 'We learnt that...'

- Study of how Significant People overcame challenges, barriers and discrimination e.g. Florencye Nightingale, Emklly Davison, Rosa Parks, Martin Luther King Junior
 Study of key events such as the invention of the internet, the first flight and how these overcame barriers and challenges and changed the world
 Study of key events such as World War 2 and how key figures overcame persecution and discimination (Holocaust)

- · Refugees and the barriers and challenges they have to overcome
- How animals and people survive in challenging climates How commnities overcome extreme weather events
- How communities overcome physical events such as earthquakes and volvanoes

Art

- Pupils learn that art is a personal expression and that there is no 'correct' way of creating it
 Pupils use sketchbooks to develop ideas and try out new skills
 Pupils learn how to evaluate theirs and others' art and make improvements

• As part of the design process, pupils plan their ideas and test them out, thus teaching them that not all designs work the first time and adjustments need to be made

- As programmers, pupils use critical thinking to create programmes for a given outcome, learning how to de-bug alogrishms and understanding that this is very uch part of the process of developing computer programmes
- Pupils apply their ability to evalaute their own and others' work in order to improve the final outcomes

• Pupils learn about Growth Mindset, how to manage their mental health and how to embrace failire, building a resilence toolkit

- Pupils are taught to understand that in order to develop skills, they must practise and value mistakes and losses as part of the learning process
- Where appropriate, references are made to well know sports personalities and their journeys
- Olmpian Visits and talks
 Cross School Festivals and SportingEvents
- Cross School restivals and Sportingevents
 Sports Days
 Vear 3/4 Outdoor Challenge Trip
 Year 5/6 Residential Trip
 Year 5/6 Apprentice Challenge
 Nativity/Christmas and End of Year Performances

Independence

(Core Values - Determination, Self-Belief)

• Pupils are taught to access resources independently to check and amend their work (e.g. working walls, spelling mats, peer support) Investigative approach encourages children to be more independent and in control of their own leaning. Questioning on 'how' we will find a question out allows children to think about what they need to know or investigate rather than just be old an answer
 Chris Quigley questions are encouraging all learners to be exposed to 'deep' elements of the science curriculum • Through Historical Enquiry and Investigation, pupils invetigate a range of historical sources, considering how these can be interpreted and how propoganda and bias can influence this
• Pupils are taught to pose and investigate questions about the past and carry out their own investigations and research • Pupils are taught to make connections and identify trends across time, drawing their own conclusions Pupils learn how to use different types of fieldwork to observe, measure and record human and phusical features
 Pupils learn how to collect and analyse statistics and other iformation in order to draw their own conclusions about locations
 Pupils will learn how to analyse and give their own views with regard to the effectiveness of different geographical representations • Pupils will investigate the causes and consequences of climate change and international trade, developing their own views and opinions in order to challenge practices which threaten the sustanability of our planet Pupils learn how to use sketchbooks to practise skills and develop ideas Pupils explore a range of artists' work to inspire their work
 Pupils learn how to evaluate their own work and make improvements Pupils learn a range of skills and techniques, developing confidence and preparing them for life (e.g., food preparation, wheels and axles) Pupils are encouraged to use peer support and evaluate their own work to solve problems • Pupils are encouraged to discuss their opinions and beliefs, learning how to share opinions in a respectful way and listen to others' points of view • Pupils learn how to take of themselves, keeping themselves physically and mentally healthy in a range of situations Pupils learn about democracy and human rights, develping self-advocacy
 Pupils learn about money and how to manage it effectively and safely Pupils are taught from Reception to take responsilibity for their equipment and to change themselves for PE · Pupils from Year 3 are taken swimming and are expected to look after their own equipment and change themselves

Enrichment

- · EYFS upils are taught to take care of their own equipment and to access resources in the learning environment independently Working walls and resources in classrooms are labelled clearly so that pupils can access support for their learning independently
 Trips and visits

- Year 3/4 Outdoor Challenge Trip
 Year 5/6 Residential Trip
 Year 5/6 Apprenctice Challenge

Risk Taking

(Core Values - Determination, Self-Belief)

• Pupils are exposed to a range of texts and visual literacy prompts to develop their own ideas, expand their vocabulary and create imagainative texts Science is skills based so children are constantly learning and adapting their skills by taking risks and learning as they are doing Giving children real life situation and examples of science to help them apply science purposefully
 Praising effort and collaboration not outcome Through Historical Enquiry and Investigation, pupils invetigate a range of historical sources, considering how these can be interpreted and how propaganda and bias can influence this, thus understanding that there is not always a right or wrong answer/point of view
 Pupils are taught to pose their own questions and carry out independent research to draw their own conclusions Pupils will develop the ability to pose and investigate their own questions and explore these through field work and investigating a range of sources
 Pupils will learn to evaluate the validity of inforrmation sources and draw their own conclusions · Pupils learn a range of techniques and through trial and error refine their skills • Through understanding that art is very personal and that there is no 'correct' way to do it, pupils develop confidence in their own ability and are prepared to take more risks with their learning • Pupils are taught to use a range of tools and materials safely understanding the associated risks and taking mitigating steps to reduce this risk (e.g. kitchen knives, glue guns, hacksaws) • Pupils are introduced to a range of computing software and applications and are encouraged to take risks with their learning to epxlore new ideas, using trial and error to create ambitious outcomes Pupils learn about a range of risks (physical, mental) and how to manage risk safely Pupils are introduced to a range of sporting activities (including swimming, tennis, gymnastics) and are taught how to take risks safely • From Reception, pupils are taught to take risks both with their learning and physically (outdoor play area) · Outdoor play equipment Outdoor play equipment
 Year 3/4 Outdoor Challenge Trip
 Year 5/6 Residential Trip
 Year 5/6 Apprenctice Challenge
 EYFS outdoor area and Forest School
 Year 5/6 Apprentice Challenge