

Curriculum Statement

Bourn is a school filled with hope. We steadfastly believe each individual is capable of great things. We work together in friendship, challenging ourselves and each other to be the best we can be. We aim for 'life in all its fullness', striving to make the world a better place.

Our values are: hope, forgiveness, courage, justice, friendship

Curriculum Cornerstones

Our vision and our values underpin our curriculum and guide our decisions with regard to what to teach and how to teach it

Our curriculum is based on the four cornerstones of: knowledge, skills, mindset and relationships

- **Knowledge:** the content of what is taught, which is cumulative and inter-linked and provides a basis for further learning and the application of skills
- **Skills:** the ability to do something, based on knowledge and repeated practice
- **Mindset:** the approach that children have to their learning, their belief about the nature of intelligence which can be developed through effort, the use of strategies, facing challenges, being resilient and learning through our mistakes (our belief that any child can be taught anything/any child can achieve great things)
- **Relationships:** the interpersonal, social and emotional skills which enable us to interact positively with each other, respecting differences, having compassion, making a positive difference in the world, in small and large ways

The fundamental principles upon which our curriculum is designed:

- We teach a broad range of subjects, based on the National Curriculum but not limited by it.
- The content of our curriculum is outward looking, ambitious and aims to ensure that children know their place in history, the present and as part of the future of the world.
- Our curriculum is designed to engage and inspire our children.
- Teaching is ambitious for all children, with appropriate support provided for those who need it rather than lowering the level of challenge.
- Educational research and cognitive science inform our approach to teaching and learning.
- The development of children's mindset and relationship skills are fundamental elements of our curriculum.
- Our curriculum brings the school values and cornerstones into context through the lives of inspirational people who have made a positive difference to the world around them.
- Our curriculum makes connections between subjects and between the subject and the world outside the classroom.

Our curriculum addresses the development of the children's mindset and relationship skills as well as traditional subjects

- The attitudes to learning that children develop are crucial to their success in life and these are taught explicitly throughout our curriculum and in all other areas of school life
- Children are taught that their intelligence is not fixed and that diligence, perseverance, being able to bounce back from setbacks and resilience are crucial to success
- Opportunities to make links between children's experiences and the values of the school are exploited both in planned activities and as they arise during the school day.
- Through PSHE lessons specifically, but at other times as they arise, all adults teach children how to keep themselves safe, how to develop and maintain healthy relationships with one another, how to be courageous in standing up against injustice and how to look after themselves and each other.
- Children are taught how to collaborate effectively and how to exercise good judgement, how to use reason and think critically.
- Children are taught how to develop their curiosity about the world around them, to notice, discover, learn and understand new things.

Our curriculum and the way we deliver it are based on evidence from educational research and cognitive science

- The use of regular low stakes testing in all subjects (quizzes) is used to aid memory retrieval
- The way in which we teach is grounded in research based principles of instruction
- Planning for learning is based on the principles of cognitive science

Our curriculum will draw out the connections between subjects and the world outside the classroom

- High quality fiction is used to make meaningful links between English and foundation subjects
- When planning curriculum content, links with real lives, events, the local community and the wider world are specifically planned to ensure that children learn within a meaningful context
- Within each subject, and during collective worship, children will learn about influential and/or inspirational people who have changed the course of history
- Learning is supported by visitors to school and experiences outside the classroom which take place at the most appropriate time in the learning sequence.

Planning

- The content of what children are to learn is made explicit during the planning stage which identifies what children should know by the end of each sequence of learning
- Planning ensures that links between previous and current areas of learning are made explicit, both within and across subjects in order to develop a schema of knowledge
- The development of skills is based on the acquisition of the knowledge identified within areas previously taught; learning factual knowledge must proceed or run alongside the development of skills.
- Planning for learning is based on knowledge of how memory works and how knowledge and skills are acquired
- Planning will cover the subject to appropriate depth, but not all subjects will be taught to the same depth

Fundamental skills

- The acquisition of the reading skills of decoding, fluency and comprehension is considered to be the highest priority for each child
- Not all areas within each subject will necessarily be covered in the same detail and depth, giving the opportunity for some areas to be learned in great depth

Knowledge/skills

Without knowledge, skills are not easily transferrable

Reading skills - *phonic decoding* does not help when the meaning of the words is not known.

Plinius Septicio Claro suo. Frequenter hortatus es, ut epistulas, si quas paulo curatius scripsissem, colligerem publicaremque. Collegi non servato temporis ordine - neque enim historiam componebam -, sed ut quaeque in manus venerat. Superest ut nec te consilii nec me paeniteat obsequii. Ita enim fiet, ut eas quae adhuc neglectae iacent requiram et si quas addidero non supprimam. Vale.

Reading skills – *comprehension* is compromised when background knowledge is not present.

Continuous operation of centrifugal pumps at low flows i.e. reduced capacities, leads to a number of unfavorable conditions. These include reduced motor efficiency, excessive radial thrusts, excessive temperature rise in the pumping fluid, internal re-circulation, etc. A certain minimum continuous flow (MCF) should be maintained during the pump operation. The condition of cavitation is essentially an indication of an abnormality in the pump suction system, whereas the condition of low flow indicates an abnormality in the entire pumping system or process. The two conditions are also inter-linked such that a low flow situation can also induce cavitation.

Reading skills are improved when knowledge is gained

If you consider the area within the B85 contains the PF's of a huge number of PJFE companies, it's quite surprising that the RTT moved 300z up the G9.

Writing –

- The skill of being able to form letters does not help writing if the knowledge of how to spell words is not present
- the skill of being able to write a biography of Newton does not transfer to being able to write a biography of Einstein, if no knowledge of Einstein is present
- The skill of writing an article for a pharmaceutical journal is greatly enhanced by the thorough knowledge of what you are writing

Maths

- The skill of calculation is enhanced by thorough knowledge of times tables and number bonds
- knowledge of units of measurement results in the skill of calculating area and perimeter being meaningful

Without skills, knowledge is of limited value

Knowing all the facts about Einstein without having the skills of transcription, and composition will not result in a good biography.

Knowing times tables but not having the skills required to calculate is not helpful when solving a problem.

Being able to identify all the parts of an engine does not mean you can repair it.

Being able to sing or play every note on a saxophone is of no use unless you know how to combine them into a melody.

Knowing the rules of rugby inside out does not help if you can't combine running, throwing, catching and tacking on the field of play.

Etc, etc...