



Curriculum Threads

Designing & enhancing a meaningful curriculum for our community.



Contextual Design Principles



→ **Aspirational** to embrace the full **breadth and depth** of the national curriculum so that all pupils, regardless of starting points, know more and remember more; we enhance this offer by zooming out & going deeper, making connections and looking beyond core curriculum knowledge, building pupil's **cultural capital** and developing learning behaviours through **creative habits**, empowering children to prepare for future challenges and future prospects for social mobility

→ **Meaningful** to our community & context by promoting Spiritual, Moral, Social & Cultural Education, including British Values & the Protected Characteristics. Inclusive of our Deaf pupils, reflecting local history & key figures, building pride in our local community and offering a window to a global community. We must prepare pupils for the challenges currently affecting our world including **mutual respect** and **sustainability**. **Safeguarding** is woven through the curriculum and we respond to **incidental** education, current affairs and events in the community: we learn from these and plan future curriculum change to teach our pupils in an ever-changing world.

Knowledge is taught discretely and linked in a **meaningful** way - it has a clear progression through the use of knowledge progression documents: learning builds upon what has been previously taught, allowing children to embed knowledge by creating schemas and transferring their 'sticky' knowledge to their long-term memory.

→ **Vocabulary rich** so that pupils develop tiered & subject specific vocabulary by accessing high quality reading materials through a bespoke **reading strategy**. Pupils '**read to learn**' across subjects and are well prepared for **disciplinary** study in all subjects and further education, with **oracy** skills developed to enable pupils to articulate through well developed speech, language & communication. The teaching of BSL support all pupils through dual-coding.

→ **Experiential** so that all pupils access, learn and embed knowledge through first-hand experiences, collaboration & moments of wonder, both in the classroom and beyond. All pupils visit new places & meet new people: socio-economic background is no barrier to educational visits. We know that opportunity promotes good attendance.

Sustainability



To build a sustainable community with responsible consumption and production for climate action & prosperity for our planet and its inhabitants.

- A school '**Sustainability Team**' leading on the UN Sustainability goals with leadership development through Nottingham Trent University Sustainability Conference.
- Key figures: Class names and assemblies themed on Rachel Carson, David Attenborough & Jane Goodall.
- A journey of reading through Class Novels. Themed Reading & school library
- Themed events, including 'Switch off Fortnight', 'Travel Smart' & 'The Big Grow'.

Diversity



To embrace & celebrate differences in people all around the world to promote inclusion & recognise achievements.

- An Equality, Diversity & Inclusion Plan has been implemented to provide pupils with windows and mirrors to our world and secure tolerance and mutual respect.
- Equality, Diversity & Inclusion Lead works with the '**Diversity Ambassador**' Team to represent all pupils.
- The Langley Mill Academy Curriculum builds a broad and deep knowledge of Diversity through reading materials, Art, RE & Citizenship
- An assembly programme that ensures pupils know & demonstrate fundamental British Values of tolerance & mutual respect and build knowledge of Protected Characteristics. Windows to the world are provided through Lyfta & recognition of annual festivals and 'In the News' events.
- A journey of reading, including whole class Themed Reading extracts, class novels, class library '100 Books' and library dedicated section support knowledge of people, heritage, and culture.
- Key figures in the curriculum are identified and class names & assemblies celebrate these.

Creativity



To develop core creative habits becoming inquisitive, persistent, and collaborative recognising the need for discipline when coming up with imaginative ideas, solutions, and products.

- Pupils develop core creative habits as 'learning behaviours' to prepare for an unknown future.
- Pupils become persistent and recognise aspiration.
- Collaboration is promoted to allow for distributed cognition & shared learning experiences.
- Shared creative experiences through meeting artists and reading about creativity through our school library.
- A 'creativity week' and class assemblies recognise creative individuals and their achievements.

Community



To bring us together to create an inclusive culture of belonging purpose & hope for all.

- Building pride in our local community, including key figures, and embracing our national and global community through windows and mirrors.
- Visitors to school including NHS workers, fire officers, the police, Red Cross, Dog's Trust, local councillors & artists.
- Fully inclusive of our Deaf community teaching British Sign Language & deaf awareness to all pupils.
- Visits to local churches, river wetlands, infrastructure, and museums,
- Supporting the local community through fundraising events, food bank collections & promoting local offers.
- A 'School Council' unites our school community & gives all pupils a voice through democratic election.
- Celebrating our achievements with our community, including class assemblies, learning looks, showcase events, values assemblies, theme days and weekly newsletters.