



Curriculum Statement of Intent:

At Park Academy, we have designed our curriculum with the intent that children will experience a broad and balanced curriculum which is engaging, exciting and will equip them for both today as well as their future lives. Every child is recognised as being a unique individual and we celebrate and welcome differences within our diverse local community. Our curriculum recognises the context of our school and the various challenges that this can bring along with opportunities.

Our school welcomes children from a wide range of backgrounds which is reflected by the multitude of languages spoken throughout the school. Many of our pupils and their families are new arrivals to the United Kingdom and have a very limited or developing proficiency in English. Pupils bring a variety of educational experiences which range from no previous schooling to education in their cultural language. To address this our curriculum encompasses a strong focus on vocabulary and oracy to ensure that all children have the capacity to communicate effectively. Being able to communicate effectively allows children to fully access learning and provides a deeper understanding so that children can acquire key knowledge which they can utilise in their learning both now and in the future.

We understand that many of our children have limited experiences outside of school and consequently do not have an equity of opportunity. For many of our children, parents work long hours in shift work which means family time can be limited. For others, financial constraints mean that wider opportunities are harder to provide. Our curriculum is designed to address deficits in cultural capital and allow our pupils to close gaps in knowledge and experiences so that pupils can access an increase in equity in future life opportunities. Experiential learning is a high priority for all stakeholders at Park Academy and our intent is to facilitate access to a broad range of memorable, first-hand experiences both within and outside of school and within a local and wider context. Our curriculum will expose all learners to the wider world and the awe and wonder which lies within it.

We believe that raising the aspirations and ambitions of our pupils is key to their future successes and the intent for our curriculum is that all learners will understand the opportunities that are available to them and have the confidence and desire to access these. Lincolnshire is a rural county with predominantly low paid jobs and limited access to higher education as well as professional jobs. Boston has high indicators for deprivation as it is ranked 5684th out of 32844 neighbourhoods in England, and so it is crucial that we raise the aspirations of all our learners to achieve and fill their full potential. We want our children to be independent, resilient, confident, successful learners so they can make positive contributions to their community and the wider world.

The rise in childhood obesity and illnesses such as the early onset of Type 2 diabetes and heart disease has highlighted the dangers of unhealthy lifestyles. Boston has been identified as the town in the United Kingdom with the highest rates of obesity with 34% of the town's population being obese. At Park Academy we believe we have an important role to play in encouraging children to make healthy life choices. Educating children on the benefits of healthy eating and regular exercise can bring about both immediate and long-term improvements to their quality of life. A healthy diet is essential for maintaining and protecting children's health, for ensuring they perform to their full potential during the school day (both academically and physically) and for their growth and development.

In order to ensure that pupils can commit knowledge concepts and skills to long term memory, we have core vertical themes which are taught within each foundation subject area as outlined below.

Religious Education

- Being human – how does faith and belief affect the way people live their lives
- God/Gods – what do people believe
- Community, worship & celebration – how do people express their religion and beliefs
- Personal response – exploring feelings towards peoples own beliefs and that of others (tolerance, respect and appreciation)
- Life journeys and rights of passage – ceremonies and festivals

History

- Human-Environment interaction: Human's changing the environment and the environment impact on humans
- Cultural Diffusion: Exchange of new products, ideas and or beliefs, exchange through trade routes and migration of people
- Belief Systems: Religions – one God or several and how believing influences decisions in social and political interactions
- Political Power: King, Emperor or leader, one or many leaders, social pyramid, types of government and revolts or rebellions
- Social Power: Humans working together, formation of social pyramids, class and caste systems, trade networks.

Geography

- Location – Position on the Earth's surface
- Place – physical and human characteristics
- Human-Environment interaction – shaping the landscape
- Movement – humans interacting on Earth, how do people, ideas and goods move
- Region – what areas have common characteristics and how they form and change.

PSHE/SRE

- Families and people who care for me- recognising there are different types of families and people who can and do care for us
- Caring relationships – the characteristics of healthy relationships, building trust and recognising there will be times where there is disagreement (how this compares to bullying)
- Respectful relationships – understanding the importance of self respect and respecting other and the conventions of courtesy and manner
- Online relationships – understanding that there are safe and unsafe online relationships and what triggers concerns, how to deal with this and to seek advice from others
- Being safe- knowing that their body belongs to them and what sort of boundaries are appropriate, recognizing how to respond to unsafe contact or feeling and how to access help
- Mental wellbeing – this is a normal part of life (as with physical health) and people react and respond with different emotions
- Healthy Lifestyles – the importance of physical activity and a healthy diet and avoidance of harmful activity and substances
- Growing up – changes to our bodies and keeping them healthy including understanding concepts of basic first aid.

Art and Design

- Artists and craft makers - to explore how artists use the elements of art to create an effect and to help convey their intent and how artists and designers have helped shape our history
- Elements of art and design- line, shape, colour, value, form, texture, and space
- Experimenting in art and design - balance, contrast, emphasis, movement, pattern, rhythm, and unity/variety.
- Creating – produce creative works, exploring their ideas and recording their experiences

Design Technology

- Investigate and evaluate existing products
- Use focused tasks to develop particular aspects of knowledge and skills
- Undertake design and make activities - make 'something' for 'somebody' for 'some purpose'
- Evaluate effectiveness of finished product in terms of meeting purpose
- Understand how design technology has impacted on our lives now, in the past and into the future

IT & Computing

- Use logical reasoning to predict the behaviour of simple programs
- Create simple algorithms (KS2)
- Use technology purposefully - to create, organise, store, manipulate and retrieve digital content (and combine various elements for KS2)
- Recognise common uses of information technology beyond school
- Safe & respectful use of technology - keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Music

- Singing - improve pupils' internalisation of music through high-quality singing and listening
- Incorporate technology - use technology to promote creativity and widen inclusion
- Playing music - reading music, interpreting performance directions- dynamics, tempo and style, performing to an audience
- Composing music - responding to a stimulus to create music, improvising around a given scale or chord sequences, arranging music
- Listening and analysing music - exploring different genres of music through time, learning about the "Great Composers" and their works, developing the ability to pick out key elements of music through listening

PE

- Acquiring developing skills – performing basic and advanced skills in a range of activities that develop muscular strength, flexibility and bone health include weight-bearing activities such as climbing, jumping, skipping, gymnastics, dance, aerobics, circuits, and sports such as basketball and volleyball.
- Problem solving – team building and logical thinking
- Tactical understanding and cooperation– outwitting opponents through developing tactics and working together (games and athletics)
- Benefits of exercise – physical, mental and social and alongside a balanced diet constitutes a healthy lifestyle
- Leadership – communication, decision making and confidence
- Technology – how this can be used to improve and enhance performance (PE passport)

MFL

- Vocabulary – develop through speaking, listening, games and songs
- Conversation – develop through focus on sentence structure and grammatical conventions
- Reading – develop through links to phonics, knowledge of vocabulary and the use of picture books and familiar stories
- Writing – develop through vocabulary, conversation and reading and phonics
- Culture – experience the richness and diversity of language and experiment with its use; and explore the culture and customs within the country of origin