



Keskowethyans
Multi Academy Trust

Date Reviewed by the Committee	27.09.16
Date Adopted by The Board	18.10.16
To be reviewed next	Autumn Term 2017
Signed by Chair	

Curriculum Statement

Date policy sent to	Date
Administrators	15.11.16
Lead Teachers	15.11.16
GS for Website	15.11.16
Relevant other ie Safeguarding Director/Subject Co-ordinator	

To meet the requirements of the National Curriculum, the Keskowethyans Schools follow a set of planned thematic topics on a rolling four year programme (see below), with each topic generally running for a term.

Year	Autumn Term	Spring Term	Summer Term
2015/16	Food Glorious Food	Making a Difference	Olympics
2016/17	Journeys	Let Me Entertain You!	The Great Outdoors
2017/18	Back to the Future	Around the World in Eighty Days	Myths, Magic and Mysteries
2018/19	Triumphs and Disasters	The Deep	There's No Place Like Home

The 'topic-based' approach to the curriculum means that, wherever possible, we group our subjects around a broad theme. The topics we choose depend on three factors:

- the content set out in the National Curriculum for each of the subjects
- the interests and needs of the children
- the core values of our schools, and our goal to be a happy and healthy place to learn

The Keskowethyans Schools operate a four year rolling programme across all year groups to ensure that our mixed age classes explore different topics throughout their schooling. The breadth of the topic means that while our KS1 children were learning about the Great Fire of London for the topic 'Disasters and Triumphs', the KS2 children were exploring WW1. The broad themes also provide opportunities for pupils to develop skills in other subjects.

'Disasters and Triumphs' covers lots of History in the National Curriculum, for example, but in English children have learned about historical narrative, significant war poetry and non-fiction texts linked to the topic, whilst in Art, pieces have been influenced by people and artists affected during the period.

Planning for these topics always starts with the children and, prior to staff organising learning opportunities, there are pupil conferencing and joint brainstorming sessions where the theme is explored in preparation for teachers to plan mid and short term learning. The National Curriculum sets out the minimum content. Keskowethyans Schools make sure children learn lots of additional skills, knowledge and understanding.

Not all subjects can naturally 'fit' within a topic and so these subjects are usually taught in a discrete way. Examples of this would include Religious Education which follows the Cornwall SACRE agreed syllabus and PSHE where we follow the Christopher Winter Project scheme of work. For mathematics we use Abacus maths resources to support the planning and teaching of maths, while Y2 and upwards do 'Nifty Numbers' at the beginning of every maths lesson, which is designed to improve mental maths.

For information on our approach to the teaching of reading and phonics then please refer to the Keskowethyans website.

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

AIMS

Work in the Keskowethyan schools is planned to meet the requirements of the National Curriculum.

The Keskowethyan schools aim to:

- Cater for the needs of all individual children, including the most able and those who are experiencing difficulties
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, confident and considerate members of the community.
- Create and maintain an exciting and stimulating learning environment
- Provide a broad and balanced curriculum
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement
- Treat children in a dignified way

We aim that all children should:

- Learn to be adaptable, to solve problems in a variety of situations, to work independently and as members of a team
- Be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values, on which to base their own behaviour
- Behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their schools
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Demonstrate non-sexist and non-racist attitudes
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- be developing an enquiring mind and scientific approach to problems
- have an opportunity to solve problems using technological skills
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
- have some knowledge of the beliefs of the major world religions
- be developing agility, physical co-ordination and confidence in and through movement
- know how to apply the basic principles of health, hygiene and safety