



**Nurture, Nature, Knowledge**

***Enabling inquisitive thinkers and inspired learners with kind hearts.***

## **Curriculum Intent and Rationale**

### **What are the aims of our curriculum?**

**The aims of our curriculum are intrinsically linked to our motto and vision:**

- To inspire and encourage our children to become lifelong learners and have high aspirations.
- To equip our children with the skills necessary to be global neighbours in the modern world and make a difference to their communities.
- To provide our children with the breadth and depth of knowledge and skills across the curriculum that they need to flourish throughout their next phase of education and beyond.
- To ignite potential and contribute to its fulfilment through a nurturing environment that provides learning opportunities that are high challenge, low threat.
- To promote our Christian values of Friendship, Respect, Perseverance, Truthfulness, Forgiveness and Courage, and British values, to support all aspects of each child's development.
- To promote social action within the local community and beyond so that children understand they can contribute to change and improvement and become courageous advocates.
- To recognise each child as a unique child of God and celebrate individuality.

### **What do our children need and therefore what do we include in our curriculum design?**

**At Himbleton, we respond to the needs of our cohort. Therefore our key curriculum drivers are:**

- resilience;
- independence;
- risk-taking;
- disagreeing well and challenging respectfully;
- critical thinking, problem solving and reasoning;
- awareness of the wider world.

### What can our locality contribute our curriculum offer?

- A supportive community that is a rich resource – we have members who have a wide variety of life experiences and a wide range of skill sets.
- Close links to the church and an active clergy who support and enhance our curriculum offer.
- A fantastic rural location that provides a high quality stimulus for work in a range of curriculum areas.
- Extensive outdoor grounds that enable us to provide an enhanced, progressive Forest School curriculum throughout the school to develop key learning skills, as well as offering an innovative approach to aspects of the Science curriculum.
- Village environment with range of amenities that are available to enhance our curriculum offer e.g. village hall can be used for PE, church.
- Centrally location close to facilities in Worcester, Droitwich and Pershore: visits can be planned and accessed easily as part of our curriculum offer e.g. The Hive, local libraries, sports centres, residential homes.

### Our Curriculum Design Approach

At Himbleton CE First School and Nursery we understand that, although they are intrinsically linked, there is a difference between knowledge and skills. Both are important and both need to be taught effectively using a progressive, sequential approach that allows opportunities for both practise and application in a range of ways to embed and deepen understanding, so that long term retention is ensured. Repetition, rehearsal, revisiting and application across the curriculum is vital to ensure that a path is worn and learning is fully embedded, enabling children to make meaningful associations as they progress (Rohrer & Taylor, 2006; Rawson & Kintsch, 2005).

To achieve this, we adopt a carefully planned thematic approach to curriculum design that fulfils the statutory requirements of the National Curriculum 2014 but extends beyond this. We have long term plans in place, in which themes have been carefully sequenced to ensure knowledge and skills are built upon logically and revisited in a timely fashion. Themes may be interpreted in varying ways to suit the needs of different cohorts of children, to ensure that our outlined aims can be met; the rationale for each interpretation will be outlined in the planning process for each cohort. We have high expectations for all groups of learners and track progress rigorously from starting points to ensure potential is realised. Children complete elicitation tasks at the outset of a sequence and a knowledge and skills organiser task at the end to evidence progress. A range of challenge and support strategies are planned within our curriculum to ensure all needs are fully met.

We design our curriculum so that our children are given opportunities to fully invest in their learning and make meaningful links; learning themes are designed to enable children to learn through real-life experiences and purposeful contexts. Our planned learning opportunities privilege high quality thinking over task completion.

**WE BELIEVE THE HIMBLETON CURRICULUM IS REALLY SPECIAL AND HAS LONG TERM IMPACT FOR OUR CHILDREN.**