



## Our Curriculum Drivers

At Blackmore Primary School our curriculum is built around the principle of empowering learning through greater learner involvement in their work and is based upon the Learning Challenge Curriculum™.

We have based our curriculum on three key drivers:

### **Our Place in Our World**



Broaden Horizons

### **Life Skills and Attitudes**



Explore Diversity

### **Ambition and Possibilities**



Positive Change

The drivers have been chosen to promote pupils' awareness of their role in their community, their country, and their world. They are personal to our school and will drive and shape the themes for learning.

The curriculum has been designed to challenge, inspire, engage & motivate all learners. It includes a prime learning challenge, expressed as a question, as starting point. Using pre-learning tasks to establish what learners already know, what misconceptions they may have and, equally as important, what interests them will help to ensure that learners are directly involved in the planning process. Teachers will take account of the outcomes from pre-learning tasks to plan subsequent learning challenges.

Continuity and progression in the curriculum will be built around essential knowledge, understanding and key skills within each subject. These are broken down into year group expectations and have additional challenges for able learners. This will allow us to guarantee that essential skills are being developed, alongside statutory National Curriculum requirements. English, mathematics and ICT skills will be incorporated across the curriculum, where it is appropriate to do so.

We consider that time for children to review their learning is central to success. Therefore, once the end point of a learning journey has been reached, there is an opportunity for children to revisit and reflect upon knowledge and skills, thereby enabling a change in the long-term memory.

Empowering learners is another key component of our curriculum delivery and is about helping students to become better equipped to learn. We have created a culture in our classrooms which nurture habits and attitudes that enable young people to face difficulty and uncertainty calmly, creatively and with confidence; believing that everything is possible. An overview of the six elements of empowering learning are illustrated in the diagram below for your information. Greater detail for your child's year group can be found under the Key Information tab.

## Overview of Empowering Learning

<b>Self Manager</b>	<ul style="list-style-type: none"> <li>• Organise themselves and work out goals and priorities</li> <li>• Show personal responsibility, initiative, creativity and enterprise</li> <li>• Anticipate, take and manage risks</li> <li>• Commit themselves to learning and self-improvement</li> <li>• Respond positively to change</li> </ul>	<b>Reflective Learner</b>	<ul style="list-style-type: none"> <li>• Evaluate their strengths and limitations as learners</li> <li>• Review their work and act on outcomes</li> <li>• Set themselves realistic goals and criteria for success</li> <li>• Monitor their own performance and progress</li> <li>• Invite feedback and deal positively with praise, setbacks &amp; criticism.</li> <li>• Make changes to improve their learning</li> <li>• Communicate their learning in relevant ways to different audiences</li> </ul>
<b>Effective Participators</b>	<ul style="list-style-type: none"> <li>• Engage actively with issues that affect them and those around them.</li> <li>• Play a full part in the life of the school</li> <li>• Take responsible action to bring improvement for others as well as themselves</li> <li>• Discuss issues of concern, seeking resolution</li> <li>• Present a persuasive case for action</li> <li>• Propose practical ways forward</li> <li>• Try to influence others, negotiating and balancing diverse views</li> </ul>	<b>Independent Enquirer</b>	<ul style="list-style-type: none"> <li>• Gather, process and evaluate information in their investigations</li> <li>• Plan what to do and how to go about it</li> <li>• Draw conclusions and evaluate outcomes</li> <li>• Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes</li> <li>• Use range of techniques to collect and organise information</li> </ul>
<b>Resourceful Thinker</b>	<ul style="list-style-type: none"> <li>• Think creatively by generating and exploring relevant ideas, and making original connections</li> <li>• Find links and see relationships</li> <li>• Explore &amp; experiment with resources and materials</li> <li>• Ask 'why', 'how' and 'what if' questions</li> <li>• Apply imaginative thinking to solve a problem</li> <li>• Try different ways to tackle a problem</li> <li>• Work with others to find imaginative solutions and outcomes that are of value</li> </ul>	<b>Team Worker</b>	<ul style="list-style-type: none"> <li>• Work confidently with others, adapting to different contexts and taking responsibility for their own role</li> <li>• Listen and take account of others' views</li> <li>• Form collaborative relationships, resolving issues and reaching agreed outcomes</li> <li>• Adapt behaviours to suit different roles and situations</li> <li>• Show fairness and consideration towards others</li> </ul>