

United Learning Primary Curriculum

Curriculum Statement

The United learning Primary Curriculum is based on the principles of the United Learning **Framework for Excellence**.



United Learning Framework for Excellence

Development

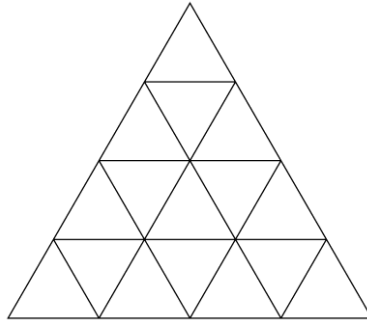
Teachers and leaders in our schools have worked with subject specialists to develop the curriculum. Central to the 'Continuous Improvement' strand in the **Framework for Excellence** is the way in which we 'always look at the evidence, and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. '

Our curriculum development is informed by current research and is reviewed to ensure continued impact.



Entitlement

Our curriculum has the breadth of the national curriculum as a basic entitlement for **all** pupils. However, it goes beyond this to ensure a depth of knowledge and understanding. The curriculum enables pupils in Key Stage 2 to develop a broad base of knowledge on which to build future learning. It can be thought of as a 'knowledge pyramid', where future learning both links with and builds on prior learning.



We have high expectations of all pupils and an expectation that **all** pupils will access the whole curriculum.

Vocabulary and Cultural Literacy

We recognise that for many of our pupils, particularly those from disadvantaged backgrounds, access to language comprehension and cultural literacy is paramount. As such, the curriculum has a core focus on vocabulary development within and across subjects. Our curriculum gives pupils access to the 'best that has been thought and said'.

Subject-Based Learning

The curriculum incorporates the rigour of subject disciplinary knowledge. Therefore, it is based on individual subject learning. Links across subjects are made where appropriate but the curriculum is planned so that it doesn't sacrifice subject identity and progression for cross-curricular links.

In Key Stage 1, the focus is on developing language, early reading and early mathematics skills. Subjects are woven together with these skills at the core. In Key Stage 2, subjects are planned as pure subject disciplines with links to English and mathematics. Art and design and design technology incorporate links to the other subject disciplines. It is down to teachers to make appropriate cross-curricular links in other areas.

Vertical concepts are planned carefully so that pupils can build on prior knowledge within and across year groups. For example, in history, vertical concepts of 'causation' and 'democracy' are visited and revisited across Key Stage 1 and Key Stage 2.

Alongside the subject knowledge, the curriculum allows pupils to develop syntactic knowledge; what is it like to think as a historian, poet and mathematician, for example.

Subject Content

The overall content of individual subjects is structured as a narrative over time. Individual lessons build into coherent units of work which in turn contribute to the overall content arc.

Our curriculum is adapted in parts to ensure that the content is appropriate to pupils in different contexts. There is a focus on pupils understanding their place in the world including an understanding of their local area.

Implementing the Curriculum

The implementation of our curriculum is based on the core values of the United Learning Academy Trust:

- Ambition – to achieve the best for ourselves and others;
- Confidence – to have the courage of our convictions and to take risks in the right cause;
- Creativity – to imagine possibilities and make them real;
- Respect – for ourselves and others in all that we do;
- Enthusiasm – to seek opportunity, find what is good and pursue talents and interests;
- Determination – to overcome obstacles and reach success.

The implemented curriculum relies on being able to deliver on the intended curriculum. We have high expectations of staff to deliver the curriculum in the way it is intended.

As an Academy Trust, we expect quality first teaching for **all** pupils. The individual lesson content within our curriculum is based on Rosenshine's Principles of Instruction.

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