

# Lancasterian School

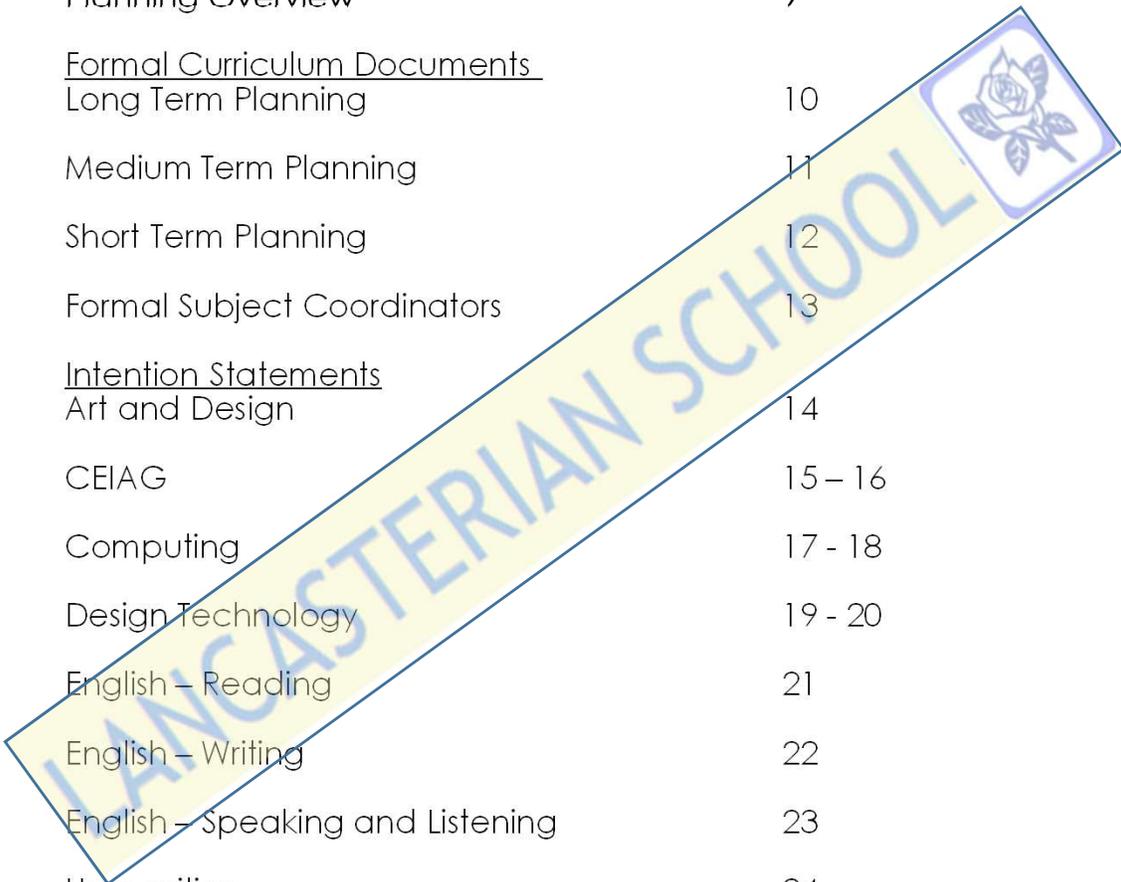
Formal Curriculum Document



*Inspire* ★ *Grow* ★ *Achieve*



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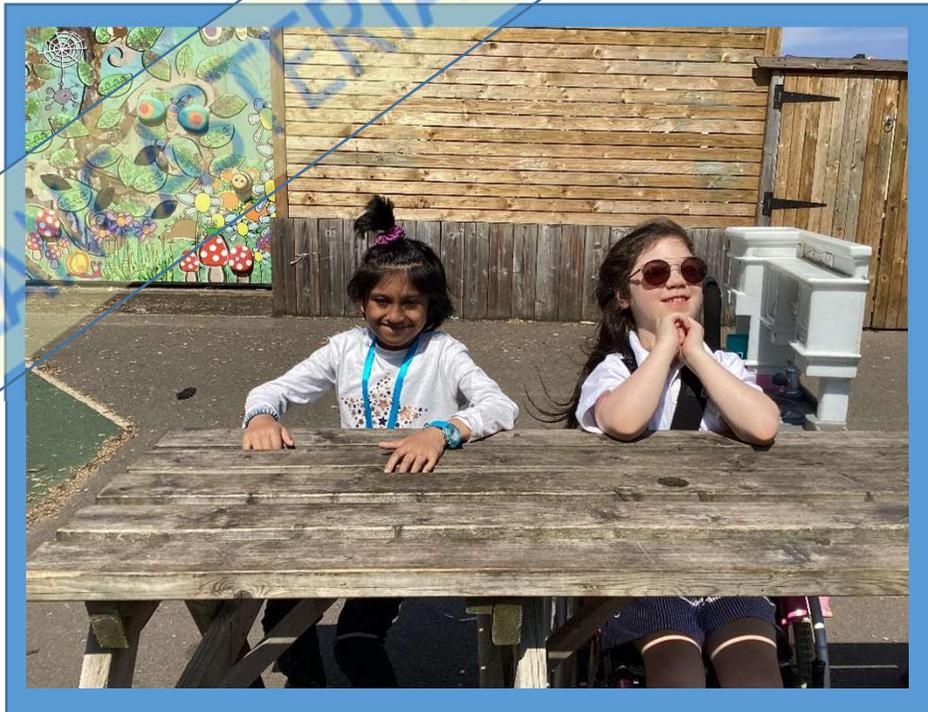
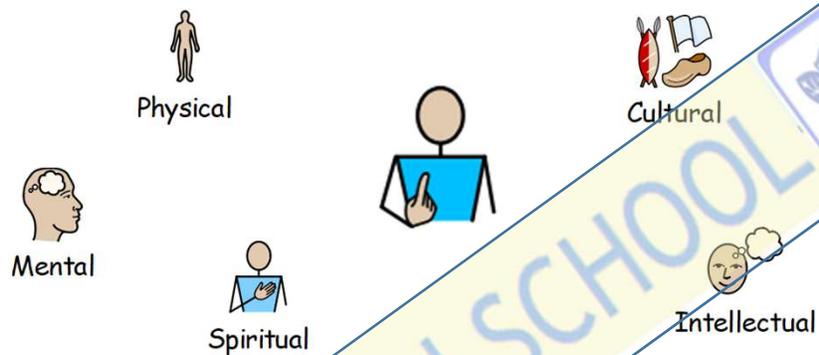


## Curriculum Vision and Intent

The Lancasterian Formal Curriculum is based on our school ethos and values:

**Inspire, Grow, Achieve**

It aims to take a holistic approach to address the **physical, mental, spiritual, cultural** and **intellectual** health of our pupils.

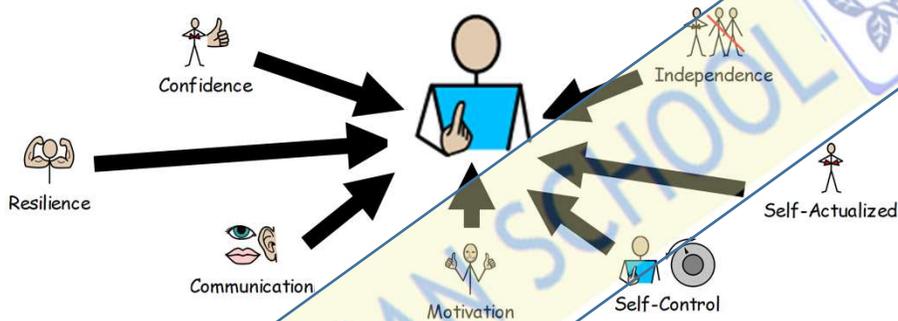




Intent

Our curriculum is underpinned by our **curriculum drivers**. Our drivers reinforce everything we do at Lancasterian. From teaching pedagogy to resources.

The drivers are our **fundamental beliefs** about the core skills we want every pupil to develop. They are a set of attitudes, skills and behaviours that underpin success in our school and beyond.

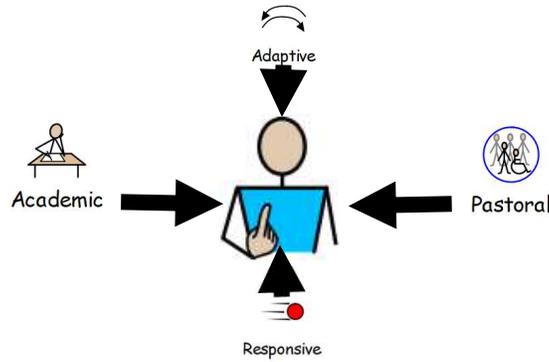




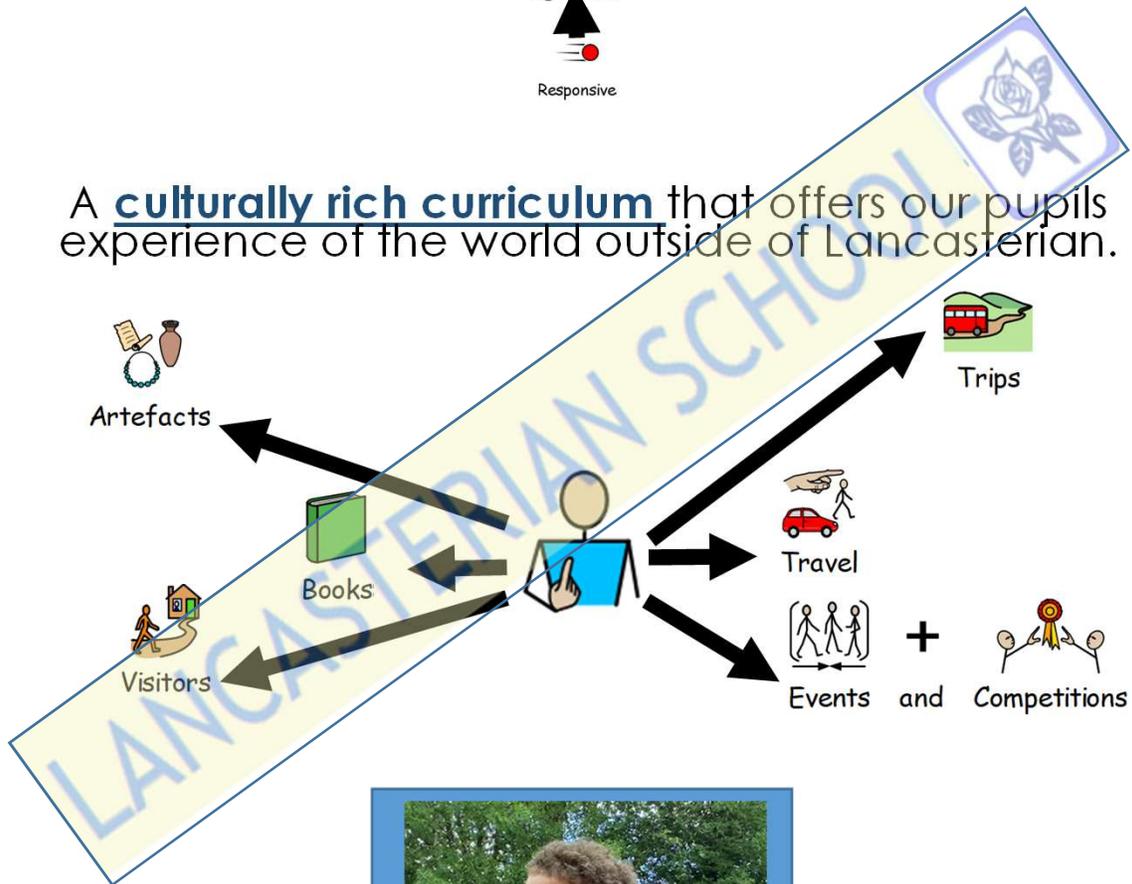
Intent

**The Lancasterian Formal Curriculum is:**

A pupil focused curriculum that puts the needs of our pupils first.

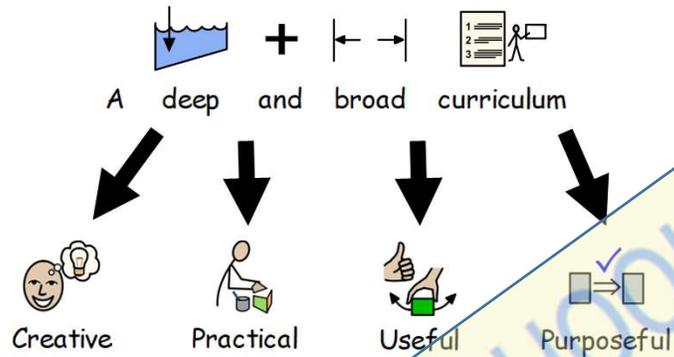


A culturally rich curriculum that offers our pupils experience of the world outside of Lancasterian.





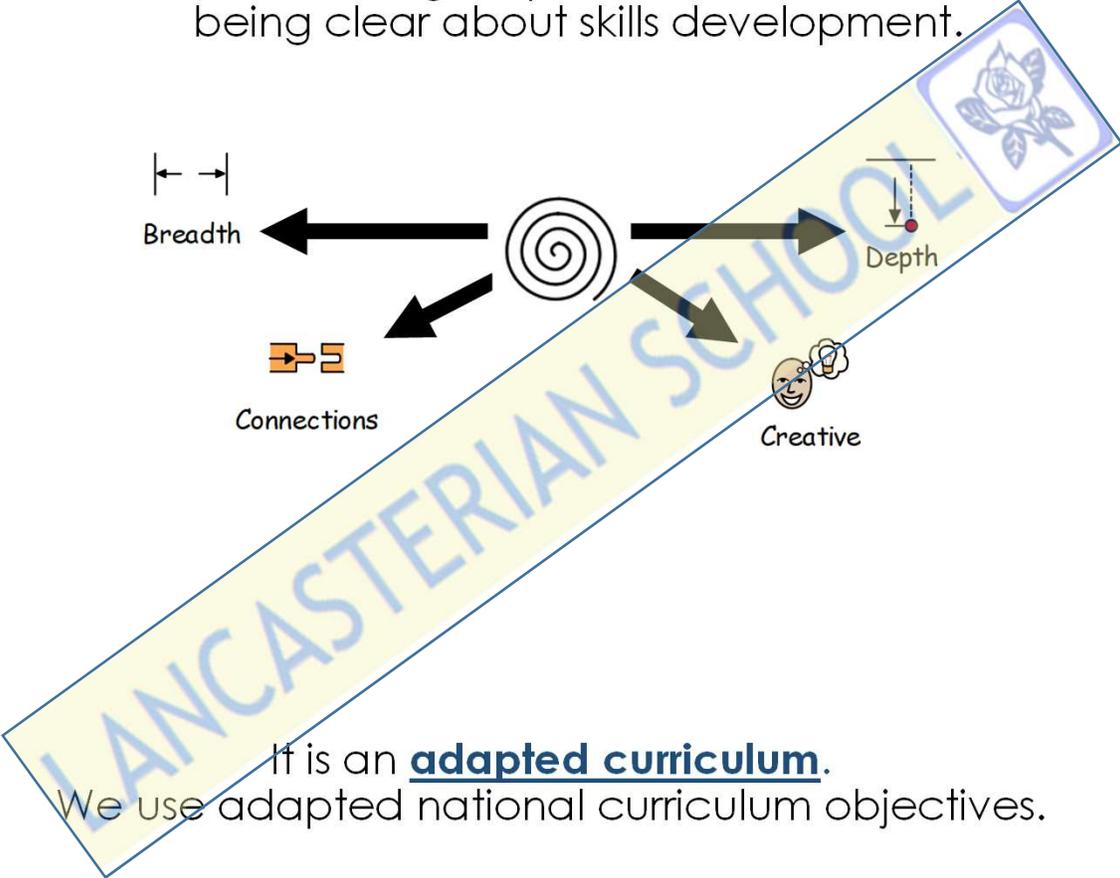
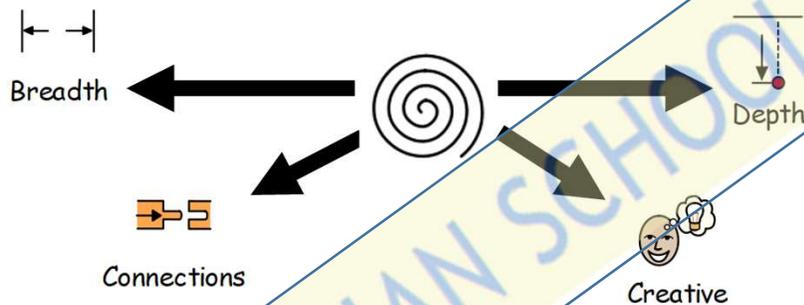
A **functional curriculum** that enables our pupils to put learning into a real life context.



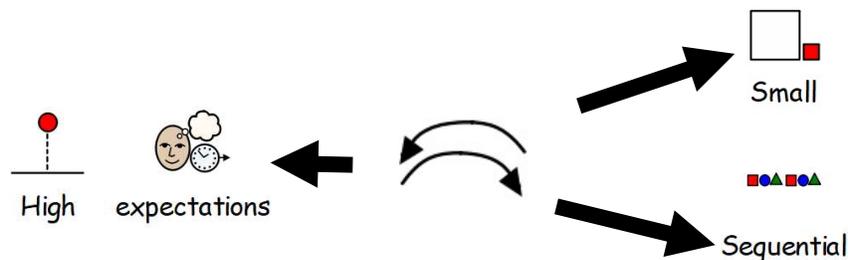


It is a **spiral curriculum** that gives pupils opportunity to embed learning by revisiting learning horizontally, across a year, and also vertically, within a key stage and beyond, offering curriculum depth and breath. Making links and connections across subjects.

Our curriculum gives pupils opportunity to build on their skills; building on previous skills with teachers being clear about skills development.



It is an **adapted curriculum**.  
We use adapted national curriculum objectives.



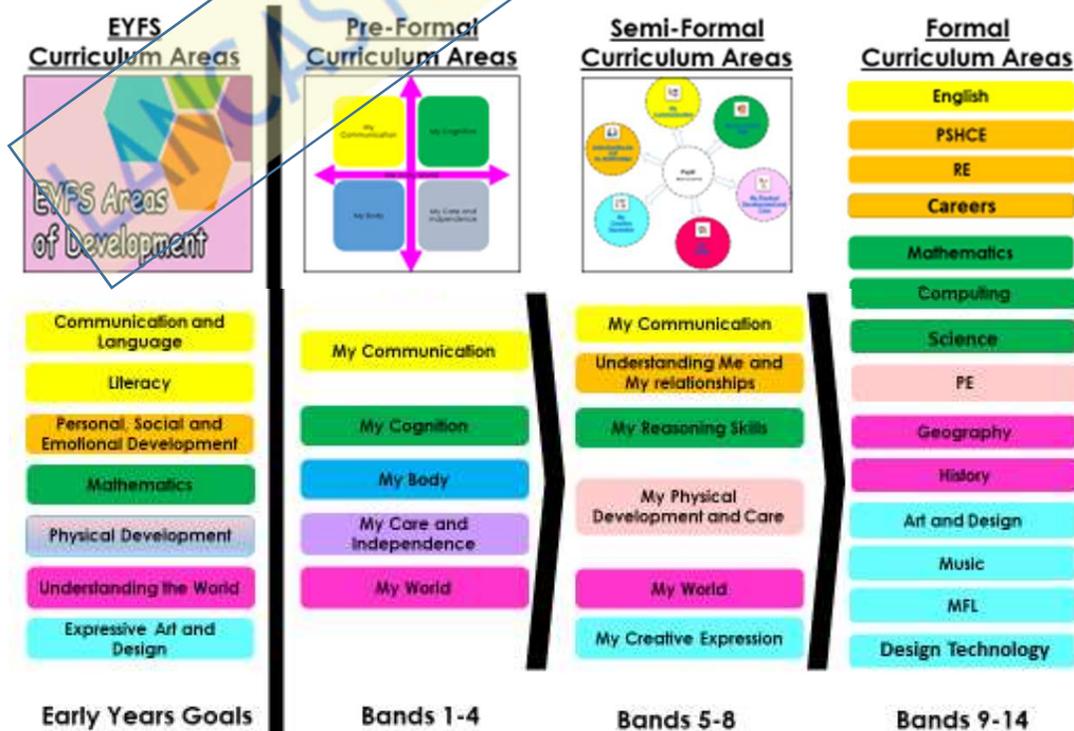
# Lancasterian Curriculums Overview

## How does the Formal Curriculum fit in?

The Formal Curriculum is one of the three curriculums offered at Lancasterian.

Below is a demonstration of our the curriculum pathways.

The colour coding demonstrates how the curriculum subjects are covered through our curriculums.

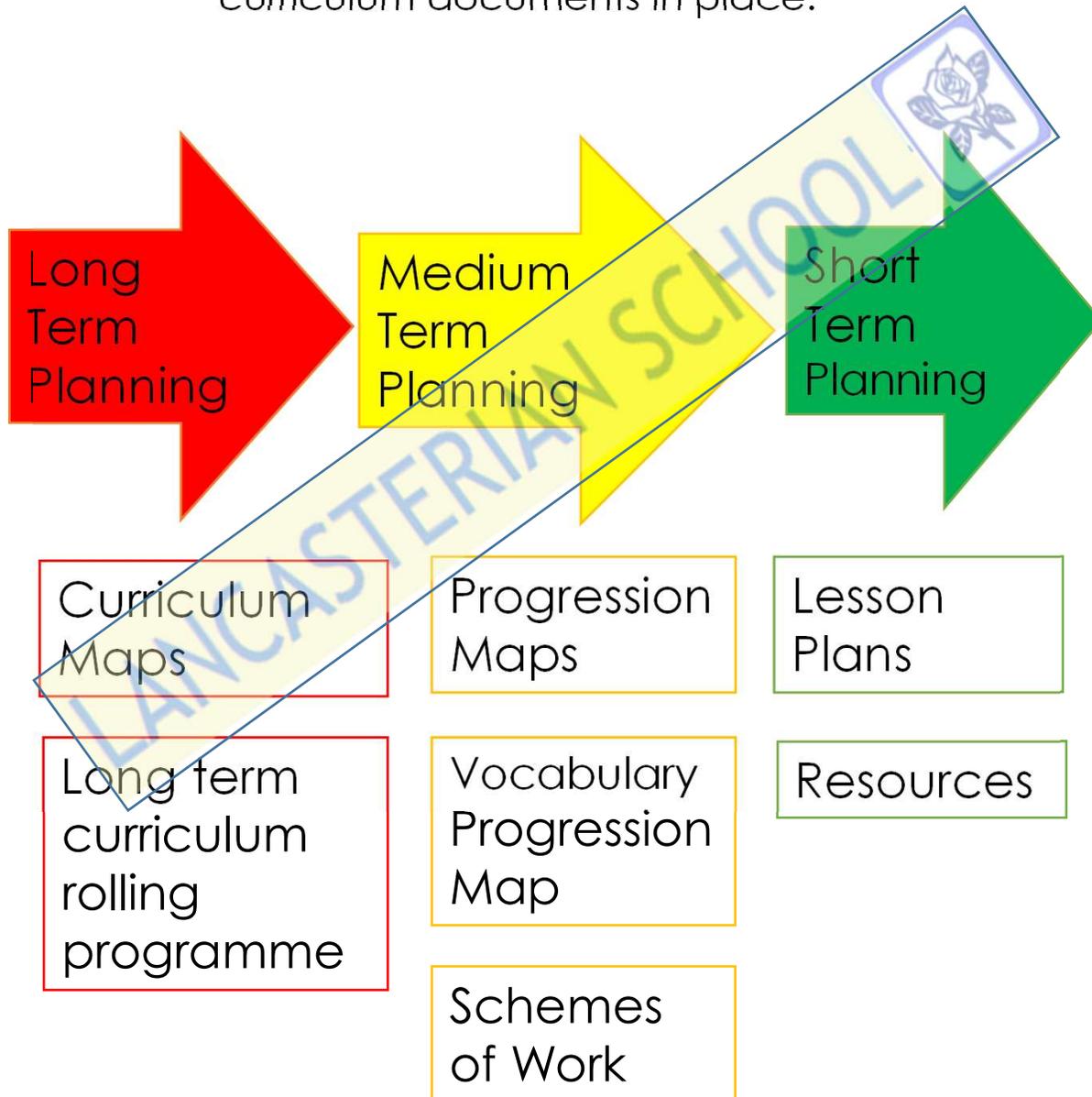




## Planning Overview

Formal teachers use a range of Formal Curriculum documents to support the planning process.

Each Formal Curriculum area has the following curriculum documents in place.



# Formal Curriculum Documents

## Long Term Planning

Each curriculum area has a Curriculum Map which specifies units to be taught over a key stage. The maps have been amalgamated to create the Formal Long Term Curriculum Rolling Programme. This provides our teachers with a clear two year rolling programme\* from Key Stage 2 to Key Stage 4, outlining all units from all curriculum areas to taught across a year.

## Curriculum Maps

Art Curriculum Unit Maps

LKS 2	Autumn Term	Spring Term	Summer Term
A	<b>Discovering Charcoal</b> Pupils explore the potential of using charcoal for mark making. (Elements of Drawing)	<b>Drawing Like a Caveman</b> Explore into the depths of Chauvet cave (Collage)	<b>Drawing Cartoon Characters</b> Pupils explore observational drawings. (Elements of Drawing)
B	<b>Drawing Spirals</b> Pupils explore the idea that when you draw you can use your fingers, wrist, arm, shoulders and whole body. (Printing)	<b>Drawing Spiral</b> <b>Artist suggestion- Wassily Kandinsky</b> Explore colour and mark making with to encourage dynamic, colourful drawings. (Painting)	<b>Making Money</b> Pupils explore the relationship between drawing and making. Combines observational drawing skills with creative thinking. (Sculpture)

UKS 2	Autumn Term	Spring Term	Summer Term
A	<b>Elastic Band Sketchbooks</b> Making sketchbooks helps pupils develop ownership of their creative learning. (Elements of Drawing)	<b>Making Boats</b> Pupils explore a variety of materials and construction techniques. (Sculpture)	<b>Plasticine Print Making</b> Pupils explore mark making in a 3D material and the concept of negative / positive space. (Elements of Drawing)
B	<b>The Colour Wheel</b> Introduce children to the colour wheel. (Painting)	<b>Mini Beasts</b> Pupils explore colour and collage to create fantastical mini beasts. Develop dexterity and decision-making skills. (Collage)	<b>Printing Patterns</b> Explore printing and pattern making, using shells, leaves, twigs and other things found in nature. (Printing)

Samraa Sheikh - Art Coordinator

## Long term curriculum rolling programme

Subject	Autumn		Spring		Summer	
English	A: Ourselves		A: Stories from other cultures		A: Discussion and balanced argument	
	Significant authors age related	RECOUNTS: Diaries (personal info of importance to individual pupils)	Stories from Other Cultures: Their culture- representative of them	REPORTS: catalogues- introduce sections and subheadings	Poetry- on a theme	DISCUSSION: understanding things can be two sided i.e. good bad, right, wrong etc. (can be through characters in stories)
Maths	Number	Measurements	Number	Geometry	Number	Measurement
Science	Animals including humans What are my senses?	Everyday materials Exploring materials/ What are things made of?	Animals including humans How can animals be sorted in to groups?	Everyday materials Grouping materials Which materials float and sink?	Seasonal changes What are the seasons?	Plants Identify plants and trees What trees and plants do I know?
Computing	Computing systems and networks Technology Around Us	Creating Media Digital Painting	Programming A Moving a robot	Data information Grouping data	Creating Media Digital writing	Programming B Programming Animations
PSHE	Relationships Making Friends Playing Privacy	Living in the Wider World Using the Internet Belonging to a community	Health and Well Being What makes me special? Rules which keep me safe	Relationships My Family	Living in the Wider World Money Jobs The Environment	Health and Well Being Growing Up Naming Body Parts Transitions
RE	Being Special: Where do I belong? [F5: Living]	Which Stories are special and why? [F1: Believing]	What places are special and why? [F1.5: Expressing]	Which people are special and why? [F2: Believing]	What is special about our world? [F6: Living]	What times are special and why? [F4: Expressing]
Humanities	My History What has happened in my history? (Awareness of the past and using phrases relating to time) [Historical Terms]	Ourselves Who are my parents and my grandparents? [Chronological Knowledge]	Where I Live Where do I live? [Location Knowledge]	Weather What are the different types of weather? [Human & Physical Geo] <b>Environmental Issues</b> Focus: Littering and Landfills	Houses and Homes What are the differences between an old house and a new house? [Interpretation]	Landscapes What is in the area around me? (Learn basic geographical vocab i.e. beach, town) [Human & Physical Geo]

\*Key Stage 3 runs on a three year cycle.

# Medium Term Planning

Each curriculum area has a Progression Map which consists of small, sequential steps detailing the skills that we want all our formal students at Lancasterian to acquire. These begin at band 8 (bridging band between the Semi-Formal and Formal curriculum) and progress up to band 15. Our pupils have the opportunity to learn, revisit and revise these skills through the teaching of our various curriculum units.

## Progression Maps

Area of Learning: Health and Fitness								
	Band 8	Band 9	Band 10	Band 11	Band 12	Band 13	Band 14	Band 15
Health and Fitness		Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise.	Recognise and describe how the body feels during and after different physical activities.	Recognise and describe the effects of exercise on the body.	Describe how the body reacts at different times and how this affects performance.	Know and understand the reasons for warming up and cooling down.	Understand the importance of warming up and cooling down.
			Carry and place equipment safely.	Explain what they need to stay healthy.	Know the importance of strength and flexibility for physical activity.	Explain why exercise is good for your health.	Explain some safety principles when preparing for and during exercise.	Carry out warm-ups and cool-downs safely and effectively.
						Know some reasons for warming up and cooling down.		Understand why exercise is good for health, fitness and wellbeing.
								Know ways they can become healthier.

Vocabulary Maps and Schemes of Work are also available to support the planning, teaching and learning of students across all of our curriculum areas.

## Vocabulary Progression Map

Area of Learning	Band 8 (Bridging)	Band 9	Band 10	Band 11	Band 12	Band 13	Band 14	Band 15
Applied Geometry: Line Drawing		line drawing, contrast, texture, horizon, blend, cross hatch	landscape, cityscape, building	sketch, drawing, line, bold, size, space	portrait, self-portrait, portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline	portrait, self-portrait, portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline	sketch, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti	sketch, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti
Shape	colours - Red, Blue, Yellow, Orange, Purple, Green, Brown, Pink, Grey, White, Black, Gold, Silver, Bronze	effects - Blurry, Prickly, Striky, Spongy, Hard, Soft, Wobbly, Lumpy, Fuzzy, Grity, Rubbery, Saggy, Glossy, Shiny, Woven, Squashy, Muddy, Crunchy	Medium - Transparent, Opaque, Translucent, Rough, Shiny, Smooth	Shape - Circle, Square, Triangle, Rectangle, Oval, Diamond, Heart, Star	Pattern - Zig-zag, Dotted, Curly, Checkered, Striped, Floral	Texture - Eyes, Nose, Ear, Chin, Cheeks, Mouth, Eyebrows, Eyelashes, Hair	texture, shape, form, pattern, mosaic	texture, shape, form, pattern, mosaic
Materials	Wood, Metal, Paper, Plastic, Rubber, Glass, Clay, Mud, Water, Rock, Brick							
Printing	printing, printmaking, press, stick, mark, dab, cut, mix, join, paint, print	woodcut, relief printing, objects, block printing, repeated patterns	ink, pattern, texture, colour, shape	ink, pattern, texture, colour, shape	ink, pattern, texture, colour, shape	ink, pattern, texture, colour, shape	ink, pattern, texture, colour, shape	ink, pattern, texture, colour, shape
Painting	primary colours, secondary colours, watercolour paint	neutral colours, tints, shades, tones, warm	wash, sweep, dab, fold, brushstroke, oil paint, solvent	wash, sweep, dab, fold, brushstroke, oil paint, solvent	wash, sweep, dab, fold, brushstroke, oil paint, solvent	wash, sweep, dab, fold, brushstroke, oil paint, solvent	wash, sweep, dab, fold, brushstroke, oil paint, solvent	wash, sweep, dab, fold, brushstroke, oil paint, solvent

## Schemes of Work



# Short Term Planning

Short term planning is bespoke and individual to each teacher and indeed each pupil.

Our teachers work hard to provide our pupils functional, practical and purposeful learning experiences that are memorable and enable our pupils to revisit skills acquired and transfer them to other areas of learning.



Lesson Plans



Resources



## Formal Subject Coordinators

Each curriculum area has a Subject Coordinator who is responsible for a curriculum area.

Subject Coordinators work hard to develop their curriculum to ultimately develop learning experiences and the best outcomes for our pupils. This is achieved through a number of ways including providing support to teachers and maintaining and developing the curriculum as well as organizing Celebration Days, developing and maintaining partnerships with external agencies, devising CPD opportunities and resource management.

For more information from our coordinators please see our Curriculum Intent Statements.

<b>Formal Subject Area</b>	<b>Subject Coordinator</b>
<b>English</b>	<b>Emma</b>
<b>Maths</b>	<b>Roger/ Donna</b>
<b>Science</b>	<b>Anita</b>
<b>PHSE</b>	<b>Claire</b>
<b>Computing</b>	<b>Tania</b>
<b>Humanities</b>	<b>Rebecca K</b>
<b>Art and Design</b>	<b>Sumrina</b>
<b>Design Tech</b>	<b>Bethan</b>
<b>Music</b>	<b>Emily</b>
<b>PE</b>	<b>Khadijah</b>
<b>RE</b>	<b>Ellie</b>
<b>MFL</b>	<b>Mar/ Alex</b>
<b>CEAIG</b>	<b>Bethan</b>



## Art Intent Statement

Coordinator: Sumrina Sheikh



### ➤ **Vision**

At Lancasterian we aim to promote the ability to develop a visual understanding of the world around them while developing independence, critical thinking, problem solving and interpersonal skills from a range of artistic experiences. We aim to enhance the learners experience using cross cultural understanding and encourage risk taking in a secure environment to enabling learners to approach challenges with confidence, and express them creatively.

### ➤ **Aims**

- To expand our pupils' knowledge and understanding of the art techniques in; drawing, painting, collage, and sculpture.
- To help our pupils to make sense of their surroundings and the wider world.
- To develop the language and vocabulary to discuss their learning.
- To develop their understanding and appreciation of History of Art.
- To develop curiosity and the skills to question their creative process and link it to world Artists.

### ➤ **Key Skills and Experience**

- Engage in a wide range of enjoyable and motivating arts and crafts activities.
- Enable learners to explore values, attitudes and express their feelings through art.
- Investigate and explore materials to support a variety of approaches to develop skills and techniques.
- To have access to a wide range of resources which are freely available and regularly maintained.
- To analyze and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

The Art curriculum is achieved through a range of activities including but not limited to:

Working with high quality art resources, visiting museums and galleries, working with local Artist, looking at books, photos and taking part in community exhibitions, where pupils can exhibit their own art works.



# CEIAG Intent Statement

Coordinator: Bethan Glenn



## ➤ Vision

- A young persons' career is their pathway through learning and work. All young people need a planned programme of activities to help them make post 16 choices that are right for them and equip them with the skills needed to manage their careers throughout their lives. Promoting a career development culture is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective Careers Education and Guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.
- We are committed to meeting national and local expectations in relation to careers by: securing independent and impartial careers guidance for Y10-11 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015) fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics

## ➤ Aims

- To support individual aspirations, improving attainment and ensuring positive destinations
- To meet the needs of specific groups including looked after children, young carers and children from economically-deprived backgrounds
- To developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- To improve young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- To work with parents/carers, education, the community and business partners to meet students' career development needs
- To implement the Gatesby benchmarks to support the development of Careers and Guidance education
- To share an understanding of employability and what that means for individual students and their families

### ➤ **Key Skills and Experiences**

- To work towards their personal goals and aspirations for their future.
- To enjoy a wide range of real-life opportunities to develop employability skills.
- To develop skills, attributes and knowledge that are important in the workplace.
- To access a wide range of community based opportunities including cafes and shops.
- To complete (as appropriate) qualifications that will support their next steps.
- To complete work experience – both inside and outside of school.
- To practise how to apply for a job/work experience.
- To develop skills including: confident communication, following instructions, taking responsibility, working independently and within a team, and working safely





# Computing Intent Statement

Coordinator: Tania Brooks



## ➤ **Vision**

At Lancasterian, Computing is exciting, enjoyable, and vital to allow our pupils to succeed in everyday life. It provides our pupils to opportunity to explore technology and learn how to develop and create content while having an emphasis on safety and the impact of technology on everyday life. It enriches our curriculum by offering our pupils a voice to develop hardware and software choices which will then help them in their future careers.

## ➤ **Aims**

The core of computing is computer science in which the pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that our pupils become digitally literate- able to use, and express themselves and develop their ideas through, information and communication technology, at a level suitable for their future to enable them to become active participant in a digital world.

## ➤ **Key Skills and Experience**

There are 6 main strands to the computing curriculum:

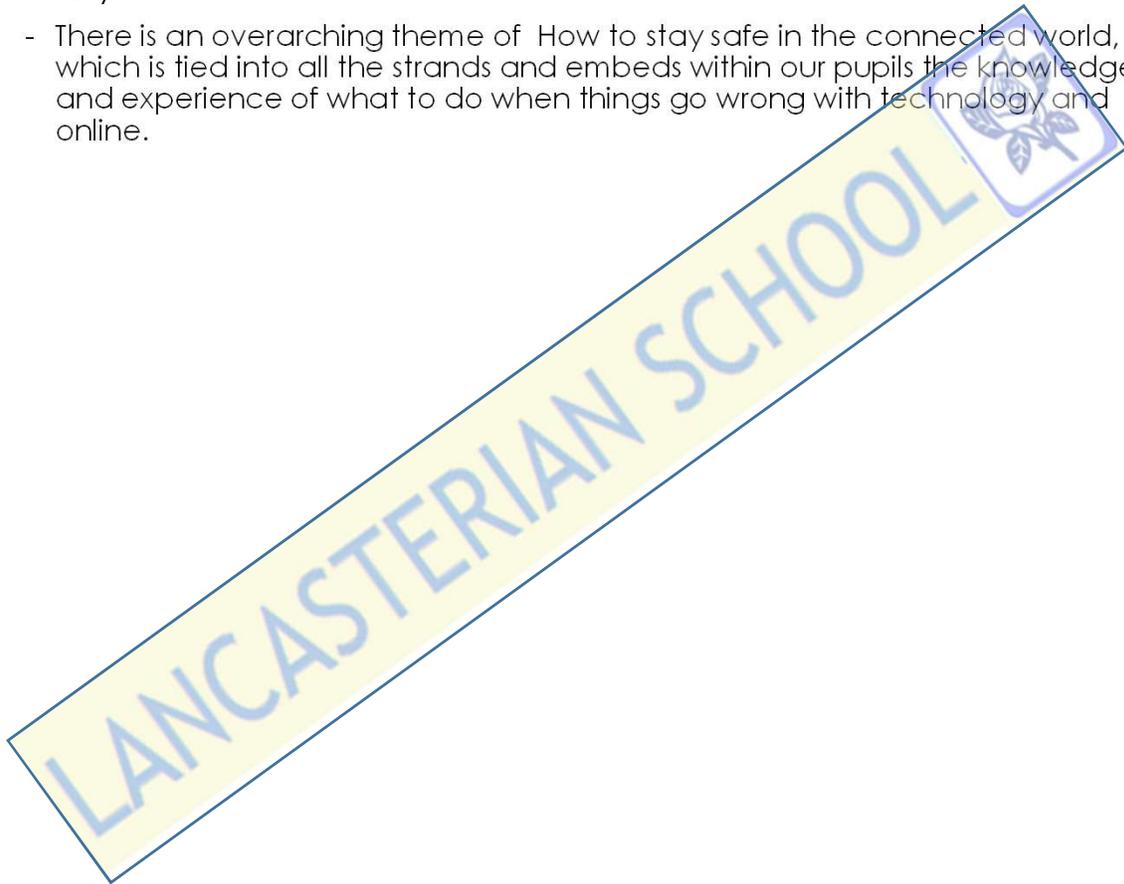
- Hardware and Processing- which starts at recognising that anything you can switch on and off and uses electricity can be considered a computer, to exploring what is inside machines. This encourages pupils to look at why things might go wrong and how they can fix them.
- Communication and Networks- This is teaching the skills of how first we communicate, and how do computers can communicate with each other. It also includes how the internet works and data is passed around the internet.
- Algorithms- this starts at jigsaws, showing how you have to put things in the correct place to make things work, to recipes and exploring how much we use algorithms in real life. You can then explore a variety of hardware and software which allow you to program or code things to make things happen.
- Data and Data Representation- this is a crossover topic with Maths, where you look at sorting and how and why you can sort things, you then develop the data representation skills by exploring a range of programs and systems which can used to represent data from traditional graphs to infographics.
- Programing and Developing- this is all about debugging, or understanding that everything including us can make mistakes, it is normal and it up to us to fix the mistakes and improve the experience, whether this is improving a game's graphics, improving the music on a toy. This is a really fun module which can be tailored to the needs of your class.

➤ **Key Skills and Experience continued**

- Information Technology- this is the strand which looks at the basic programs which are used in everyday life and teaches you the skills to use these programs to their fullest- from word to excel, clicker to switch apps. This is a skills based strand where you build up the skills you need to succeed in life.

Finally

- There is an overarching theme of How to stay safe in the connected world, which is tied into all the strands and embeds within our pupils the knowledge and experience of what to do when things go wrong with technology and online.





## Design Technology Intent Statement Coordinator: Bethan Glenn



### ➤ Vision

Design Technology at Lancasterian encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas, and eventually making products and systems. Through the study of design and technology, our pupils learn to combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators. It should prepare children to take part in the development of tomorrow's rapidly changing world and through creative thinking, encourage our pupils to make positive changes to their quality of life.

### ➤ Aims

- To develop imaginative thinking in our pupils and to enable them to talk about what they like and dislike when designing and making things;
- To enable pupils to talk about how things work, and to draw and model their ideas;
- To encourage pupils to select appropriate tools and techniques for making a product, whilst following safe procedures;
- To explore attitudes towards the made world and how we live and work within it;
- To develop an understanding of technological processes and products, their manufacture and their contribution to our society;
- To foster enjoyment, satisfaction and purpose in designing and making things;
- To develop the cross-curricular use of design and technology in other subjects.

### ➤ Key Skills and Experience

There are 5 main strands to the curriculum:

1. Design – Pupils will design purposeful, functional, appealing products for themselves and other users based on design criteria; generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
2. Make – Pupils will be taught to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; they will learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

➤ **Key Skills and Experience continued**

3. Evaluate - Pupils will explore and evaluate a range of existing products; they will evaluate their ideas and products against design criteria.

4. Technical Knowledge - Pupils will be taught to build structures, exploring how they can be made stronger, stiffer and more stable; explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

5. Cooking and Nutrition - Pupils will use the basic principles of a healthy and varied diet to prepare dishes; they learn about and understand where food comes from.

 The Design Technology curriculum intends to make good quality cross curricular links. For example, exploring homes in Geography and learning how plants grow in Science.

LANCASTERIAN SCHOOL



## Intent Statement: Reading Lead: Emma Morris



### ➤ Vision

- At Lancasterian, reading opportunities allow pupils to explore new worlds, develop their vocabulary and build a more in-depth knowledge of the intended audience and purpose. It provides opportunities for our pupils to view text and reading as purposeful and essential to everyday life. Through exploring different text types to explain, persuade, argue and evaluate among others, pupils' develop a knowledge of themselves and the world in which they live. It also presents opportunity to develop an appreciation and love of reading.

### ➤ Aims

- To develop their love of literature through widespread reading for enjoyment
- To develop the habit of reading widely and often, for both pleasure and information
- To acquire new vocabulary
- To acquire an understanding of grammar
- To acquire knowledge of linguistic conventions for reading, writing and spoken language
- To access our rich and varied literary heritage

### ➤ Key Skills and Experience

- To develop competence and confidence in the pronunciation of unfamiliar printed words (decoding)
- To develop speedy recognition of familiar printed words
- To work out and clarify the meanings of unknown words and words with more than one meaning
- To develop comprehension skills through accessing, reading and discussing a range of stories, poems and non-fiction
- To develop new vocabulary and language through fiction and poetry texts
- To introduce pupils to and new and exciting people and places; to feed and encourage their imagination
- To understand audience, purpose, layout, structure, features and language present in non-fiction texts
- To apply this knowledge to their writing compositions

At Lancasterian, all texts are also explored further in different contexts, focusing particularly on real life contexts.



## Intent Statement: Writing Lead: Emma Morris



### ➤ Vision

- At Lancasterian, writing opportunities allow pupils to express ownership, sentiment, fact and humour through paper and electronic methods. It provides opportunities for our pupils to organise and participate in their world, taking more ownership over areas linked to life skills i.e. writing shopping lists, cards, notes etc. It also supports confidence building and gives a level of autonomy, allowing pupils' to experience pride and ownership of their work from a basic starting point to a more developed piece of writing.

### ➤ Aims

- To write clearly, accurately and coherently
- To recognise different purposes for writing and to adapt their language and style appropriately
- To recognise different audiences for writing and to adapt their language and style appropriately
- To apply this in a range of fictional and real-life contexts

### ➤ Key Skills and Experience

- To develop knowledge of the relationship between sounds and letters (phonics)
- To understand the morphology (word structure) of words
- To understand the orthography (spelling structure) of words
  
- To become aware of the audience, purpose and context for writing
- To increase knowledge of vocabulary and grammar
- To verbally plan compositions through forming, articulating and communicating ideas
- To produce compositions where planned ideas are presented coherently with awareness of the intended reader
- To understand the relationships between words- how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

At Lancasterian, composition incorporates both articulating ideas and structuring them in speech and writing but also planning, revising, evaluating and revisiting their compositions to make amendments and improvements.



## Intent Statement: Speaking and Listening

Lead: Emma Morris

### ➤ Vision

- At Lancasterian, speaking and listening opportunities allow pupils to develop their love of and participate through the expressive word. It provides opportunities for our pupils to engage with and explore a wide range of spoken and written word. It also supports confidence building and gives a level of autonomy, allowing pupils' to confidently express themselves and make themselves heard in the world in which they live.

### ➤ Aims

- To develop confidence in expressing themselves in a manner understood by the intended audience
- To begin to discuss ideas; elaborate on them and explain their point of view
- To become competent in making formal presentations and demonstrating knowledge to others

### ➤ Key Skills and Experience

- To make their thinking clear to themselves as well as to others
- To interact with a quality and variety of language to develop their vocabulary and grammar
- To understand how the spoken word improves their understanding for reading and writing
- To explain their understanding of books and other reading, and to prepare their ideas before they write
- To witness and respond to professional drama and theatre performances
- To have opportunities to explore different character roles through improvisation, drama and hot seating
- To create and present their own drama pieces to an audience through a variety of media
- To become competent in making formal presentations and demonstrating knowledge to others

At Lancasterian, the range of a spoken and written word includes but is not limited to; narratives, diaries, letters, poetry, advertisements, recounts, posters and explanations. All opportunities are also explored further in different contexts, focusing particularly on real life contexts.



# Humanities Intent Statement

## Coordinator: Rebecca K



### ➤ **Vision**

At Lancasterian, Humanities is exciting, enjoyable, and relevant to the explorer. It allows our pupils to experience the wider world through the study of History and Geography. It provides opportunities for our pupils to experience and develop an understanding of people, places and events in the past and present. It enriches our curriculum by offering our pupils the opportunity to be actively involved in exploring the world around them.

### ➤ **Aims**

- To expand our pupils' knowledge and understanding of the past and encourage their investigation of it.
- To help our pupils to make sense of their surroundings and the wider world.
- To develop the language and vocabulary to discuss their learning.
- To develop their understanding and appreciation of the world they experience.
- To develop curiosity and the skills to question their experiences of the world.

### ➤ **Key Skills and Experience**

Through the Humanities curriculum, our pupils will learn to develop skills to understand:

- How to look at the world and ask 'Why is it like this?'
- That the world is shaped by geographical physical and human factors.
- The different ways our world is described and represented.
- How to gather first hand evidence and how it can develop our geographical understanding.
- That the present is shaped by the past.
- The passage of time.
- Historical events and people, and how these shaped our world.
- How to use historical and geographical vocabulary, to facilitate communication, discussion and questioning of our understanding of the world.

The Humanities curriculum is achieved through a range of activities including but not limited to:

Handling artefacts, visiting museums, listening to speakers and stories, looking at books, photos and through taking part in practical craft-based activities linked to particular topics.



# Maths Intent Statement

## Coordinator: Roger McLaughlin



Our vision at Lancasterian School is to support and promote confidence and enjoyment in Maths for all! We will create fearless and resilient mathematicians, who can understand the key concepts and big ideas. They will be confident to generalize their knowledge and functional skills in practical situations. Our curriculum will be versatile and flexible in order to be accessible to all our learners, regardless of their challenges and barriers to learning.

### ➤ Aim

At Lancasterian School we aim to:

- To develop and deliver an inclusive, flexible and versatile Mathematics curriculum that ensures every child can access learning at an appropriate stage, supporting every individual in overcoming the challenges and barriers to learning that they face.
- Develop confident, resilient and fearless mathematicians who will be able to apply key Mathematics learning in aspects of their everyday life as they move forward into adulthood.
- Enhance and develop key skills including problem solving, reasoning and logical thinking and the ability to communicate clearly and concisely using the tools they have.
- Promote a positive mind-set, through engaging and passionate teaching, to enhance the teaching of fluency, reasoning and problem-solving in real life, everyday situations in our ever changing world with its increasing challenges.
- Deliver a curriculum built around key concepts that allows our children to develop mastery at their own pace, allowing sufficient opportunities for consolidation of key facts and concepts.
- Make mathematics an interconnected subject, where pupils can move fluently between key concepts and ideas, and apply their knowledge and skills to other subjects including Science, Design and Technology and Engineering.

### ➤ Key Skills and Experience

- To develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of practical mathematics, applied to and experienced in their daily lives.
- To apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work.
- To understand the cycle of collecting, presenting and analysing data.
- To apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.
- To apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty.



## Modern Foreign Languages Intent Statement



Coordinators: Mar Garcia and Alex Cruz

### ➤ Vision

Our vision for MFL at Lancasterian is to build the self-confidence of our pupils as well as further developing their communication skills. We aim to encourage the curiosity of different languages and cultures as well as promote resilience as they develop these skills. This curiosity and confidence will equip them with the skills to be able to communicate with others from around the world, making them confident communicators. They will be knowledgeable of other cultures, in their own community as well as when they travel to others. We want our children to be inquisitive about the world, open-minded and also responsible for the actions and choices they make.

### ➤ Aims

We aim

- To develop children's experience of different languages and encourage curiosity about languages.
- To develop their curiosity of different cultures
- To extend their knowledge of how language works and explore differences between English and other languages
- To strengthen their sense of identity through learning about culture and comparing it with their own culture.
- We want children to enjoy exploring other countries, cultures and languages.



## Music Intent Statement

Subject Coordinators: Natasha Gee/ Emily Atkinson

### ➤ **Vision**

Our vision for our formal music curriculum is to inspire a love for music that is embedded throughout the curriculum. To nurture our musicians enjoyment and demonstrate that music is a career path. To show there are a range of pathways. Not just as the performers but also as DJ's, behind the scenes roles and many other accessible routes. As a school it is vital for us that our curriculum reflects the diversity of our pupils. As a school we want pupils to feel that they are represented in the composers we learn about. To know that composers aren't all Classical musicians from the 1700's. They are also women, black and brown composers and those with disabilities.

### ➤ **Aims**

- To listen and appraise a range of music from different genres.
- To develop pupils language and vocabulary when discussing music.
- To broaden the range of music genres our pupils have access to.
- To give opportunities for our pupils to explore and listen to different instruments
- To develop pupils appreciation of the world and other cultures.
- To develop a knowledge of composers and musicians and roles within the area.

### ➤ **Key Skills and Experience**

There are 5 main key skills for our pupils to develop: Singing, Listening, Composing, Musicianship and Performing.

To develop confidence in performing in front of peers.

How to discuss and appraise music.

To experience live music: live in school performances, instrument workshops, offsite trips, live online opportunities e.g. musical Mondays.

To have opportunities to explore different instruments: provided in school and offered by outside visitors coming in.

To use technology to create and compose music.

To share enjoyment of music in groups through clubs and assembly's.

The Music curriculum is achieved through a range of activities including but not limited to:

Exploring good quality instruments, visiting live performance venues outside school and having performers come to school. Working with musical staff in school.



## P.E Intent Statement Coordinator: Khadijah Nagra



### **Vision**

Lancasterian School aims to develop a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel individual's abilities in competitive sports and other physically-demanding activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Our children will have opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. PE at Lancasterian is an imperative element of the curriculum, which develops a need for healthy life styles, a balanced diet, positive growth mind-set and the resilience to persevere with activities that may be once have felt too difficult. We are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

### **Aims**

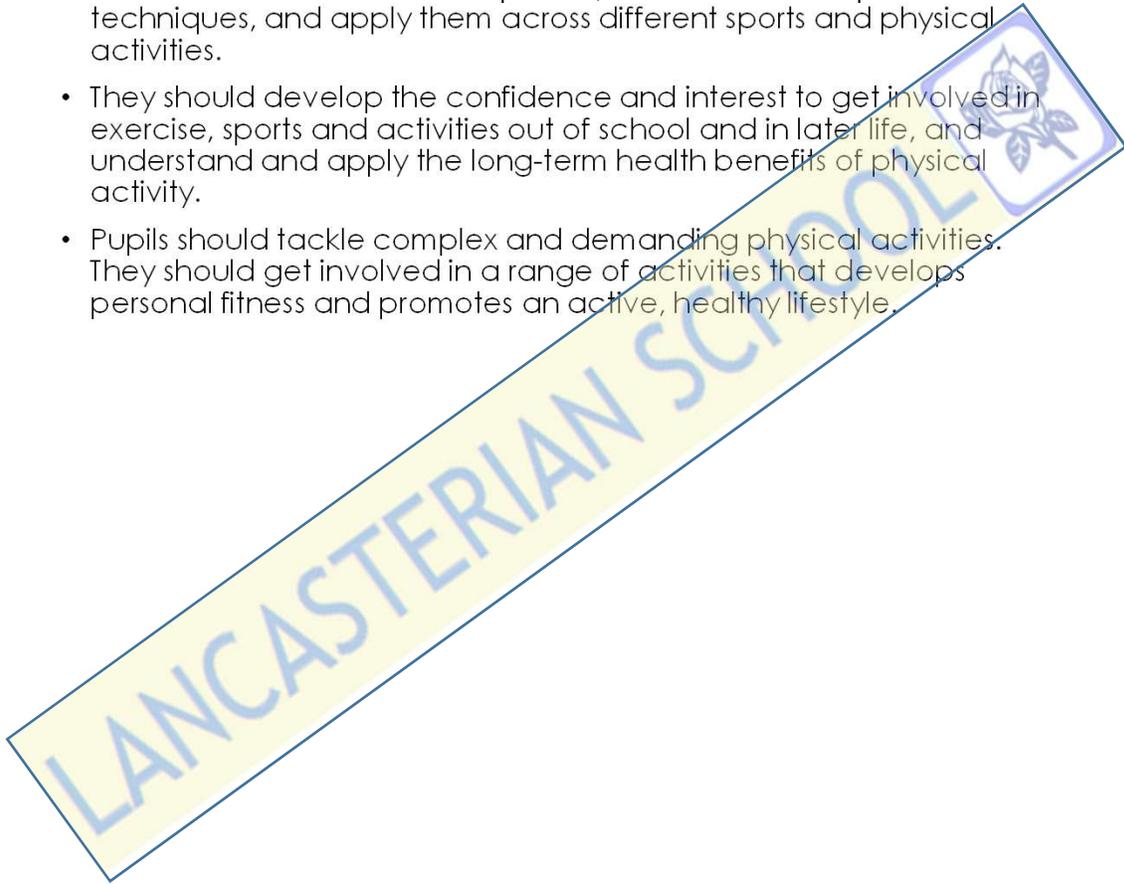
- Pupils at Lancasterian participate in weekly high quality PE and sporting activities.
- Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.
- We provide opportunities for all children to engage in extra-curricular activities both during and after school, in addition to attending competitive sporting events across the community.
- We aim to work with partner clubs including Manchester City and Sale sharks to enrich our children's sporting experiences as well as signposting our children to external clubs.
- We have inclusive approach which endeavours to encourage not only physical development but also well-being for all pupils.

### **Key Skills and Experience**

- Pupils should develop Fundamental Movement Skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They will engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.
- They will learn to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.

### **Key Skills and Experience continued**

- Pupils should build on and embed the physical development and skills and become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.
- They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.
- Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.





# PSHE Intent Statement

## Coordinator: Claire Fagan



### ➤ Vision

- PSHE (Personal, Social, Health and Economic) education is a fundamental part of a pupil's education. It gives pupils access to critical information about themselves and the many facets of the diverse world around them. At Lancasterian School, we provide a specifically tailored curriculum that is both broad and balanced, and meets the unique context of our school. We give pupils access to big ideas and conversations, alongside practical experiences. At the heart of this, we encourage respect and understanding of the universal rights of the pupil, as articulated in the UNCRC

### ➤ Aims

- To promote pupils' knowledge, self-esteem, emotional wellbeing and resilience,
- To help them to form and maintain worthwhile and positive relationships.
- To have respect for themselves, and for others, within our local, national and global communities.
- To develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies
- To explore and respect values held by different cultures and groups within our local community, and promote the development of positive attitudes.
- to enable pupils to develop a deepening knowledge of their health and wellbeing, including their mental and physical health.

## ➤ Key Skills and Experiences

### **Developing confidence and making the most of their abilities**

1. Self-concept and self-awareness: the development of a sense of individual identity as a separate and distinct person, mainly developed through interaction with familiar people and their immediate surroundings
2. Self-esteem: the value that pupils place on themselves which is greatly influenced by the way others behave and act towards them
3. Self-knowledge: thinking about themselves and getting to know their own likes and dislikes, strengths and areas for development
4. Resilience (including self-motivation, perseverance and adaptability)
5. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)
6. Recognising and managing peer influence and pressure: ways in which they may be potentially manipulated or mistreated by others; managing the need for peer approval
7. Self-organisation: familiarity with routines both in and out of school and wider community; responsibility for themselves and their belongings
8. Strategies for identifying and accessing appropriate help and support
9. Clarifying own understanding, values and beliefs and re-evaluating them in the light of new learning, experiences and evidence
10. Recalling, revisiting, consolidating and applying knowledge and understanding in familiar as well as new situations

## ➤ Key Skills and Experiences continued

### **Developing positive relationships and social effectiveness**

1. Self-awareness: response to, and interaction with, familiar and unfamiliar people; recognising the difference between public/and private; *understanding behaviours that should be private*
2. Empathy and compassion: thinking about when other people might need kindness and concern; considering ways this might be demonstrated
3. Respect for others' rights: including to their own beliefs, values and opinions; recognition that all individuals are important; recognizing different viewpoints and having respect for the opinions of others
4. Communication skills: active listening and holding conversations (possibly demonstrated through body movements, eye gaze, facial expressions, gestures, pointing, signing, other cues)
5. Enterprise skills and attributes: the ways of working with others as part of a small group or team
6. Respecting differences and similarities (physical, cultural, faith, ethnicity, gender): between family, friends, peers and people they meet; recognising and understanding different types of relationships
7. Consent: understanding of appropriate parameters and behaviours; rights and responsibilities
8. Recognising and managing change: noticing how they change as they grow and develop (physically, socially and emotionally); being confident about managing these changes and identifying whom to go to for help and support
9. Maintaining a healthy lifestyle: basic awareness of their body and daily personal care routines (pupils may be dependent on others for their health and safety, and need to have some control and autonomy within safe parameters), strategies to keep physically, socially and emotionally healthy and safe



# R.E Intent Statement

## Coordinator: Elle Whitby



RE (Religious Education) is a statutory part of a pupil's education. It is important for our children & young people to learn to be respectful of both their own and other people's beliefs & cultures. This helps make schools & communities a fairer place for everybody, whatever their religion, culture, language or background. At Lancasterian School, we provide a specifically tailored curriculum that is both broad and balanced, and meets the unique context of our school. We give pupils access to big ideas and conversations, alongside practical experiences. At the heart of this, we encourage respect and understanding of the universal rights of the pupil, as articulated in the UNCRC.

### ➤ Aims

- To provoke challenging questions;
- To encourage pupils to explore their own beliefs;
- To enable pupils to build their sense of identity and belonging;
- To teach pupils to develop respect for others;
- To prompt pupils to consider their responsibilities

### ➤ Key Skills and Experience

The curriculum is split up into 5 key areas.

#### **1. Beliefs and teachings (from various religions)**

Understanding the key teachings of various religions.

#### **2. Rituals, ceremonies and lifestyles (from various religions)**

Exploring the day-to-day lives and practices of various religions.

#### **3. How beliefs are expressed**

Understanding how books, scriptures, symbols, art and readings convey beliefs.

#### **4. Time to reflect and personal growth**

Showing an appreciation for how religion plays an important role in people's lives. Exploring identity and who we are.

#### **5. Values (in your own life and others' lives)**

Showing an appreciation for what people value and how it is an important aspect of their life. Making sense of right and wrong and choices we make.

We believe that the teaching of RE should be enhanced through a range of experiences including visiting and developing links with local places of worship, for example; St. Ambrose church, Didsbury Mosque, Shaare Hayim synagogue.



# Science Intent Statement

## Coordinator: Anita Walker



### ➤ Vision

At Lancasterian, Science is exciting, enjoyable, and vital to allow our pupils to succeed in every day life . It provides our pupils with the opportunity to explore, investigate and develop understanding of the world around them. It enriches our curriculum by offering our pupils the opportunity to learn how things work, use technology and investigate future careers.

### ➤ Aims

- Help develop and extend our children's understanding of themselves and of the world around them.
- Build on our children's natural curiosity and developing a scientific approach to problems.
- Encouraging open-mindedness, self-assessment, perseverance and developing the skills of investigation – including: observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating.
- Develop the use of scientific language, recording and techniques.
- Develop the use of technology in investigating and recording.
- Make links between science and other subjects.
- Prepare our children for life in an increasingly scientific and technological world today and in the future.
- Provide opportunities to enhance the learning through visits and links with other schools and industry.

### ➤ Key Skills and Experience

- We intend for children to have the opportunity, wherever possible, to learn through active, fun investigations, leading to them being equipped for life to ask and answer scientific questions about the world around them.
- As children progress through the year groups and assessment bands, they build on their skills in working scientifically, as well as on their scientific knowledge and understanding
- The children develop greater independence in planning and carrying out fair and comparative tests to answer a range of scientific questions.
- The children develop their Scientific vocabulary
- The Science scheme of learning ensures that children have a varied, progressive and well-mapped-out science curriculum that provides the opportunity for progression across the full breadth of the science national curriculum for KS1 and KS2.