

# ILLUMINATE MINDS TRUST

# CURRICULUM POLICY



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Reviewed September 2024

Next Review September 2025

# Curriculum

Illuminate Minds Trust schools are consistently aspirational for their pupils and staff and work towards achieving an offer which promotes “Excellence Every Day”. The two schools in the Trust have their own values – “We Dream Big” (Pelham) and “Happy and Bright” (Fairford) – but share one vision.

Our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2021 framework. Our rigorous, well-planned curriculum, combined with high quality teaching, ensures that pupils are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Pupils develop a strong sense of belonging within their local community and the wider world, understanding the impact they could have in the future. We enable all pupils, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. Extra support and interventions are provided for pupils as necessary and in line with our SEND policy.

## Intent

At Illuminate Minds, the pupils are at the heart of everything we do. We set high expectations and provide holistic, thrilling and rewarding learning opportunities for all of our pupils to leave them feeling determined and motivated to be active, life-long learners.

We provide excellence every day, through an engaging and diverse curriculum that harnesses pupils’ imagination. We ensure that cross-curricular opportunities are planned and delivered to meet the needs of all pupils. From these foundations, we encourage pupils to be aspirational, critical thinkers; allowing them to become good citizens.

Our carefully chosen content places core knowledge at the heart of each curriculum subject. The knowledge is cumulative and constructs firm foundations from EYFS to Year 6. Knowledge is mapped and sequenced in subject progression documents and medium-term planning. Categories of knowledge are identified to ensure broad coverage and progression across each year group. The subjects are sequenced carefully to ensure that all children receive their full entitlement to our curriculum.

The curriculum is sequenced and progressive so that children can systematically accumulate knowledge which becomes embedded in their long-term memory. This approach enables pupils to make meaningful connections in their learning.

The promotion of strong oracy skills is a priority for our children. This focus runs throughout our curriculum, because children must be able to talk about what they have learned in a knowledgeable and articulate way. To ensure all of our pupils are able to access the full curriculum, we place a strong focus on early reading and vocabulary development right from the start of their learning journey.

Conscious of the need to broaden our pupil’s life experiences and to raise their aspirations, we introduce them to wealth of local and national cultural experiences. Our focus on cultural capital helps our pupils develop an appreciation of human achievement and creativity; widening their horizons and building their confidence for the next stage of their education.

## Implementation

We pride ourselves on creating a safe and stimulating environment to engage all learners to take risks with their learning and feel there are no limits to their curiosity.

Children are taught using our bespoke teaching and learning model, which encourages them to become critical thinkers and reflective learners. Well-structured modelling, highly effective questioning and carefully designed learning tasks enable children to both practice and develop. These opportunities allow our pupils to learn from their mistakes and encourage a growth mindset.

We help children remember what they have learnt through regular reviews of learning, rehearsing and connecting background knowledge. Teachers activate pupils' relevant prior knowledge through regular retrieval practice, teach new material in small steps, model processes, guide pupils to independent practice and provide immediate feedback to address misconceptions.

At the Illuminate Minds Trust, we do not separate the environment from our curriculum, teaching and learning or planning. We use the learning environment to communicate more than just the learning content. It represents the blending of content and pedagogy so that an understanding of how learning is organised, represented and adapted is made visible.

Providing pupils with opportunities to extend their learning outside of school so they become members of their local community is a vital part of implementing our curriculum. Each topic provides pupils with different experiences such as their Super Starts, Marvellous Middles and Fabulous Finishes or Epic Endings. Through these experiences pupils build relationships with the wider community whilst celebrating their learning with members of the local area and all stakeholders. On entry to school, children begin working through a Pupil Primary Journal which provides them with cultural capital experiences and opportunities that enable them to become global citizens. While some of these opportunities can be outside of school, many will be experienced through our exciting and engaging curriculum, ensuring equal opportunities. These experiences progress each year and children will work towards achieving appropriate goals.

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Changes in Living Memory</b>	<b>There's No Place Like Home</b>	<b>Maybe It's Because I'm a Londoner</b>		<b>Life on Planet Earth</b>	<b>Stars In Your Eyes</b>
The Jolly Postman	Beegu/Lost in the City	The Naughty Bus A Walk in London		One Plastic Bag/Clem and Crab	Stardust/ Bringing the Rain to Kapiti Rain
Everyday Materials	Seasonal Changes and Plants	Living things and their habitats	Animals including humans	Seasonal Changes and Plants	CREST Awards
Christianity	Christianity	Christianity	Christianity	Judaism	Judaism

Being in my world	Celebrating differences	Dreams and goals	Healthy Me	Relationships	Changing Me
Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Come From a Place Down Under	Jurassic World	London's Burning	Shiver Me Timbers	Herstory	Our Blue Planet
Ella and the Ocean	Tyrannosaurs Drip/The Girl and the Dragon/Mammoth	Vlad and the Great Fire of London	Pirate Stew	Lighter than Air	The Secret of Black Rock
Animals including humans	Everyday Materials	Living things and their habitats		Plants	CREST Awards
Christianity	Christianity	Islam	Christianity	Islam	Christianity
Being in my world	Celebrating differences	Dreams and goals	Healthy Me	Relationships	Changing Me
Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rock of Ages	What Did the Romans Ever do For us?	Do All Heroes Wear Capes	Across the Channel	Who Stole the Ice?	Frozen Kingdom
Stone Age Boy/Pebble in my Pocket	Escape from Pompeii	Iron Man/Our Tower	Katie and the Sunflowers/A Lion in Paris	The Journey/The Last Polar Bears	Race to the Frozen North
Forces and Magnets	Animals including humans	Rocks	Plants	Light	CREST Awards
Sikhism	Christianity	Christianity	Christianity	Sikhism	Sikhism
Being in my world	Celebrating differences	Dreams and goals	Healthy Me	Relationships	Changing Me
Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Back to the Source	Hola	Raid, Invade, Stayed		What a Waste!	All Wrapped Up
Rhythm of the Rain/ A River/ Cinderella of the Nile	Rain Player/The Firework Maker's Daughter	How to Train your Dragon/Loki: A Bad God's Guide to Being Good/ Monster Slayer		The Last Bear	Varjak Paw
States of matter	Sound	Living things and their habitats	Animals including humans	Electricity	CREST Awards
Buddhism	Christianity	Buddhism	Christianity	Buddhism	Christianity
Being in my world	Celebrating differences	Dreams and goals	Healthy Me	Relationships	Changing Me

### Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ancient Influencers	The Ancient Kingdom of Benin	Do Rainforests Matter?	Power of Nature	You Wouldn't Want to be Married to Henry VIII	Sandbags and Sirens
Who Let the Gods Out	Children of the Benin Kingdom	The Explorer/Where the Forest Meets the Sea	Floodland/ The River Runs Gold	The Diver's Daughter/ Treason	Walter Tull Scrapbook
Forces	Space	Living things and their habitats	Animals including humans	Properties and changes of materials	CREST Awards
Hinduism	Christianity	Hinduism	Christianity	Hinduism	Christianity
Being in my world	Celebrating differences	Dreams and goals	Healthy Me	Relationships	Changing Me

### Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Does the time fit the crime?		Keep Calm and Carry On		You, Me and all of us Together	
The Highway Man/ High Rise Mystery	The London Eye Mystery	When the Sky Falls	Once	The Arrival	Windrush Child

Animals including humans	Light	Electricity	Evolution	Living things and their habitats	CREST Awards
Islam	Christianity	Christianity	Christianity	Christianity	Islam
Being in my world	Celebrating differences	Dreams and goals	Healthy Me	Relationships	Changing Me

### Impact

Children will have a deeper understanding of the world around them through the topics they have studied, as well as having a wider range of experiences. They will be able to transfer their knowledge and skills in new situations and other curriculum areas. Children will demonstrate greater levels of resilience, motivation and a growth mind set when faced with different types of challenge. Our curriculum will allow them to address negative stereotyping through investigating similarities and differences and promoting acceptance, diversity and citizenship. Children will develop an awareness of how their actions can impacts others, deciding what is right and what is wrong. They will be aware of where they belong in their community and know their impact, not just in the local area, but in the wider world. They will leave Illuminate Minds 'Happy and Bright' and know how to 'Dream Big'.

### Health and Safety

Pupils are taught about the Health and Safety associated with the learning they are undertaking. Risk assessments will be drawn up as required depending upon the activity. A risk assessment is required for all trips. (Please see the Health and Safety and Educational Visits policies.)

### Equal opportunities

In the study of the topic areas, staff are aware of racial, ethnic bias and stereotyping. The curriculum is concerned with providing a broad and balanced education to all pupils which meets their needs. All pupils have access to a range of activities both within and outside of the school. (Please see the Equal Opportunities Policy for further information.)

### British Values

We teach British values throughout the curriculum and wider school, these include:

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance for those of different faiths and beliefs