

# Kingfisher Hall Academy Curriculum Rationale

## ***Our pupils; “a force for positive change”***

At Kingfisher Hall we often reflect on what we do and how we are doing it to remind ourselves of our core purpose. It is, not only to ensure our children achieve their full potential but because, as they experience our curriculum, they will have the skills, knowledge and values to be able to be a force for positive change in this world. We want to give our pupils what they need to make the world a better place than we have left it for them.

Our pupils need to understand that they **can** make a difference and that they have a voice that we can help be heard. Their views on issues that affect children need to be heard and we need to facilitate this. By the time our pupils leave our school at the end of Year 6 we will have been able to influence them for nearly **three quarters of their lives**. Our curriculum is such that during this time they realise they can become a force for positive change: in their homes, their school, their community and the world.

At Kingfisher Hall we strive to provide a curriculum grounded in a strong sense of ethical values, which includes established bodies of knowledge alongside the skills and dispositions required for future success. The aim of this curriculum is to support pupils in becoming active, critically minded citizens and happy, well-rounded individuals capable of life-long learning. At our school, the key dispositions we want our children to develop are the drivers of our curriculum and the bodies of knowledge are the means to facilitate and grow these behaviours.

## **Key Dispositions – Overview**

In line with British Values and social, moral, spiritual and cultural factors, the curriculum aims to encourage pupils to have:

- high levels of curiosity and intrinsic motivation
- the ability to be reflective
- the ability to express any worries and ask for help if needed
- an awareness of local, national and international issues and events
- the ability to think independently and critically
- an understanding of sustainability and a sense of stewardship in relation to the local, national and global environment
- an understanding of resilience
- strategies for independent learning
- the social skills required to work collaboratively
- financial awareness
- tangible outcomes that have a positive impact on themselves, their communities and the world

## Key Dispositions in more detail

Curiosity and Intrinsic Motivation	Example of opportunities
<p><i>"Knowledge which is acquired under compulsion obtains no hold on the mind." – Plato</i></p> <ul style="list-style-type: none"> <li>pupils can ask insightful and relevant questions</li> <li>pupils can organise, carry out and record research</li> <li>pupils can make decisions about the content of their learning</li> <li>pupils are provided with the three core areas of self-determination: competence, autonomy and relatedness.</li> </ul>	<ul style="list-style-type: none"> <li>Between four and six trips per year</li> <li>Forest school</li> <li>Roof garden with vegetable patches, chickens and fish</li> <li>Bug hotels, hamsters and ant nests</li> <li>Hooks for learning</li> <li>Project based learning with tangible outcomes</li> <li>11 x 11</li> </ul>
Being Reflective	Example of opportunities
<p><i>"We do not learn from experience; we learn from reflecting on experience" - John Dewey</i></p> <ul style="list-style-type: none"> <li>pupils can discuss their use of Success Criteria, Learning Objectives and personal targets</li> <li>pupils can discuss problems which arise in their learning and how they addressed these</li> <li>pupils can discuss their decision-making and provide evidence to support it.</li> <li>Pupils can reflect on their own behaviour and reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>pupils use metacognitive strategies to improve their own learning</li> <li>Weekly maths investigation lessons</li> <li>Pupils taught how to audit and reflect using the MAID analysis</li> <li>Staffed, lunchtime reflection groups</li> </ul>
The ability to express any worries and ask for help if needed	Example of opportunities
<p><i>"Every day in a hundred small ways children ask, "Do you see me? Do you hear me? Do I matter?" Their behaviour often reflects our response." L.R. Knost</i></p> <ul style="list-style-type: none"> <li>Pupils feel safe, secure and loved at school</li> <li>Pupils feel they can discuss their worries with staff</li> <li>All staff show empathy and understanding and know that behaviour is communication</li> <li>Pupils develop a feeling of care and empathy towards one another</li> </ul>	<ul style="list-style-type: none"> <li>Monday morning meet and greet time</li> <li>Emotional wellbeing discussed at pupil progress meetings alongside progress in core subjects</li> <li>Bi weekly SLT LABS meetings (Lateness, Attendance, Behaviour and Safeguarding)</li> <li>Staff qualified in Drawing and talking and running sessions</li> <li>School counsellor and play therapist on site weekly</li> <li>Lunchtime "Happy or Sad Club"</li> </ul>
An Awareness of Local, National and International Issues and Events & A Sense of Stewardship	Example of opportunities
<p><i>"It is our collective and individual responsibility to preserve and tend to the world in which we all live." - Dalai Lama</i></p>	

<ul style="list-style-type: none"> <li>• pupils can discuss and reach their own conclusions in response to issues and events</li> <li>• pupils have an understanding of the importance of the rule of law</li> <li>• pupils understand the role they play as a custodian of culture, community and environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Children work with SEED to look at sustainability and how this can be improved in their schools, homes and community. For example, working with the organisation “Refood” to improve the recycling during lunchtimes</li> <li>• Children have understanding of upcycling and link this to DT projects</li> </ul>
<b>Thinking Independently and Critically</b>	<b>Example of opportunities</b>
<p><i>“It is the mark of an educated mind to be able to entertain a thought without accepting it.”—Aristotle</i></p> <ul style="list-style-type: none"> <li>• pupils are engaged in challenging stereotypes, prejudice and injustice</li> <li>• pupils are engaged with democratic processes</li> <li>• pupils have a positive awareness of cultural difference</li> <li>• pupils can engage with ‘Big Questions’.</li> <li>• Pupils engage in debate and persuasive argument</li> </ul>	<ul style="list-style-type: none"> <li>• Debating in Parliament</li> <li>• Pupils engaged in weekly current affairs sessions in order to have the knowledge of issues so they can understand how to improve current situations</li> <li>• Termly P4C sessions culminating in Speak2Inspire evenings with parents</li> </ul>
<b>Resilience</b>	<b>Example of opportunities</b>
<p><i>“I am not what happened to me, I am what I choose to become.” - Carl Jung</i></p> <ul style="list-style-type: none"> <li>• pupils have an awareness of Growth and Fixed Mindset thinking</li> <li>• pupils view mistakes as opportunities for learning that require effort</li> <li>• pupils embrace challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff CPD on growth mindset</li> <li>• Regular investigations timetabled in maths to aid development of strategic thinking and resilience</li> <li>• Children encouraged to try things themselves first and then run MAID analysis to try and improve. Activities planned in (for example spider web weaving in the woodland walk)</li> </ul>
<b>Independent Learning</b>	<b>Example of opportunities</b>
<p><i>The greatest sign of success for a teacher is to be able to say, “The children are now working as if I did not exist”- Maria Montessori</i></p> <ul style="list-style-type: none"> <li>• pupils can work without adult support</li> <li>• pupils have strategies for independence e.g. accessing resources when needed, seeking help from a peer, using a reference text to explain a concept.</li> <li>• pupils can evaluate their progress, identifying strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• Enquiry based learning. Children and teachers discuss what they already know and what they want to find out. Learning follows the children’s questions and intrinsic curiosity</li> <li>• Project work with deadlines and tangible outcomes are prominent. Children work in semi-autonomous groups to achieve a set goal.</li> <li>• Classrooms set up to facilitate independence</li> </ul>

<ul style="list-style-type: none"> <li>pupils can organise, record and present research.</li> </ul>	
<b>Collaborative Working</b>	<b>Example of opportunities</b>
<p><i>"If you want to go fast, go alone. If you want to go far, go together"</i> African proverb</p> <ul style="list-style-type: none"> <li>pupils work well in pairs, groups and cross-phase activities</li> <li>pupils understand that respect and empathy are required for collaboration</li> <li>pupils can take responsibility for a leadership or non-leadership role in a group</li> <li>pupils respond appropriately to group decisions taken democratically.</li> </ul>	<ul style="list-style-type: none"> <li>Staff CPD on collaborative working</li> <li>Regular group work in lessons (linked to project outcomes)</li> <li>Groups work together to publish an anthology</li> <li>Groups work together on Enfield Town Schools Partnership Science Project</li> </ul>
<b>Financial Awareness</b>	<b>Example of opportunities</b>
<p><i>"A penny saved is a penny earned."</i>- Benjamin Franklin</p> <ul style="list-style-type: none"> <li>pupils are aware of the need to earn financial rewards</li> <li>pupils are aware of the value of property and treat it with respect</li> <li>pupils are aware of the need to save and budget.</li> </ul>	<ul style="list-style-type: none"> <li>Metro bank to do financial awareness sessions</li> <li>Children opening bank accounts</li> <li>Pupils manage budget for school pets (egg sales, purchasing food etc)</li> <li>Entrepreneur SOW in Year 6</li> </ul>
<b>Experiences to develop cultural capital 11x11</b>	<b>Example of opportunities</b>
<p><i>"All childhood experiences shape the adult life"</i></p> <ul style="list-style-type: none"> <li>be able to ride a two wheeled bicycle</li> <li>to build a sandcastle by the sea</li> <li>to perform on stage</li> <li>to play as a member of a team in a competition</li> <li>to watch a theatre production in the West End</li> <li>to stay overnight on a residential camp</li> <li>to learn how to play chess</li> <li>to be responsible for caring for the school animals</li> <li>to read a selection of classic books</li> <li>to learn a language and be able to converse in that country</li> <li>to be able to debate at Parliament</li> </ul>	<p>The experiences in 11x11 are embedded in the curriculum in different year groups so all children experience them by the time they leave the school.</p> <ul style="list-style-type: none"> <li>be able to ride a two wheeled bicycle <b>Year 1 PE</b></li> <li>to build a sandcastle by the sea <b>Year 2 Trip to the coast</b></li> <li>to perform on stage <b>Year 5 Young Voices</b></li> <li>to play as a member of a team in a competition <b>Sports Day and Inter House Sports</b></li> <li>to watch a theatre production in the West End <b>KS2 trip</b></li> <li>to stay overnight on a residential camp <b>Year 4 and 6</b></li> <li>to learn how to play chess <b>Year 3 Maths activities</b></li> <li>to be responsible for caring for the school animals <b>Year 5 monitors</b></li> <li>to read a selection of classic books <b>KS2 English Curriculum and all years Story time</b></li> <li>to learn a language and be able to converse in that country <b>MFL for EYFS and day trip to France in Year 5</b></li> <li>to be able to debate at Parliament <b>Inter Trust debating competition Year 6</b></li> </ul>

Tangible outcomes that have a positive impact on themselves, their communities and the world	Example of opportunities
<p><i><b>"Be the change you want to see in the world"- Mahatma Gandhi</b></i></p> <ul style="list-style-type: none"> <li>• Primary Power Parliament to lead on reviewing the projects and ensuring a positive impact (use the MAID Analysis)</li> <li>• Curriculum ensures the children have the knowledge of current situations related to what they are learning about and framework to suggest positive changes.</li> <li>• Regular sessions on current affairs keep the children aware of issues that affect them.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Power Parliament to work across the Trust on projects linked to sustainability</li> <li>• Children use MAID analysis to audit things they are not happy with and then suggest changes to improve. This starts with the school and then community.</li> </ul>
<b>Associated Pedagogy</b>	
<p>In order to deliver the knowledge, values and dispositions listed above, pedagogy needs to consider the following:</p> <ul style="list-style-type: none"> <li>• the ability of the classroom climate to create resilience and feelings of relatedness</li> <li>• incidental learning</li> <li>• project-based learning with real-world purposes, relevance, experiences and outcomes</li> <li>• the pitch of work to develop feelings of competence</li> <li>• the provision of well-paced, cumulative learning which builds on prior knowledge</li> <li>• the provision to support those who need to 'catch up'</li> <li>• the provision of choice to promote autonomy</li> <li>• opportunities to reflect on learning and progress</li> <li>• opportunities to develop curiosity through relating content to questions and interests</li> <li>• opportunities for oracy and collaboration</li> <li>• opportunities for independent learning</li> <li>• open-ended, exploratory learning</li> <li>• explicit vocabulary development</li> <li>• cross-curricular English, Maths and Communication skills</li> <li>• challenging, creative home learning.</li> </ul>	