

Minster Curriculum Intent Statement

Here at The Minster Junior School, we provide a sequenced, interconnected, diverse and socially-aware curriculum based around knowledge-rich Cornerstones projects, which deliver strong and contextualised learning opportunities for all children.

Projects are mapped out in a termly sequence, with relevant connections made within and between subjects. Our framework, is built on the National Curriculum programmes of study, using '10 Big Ideas' that are broken down into smaller, subject specific concepts and aspects.

These '10 Big Ideas' thread throughout projects and develop pupils understanding over time, allowing us to teach a coherent, ambitious curriculum that is interconnected with the aims of the National Curriculum.

When developing the schools' curriculum, we decide on the 'important knowledge' (the building blocks) and 'key vocabulary' that pupils should learn, based on our contextual factors. We build upon prior knowledge and make links to prior learning. This leads to a sequential accumulation of skills and knowledge over time.

Lessons are carefully sequenced to ensure that learning is revisited, deepened and used as a basis to acquire new learning. Appropriate experiences are planned to aid understanding and move the learning from the short to the long-term memory. We believe our curriculum provides appropriate depth, breadth and balance tailored to our children's specific needs and interests.

The Minster Juniors' curriculum has been developed with the following main goals in mind:

- To encourage pupils to become ambitious, curious learners who can make a positive contribution to the school and local community.
- To develop pupils' skills and knowledge by providing a coherent, progressive curriculum.
- To build rich 'cultural capital'
- To ensure learning experiences are memorable and aid long-term retention
- To develop strong vocabulary acquisition among our pupils so they are well equipped as effective and confident communicators.

1. School values

Our school values underpin our curriculum and strongly contribute to pupils receiving an effective education that enables them to excel. Through three core values: Faith, Humility and Stewardship, we teach our children the importance of contributing towards their own development, and that of others, via each of the termly topics we teach.

We have an inclusive curriculum where every child is recognised as a unique individual. We adapt the curriculum for different groups of children, such as those with SEND, those

who are learning English as a second language (EAL), and provide disadvantaged pupils with additional opportunities to build their 'cultural capital'.

Our Christian vision calls on us to **'be concerned for one another, to help one another to show love and to do good'** This reflects our beliefs by showing inclusion to all in our community. Children are expected to encourage each other to do their best; to strive for excellence in all areas of school life. Being tolerant and understanding to the needs of each other, helps us to grow and develop into model citizens.

2. Cultural capital

Every child and family who joins The Minster Junior School has their own knowledge and experiences that link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage and interests. We believe it is one of the key ingredients a pupil will draw upon to be successful in school, society and the world of work. This helps children to achieve goals, become successful, and rise-up the social ladder without necessarily having wealth or financial capital. Cultural capital is gaining knowledge that gives children the desire to aspire and achieve social mobility whatever their starting point.

Our curriculum is designed to instil ambitious aspirations into all our children and to encourage them to become resilient, curious learners who embrace challenges and continue to grow and develop. Throughout their journey at The Minster Junior School, our children will be provided with rich and engaging learning experiences across the curriculum, such as exploring the local environment (following the course of the river Wandle from its source in Wandle Park) to visiting places of worship (Croydon Minster, Siri Guru Singh Sabah Gurdwara, Buddhapadipa Temple and Baitul Futuh Mosque) as well as sports and music venues. Educational visits are also planned further afield, such as Greenwich Observatory and Planetarium, the National Maritime Museum and the Cutty Sark, not to forget the Year 6 residential 'journey' to a PGL centre. On every occasion, we provide chances for pupils to understand their journey by showing the route on maps prior to embarking on trips out. Every opportunity is taken to explain history as part of any visit, for example, The V&A's connection to Queen Victoria and Prince Albert, as well as debating topical news such as the ownership of artefacts removed from their countries of origin when visiting the Horniman Museum or British Museum. We believe that exposure, not only to culture, but also to experiences the children might never have previously been exposed to, is of paramount importance to their future success.

3. Memorable learning experiences

All year groups partake in a wide range of visits and workshops in addition to experiencing special curriculum days and weeks. Some examples of workshops include: trampolining; gifted and talented art; Korean language and culture; computing, cookery, debating; choir, technical drawing, crosswords, chess and sudoku. Visitors to our school include Spinnaker – who regularly lead collective worships - pantomime theatres, local historians (Croydon Airport), local arts groups and authors of children's books. Furthermore, we are proactively planning to engage parents with their child's learning by explaining how we

teach maths, reading and writing (as well as demonstrating the online learning platforms 'Mathletics' and 'Times Table Rockstars') at parents' evening. This is in addition to holding parent information workshops and reaching out to families to utilise the skills and expertise that our community has to offer, in order to further enhance the curriculum.

4. Developing Vocabulary

We want our pupils to be equipped with an expansive vocabulary in order to be effective communicators who can speak fluently and confidently. We promote development of adventurous vocabulary through our use of high-quality texts linked to the Literacy Tree resources that we explore with the children.

Our full and rich curriculum, with its wide-ranging experiences, ensures that every pupil makes excellent progress both academically and personally. Pupils are encouraged to be ambitious and utilise their broad range of skills and knowledge effectively, ensuring they are well prepared for the next stage of their education and beyond. We look to achieve this through lessons which provide 'deliberate vocabulary development'.

5. Knowledge Organisers and Assessment

Knowledge Organisers are used at the start of each project to highlight key vocabulary and ideas that will be taught during the project. These are sent home so that the children and their carers can refer to them throughout the term. At the end of each project, there is comprehensive assessment which evidences how much each child has learnt, while also identifying misconceptions or gaps in children's knowledge/skills so that these can be rapidly addressed.