



College Park: a thematic Inclusive Curriculum

Curriculum design

Literacy and Communication and Numeracy and problem solving

These subject areas have at least three dedicated lessons over the course of the week that support the development and progress of the children and young people (CYP). These subject areas are led by middle leaders who are responsible for their strategic development and delivery within the curriculum and these sit within the broader inclusive curriculum.

The Inclusive curriculum

The inclusive curriculum is organised so that subjects are not delivered separately. The Foundation subjects (History, Geography, Citizenship, Computing and IT, Design and Technology) are taught thematically so that knowledge and understanding are encountered and built upon in the same way that it is experienced in the real world. The rationale for this is that CYP are supported to be able to make connections when the curriculum is presented in real world concrete situations and scenarios. This approach ensures that the CYP are well supported in generalising skills and knowledge, helping students in knowing more, remembering more and in turn our CYP achieving more.

Creative Arts and Physical Education (PE)

The Creative Arts (Art, Music, and Drama) and P.E are all delivered by specialist teachers to ensure quality and breadth and like all subjects are informed by aspects of the National Curriculum to ensure the school maintains a broad and balanced curriculum offer.

National Curriculum programmes of study

Aspects of these are used to inform the curriculum and these increase in complexity as CYP progress through their individualised curriculum pathways. These are signposted throughout the school's curriculum documents and within our planning documents.

Maximising the impact of its Central London location and planning strategically through a four-year cycle approach.

College Park is a diverse inner-city school and accesses a range of cultural opportunities due to location. The strategic four-year plan allows us to incorporate these to maximise their impact so that they support and enhance the CYP's learning experience over time. This strategic view also acts as a device to support a breadth of curriculum that allows CYP to have a wide range of opportunities and themes over a four-year cycle.

Cultural Capital progression

The topics explored within the thematic curriculum progress through the key stages. These are underpinned by the planned use of books. Key cultural books support planned themes and increase each CYP's cultural capital. The narratives contained within these books support the breadth of the curriculum the CYP experience and equip them for a range of experiences in school, in their local community and the wider society.



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Foreign Languages at College Park School

College Park School recognises that languages are part of the cultural richness of our society and the world in which we live and work, and that learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. *National Curriculum QCA 2009*

At College Park School we value diversity and celebrate differences. We ensure that our curriculum is diverse and that our pupils learn to appreciate different countries, cultures, communities and people, as well as other protected characteristics.

The SEND code of practice states “in many cases, such planning [*reference to potential areas of difficulty*] will mean that pupils with SEND will be able to study the full national curriculum”.

It is our assertion that our pupils’ needs and their levels of attainment mean that they fall outside of the ‘many cases’ referred to in this statement in terms of teaching/ learning foreign languages.

Therefore school leaders decided not to include foreign languages within our KS2 curriculum.