



Principles of Petersfield's Curriculum Design

We have considered these principles when designing our curriculum.

1. Challenge and Enjoyment:

Children should find their learning challenging, engaging, motivating and fun! The curriculum should encourage high aspirations and ambitions for all.

At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children to sustain their effort.

2. Breadth:

All children should have the opportunities for a broad range of experiences.

Their learning should be planned and organised so that they will learn and develop through a variety of texts within both the classroom and other aspects of school life.

3. Progression:

Children should experience continuous progression in their learning from 4 to 11 years. Each stage should build upon earlier knowledge and achievements.

Children should be able to progress at a rate which meets their individual needs and aptitudes.

4. Depth:

There should be opportunities for children to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.

5. Coherence:

Children's learning activities should combine to form a coherent experience. There should be clear links between different aspects of learning. Such links should be discussed with children in order to bring different strands of learning together.

6. Relevance:

Children should understand the purpose of their learning and related activities. They should see the value of what they are learning and its relevance to their lives, present and future.

7. Personalised and Choice:

The learning planned for children should respond to their individual needs and support particular aptitudes and talents. It should provide opportunities for exercising responsible personal choice.

Once children have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible.