Curriculum Evening

Wednesday 3rd December 2025

SIP- what and why?

Key Priority 1: Cultivate a cohesive, trusting, and accountable school culture, underpinned by a shared commitment to continuous improvement and achieving the best possible outcomes for all children (MS)

Key Priority 2: Embed consistent behaviour expectations, routines and proactive strategies across the school (HO)

Key Priority 3: Strengthen the curriculum so that it is well-rounded, engaging and relevant for all our children (HO/SBJ)

Key Priority 4: Improve pupil engagement and participation in learning (TL/WD)

Key Priority 5: Implement a sustainable, inclusive whole-school model of SEND provision, supported by effective use of systems and processes, and strategic deployment of resources (YC)

Why this and why now?

- Developing a coherent, modern, thematic curriculum grounded in strong subject knowledge.
- Updating our teaching and developing greater consistency whilst considering workload and creating opportunities for professional development.
- Ensures clear progression from EYFS to Year 6.
- Provides engaging learning opportunities that bring concepts to life.
- High challenge combined with strong scaffolding.

Our Curriculum Intent

- A curriculum designed to help pupils develop skills for life and to grow as global citizens.
- High expectations for all pupils, including SEND and disadvantaged children.
- A curriculum that inspires, engages and prepares pupils for their future.

Ambitious and Inclusive

Creates confident, compassionate citizens

Builds lifelong skills, knowledge and values

Globally responsible

Dimensions Curriculum

- Relevant- rooted in the context of 2025 → Adapted based on local area and supports 'global citizenship'
- Engaging for all children → Thematic, highly practical and pupil-led
- Accessible and challenging for all inc. SEN → Tasks are often low threshold high ceiling and vary
- Considerate of workload and supportive of staff wellbeing for planning, feedback and subject leadership → Topics and lessons are planned. Key knowledge and skills are mapped and extensive subject leadership resources are provided
- Rooted in effective learning strategies- Metacognition → ✔

What does this look like?

Thematic, cross-curricular units with clear subject progression & coverage

Engaging, modern resources consistently applied across the school

Whole-child development

Flexibility and adaptability

Which subjects are changing?

Science

Drama

Computing

Geography

D&T

Art

Music

History

PSHE

At its heart, Dimensions has four curriculum drivers, the '4 Cs': Communication, Conflict, Culture and Conservation. These themes connect learning to real-world issues, reinforce school values and promote a cohesive whole-school approach.





CONFLICT

Why is it a World Issue?

Understanding world history would be impossible without understanding the conflicts that have shaped it.

Children need to learn how to handle disagreements constructively and resolve their differences without yelling and screaming, ignoring and sulking, whining and moaning or resorting to violence.

Conflict can be seen as an opportunity for learning about and understanding our differences. We can all live harmoniously, despite conflicts, as long as we know how to responsibly manage these struggles.



COMMUNICATION

Why is it a World Issue?

Communication is the foundation of all human relationships and affects all aspects of our lives. It spreads knowledge and information - authors to their readers, teacher to their students, companies to their customers, friend to friend - across cultures, countries and generations.

Face to face, letters, emails, phone calls, texting, media, social media... with more means of communication than ever, there are now even more ways to be misunderstood than ever! Having good communication skills involves being aware of both sender and receiver.

Children need to learn how to communicate clearly and positively, using verbal and non-verbal skills to get their ideas and feelings across, to receive other people's messages and to resolve conflict.



Why is it a World Issue?

An understanding and appreciation of other cultures and establishing relationships with people from cultures is vital in building and maintaining successful communities.
An appreciation of cultural diversity goes hand-in-hand with a just and equitable society and helps to overcome and prevent racial and ethnic divisions.

Children need to learn how culture affects perception, influences behaviour and shapes personalities. As they explore different cultures, it's also important to remember how much we have in common. People see the world very differently, but we are all human beings. We all love, want to learn, have hopes, dreams and fears.
At the same time, we can't pretend our cultures and differences don't matter, and we can't pretend that discrimination doesn't exist.

CONSERVATION

Why is it a World Issue?

The population of human beings has grown enormously in the past two centuries and billions of people use up resources quickly. The continuation of life as we know it depends on the careful conservation of natural resources. This often conflicts with other needs e.g. livelihoods, housing, the expansion of hospitals and businesses. The benefits of development need to be weighed against the harm to plants and animals, the depletion of resources needed in the future and the damage to resources we use today.

It's normal to feel powerless when faced with the enormity of world conservation issues, but children need to know that small actions can make a big difference.

How will we deliver this?

Autumn 1- Communication

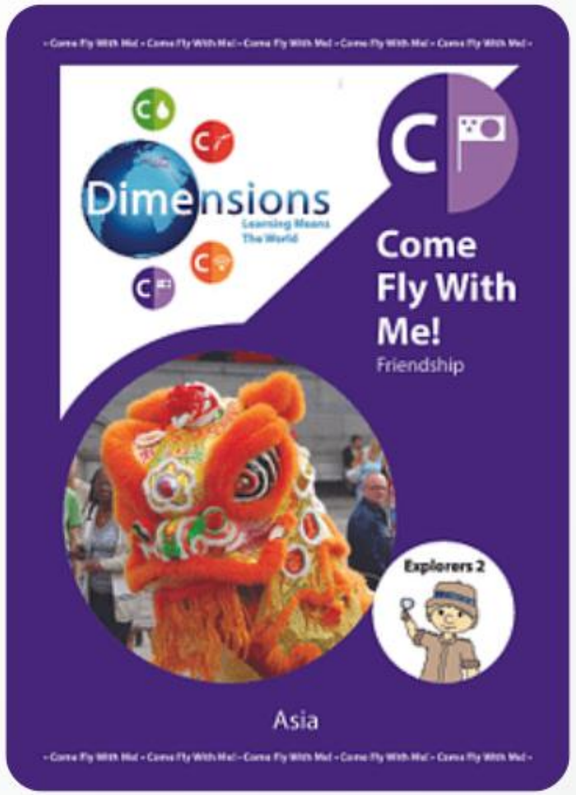
Autumn 2- Additional Units

Spring 1- Culture

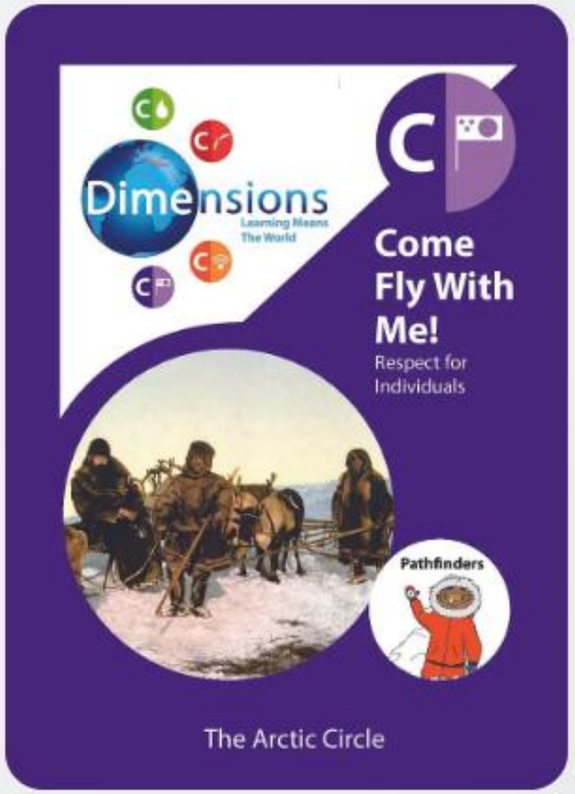
Spring 2- Additional Units

Summer 1- Conflict

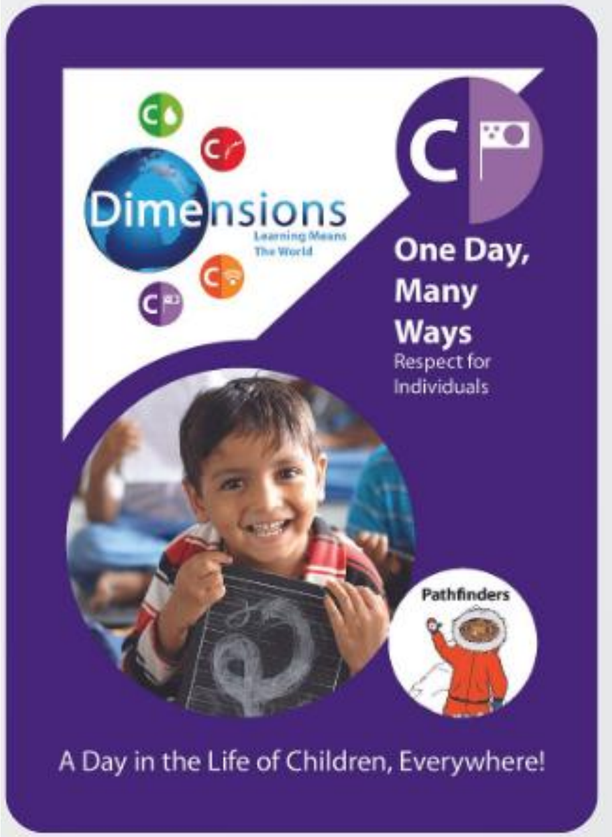
Summer 2- Conservation



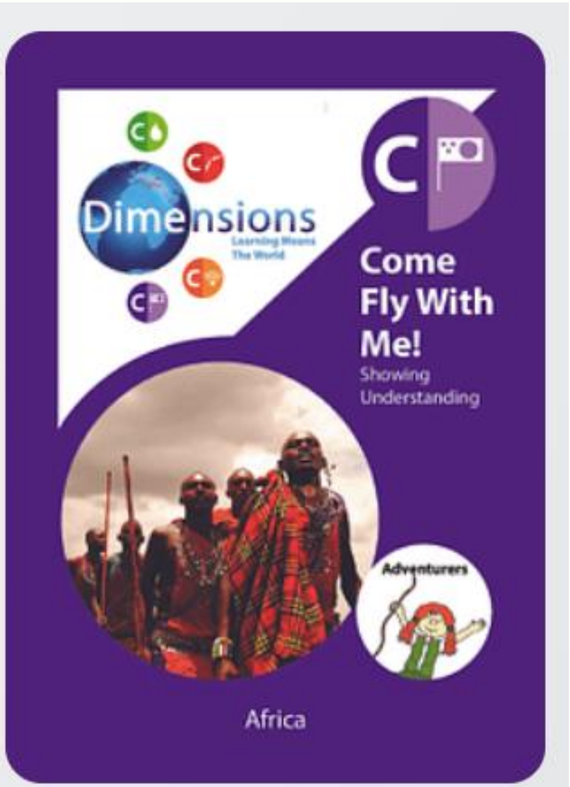
Come Fly With Me! Asia Explorers 2



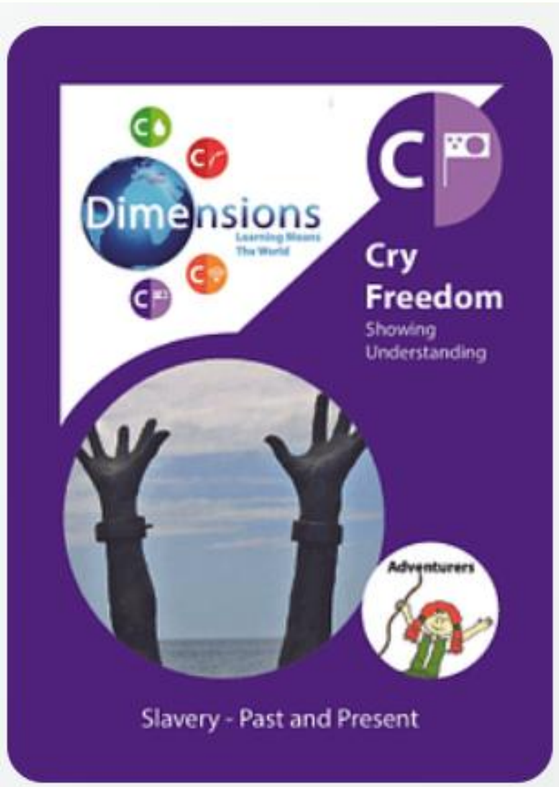
Come Fly With Me! Arctic Circle



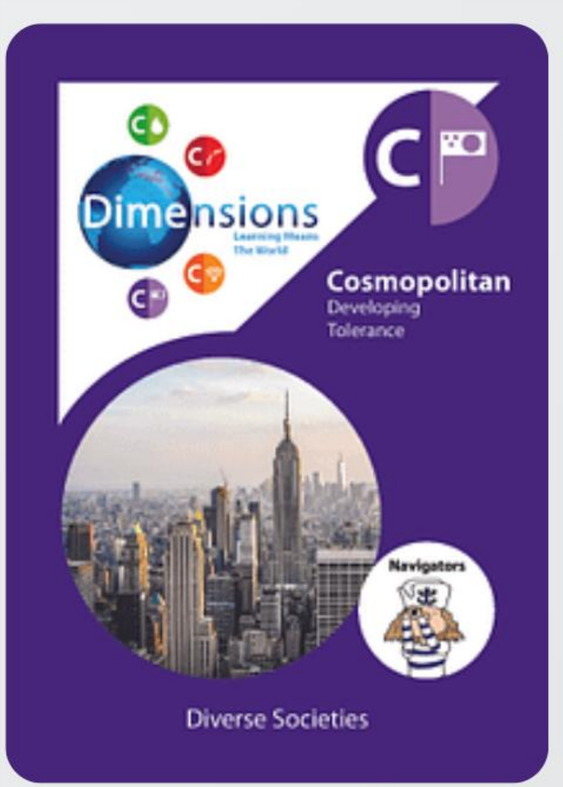
One Day, Many Ways



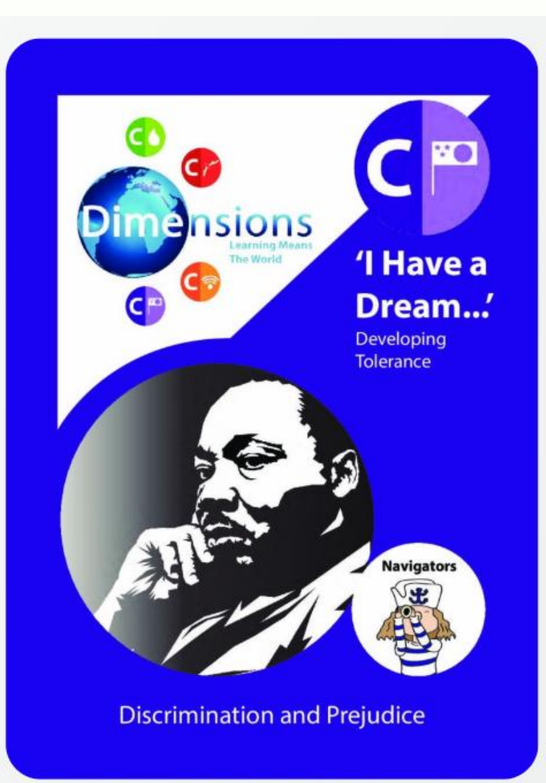
Come Fly With Me! Africa



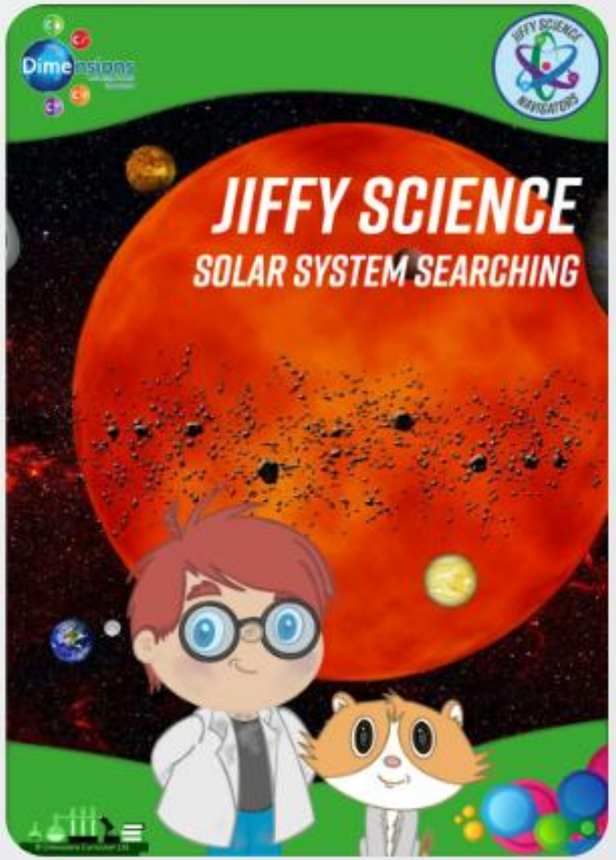
Cry Freedom



Cosmopolitan



'I Have a Dream...'



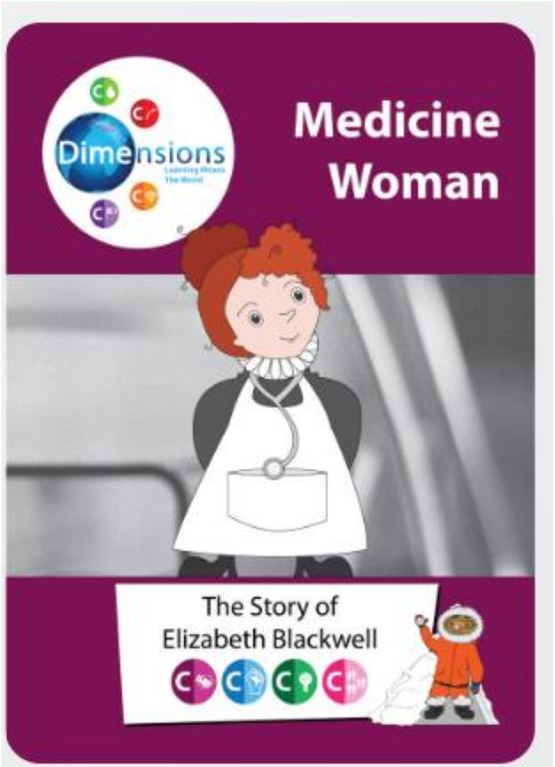
Solar System Searching



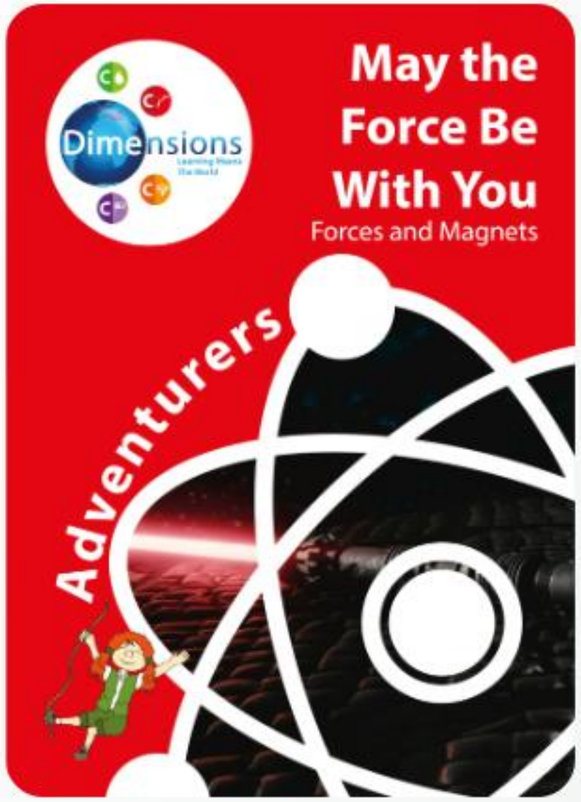
3D PSHE The Big Picture



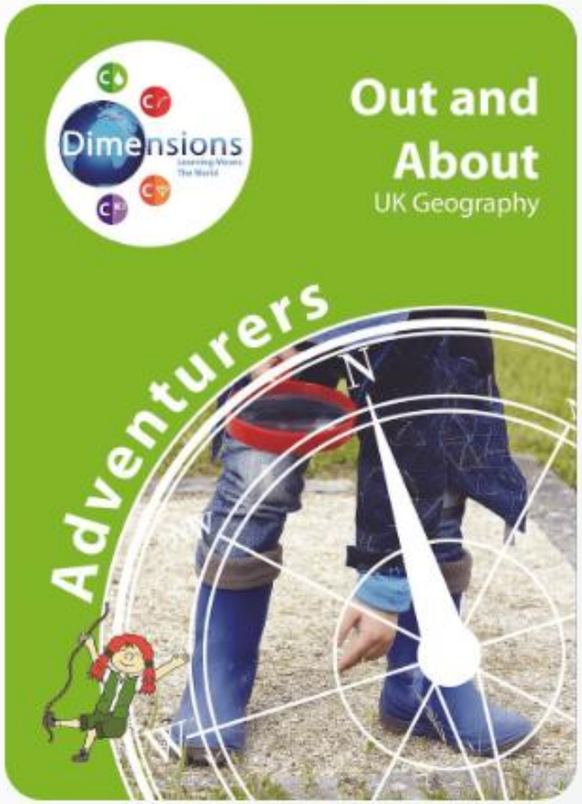
Safe Zone



Medicine Woman



May the Force Be With You



Out and About

	Explorers Reception	Pathfinders A Year 1	Pathfinders B Year 2	Adventurers A Year 3	Adventurers B Year 4	Navigators A	Navigators B
Autumn 1 Theme 1 COMMUNICATION	Happy To Be Me *All About Me*	Happily Ever After *Fairy Tales*	The Mobile Mystery *Telephone Timeline*	Hot Off the Press *The Story of Print*	Lightning Speed *The World Wide Web*	Mission Control *Earth and Beyond*	Dot, Dot, Dash *Coded Communications*
	Safe Zone Lesson 1 – Privacy and Security		Four Seasons Project – Autumn Safe Zone Lesson 1 – Self Image and Identity	Seasons –Autumn in Canada Safe Zone Lesson 1 – Self Image and Identity	Jiffy Science– Materials on Trial Safe Zone Lesson 1 – Online Relationships and Bullying	Jiffy Science Solar System Searching Safe Zone Lesson 1 – Privacy and Security	Jiffy Science Keeping Cosy Safe Zone Lesson 1 – Online Reputation and Managing Information
Autumn 2	Pupil Led Unit	Royal Patrons *The Story of Elizabeth II and Victoria* Children's Champion *The Story of Thomas Barnardo*	Jurassic Hunter *The Story of Mary Anning* Medicine Woman *The Story of Elizabeth Blackwell*	Out and About Geography NC Essential Lindow Man *The Story of Prehistoric Man*	Viking Warrior *The Story of Ragnar Lothbrok* Saxon King *The Story of Harold Godwinson*	Pharaoh Queen *The Story of Hatshepsut* The Rescuers *The Story of The Titanic*	True Crime *The Story of the Pendle Witches* In Your Element Geography NC Essential
	Safe Zone Lesson 2 – Online Relationships	Safe Zone Lesson 1 – Copyright and Ownership	Safe Zone Lesson 2 – Online Relationships	Safe Zone Lesson 2 – Online Relationships	Safe Zone Lesson 2 – Health, Wellbeing and Lifestyle	Safe Zone Lesson 2 – Self Image and Identity	Safe Zone Lesson 2 – Online Relationships and Bullying
Spring 1 Theme 2 CULTURE	Come Fly With Me! *Asia*	Come Fly With Me! *Arctic Circle*	One Day Many Ways *A Day in the Life of Children Everywhere*	Come Fly With Me! *Africa!*	Cry Freedom *The Story of Slavery*	Cosmopolitan *Diverse Societies*	I Have a Dream *Discrimination and Prejudice*
	Safe Zone Lesson 3 – Online Relationships	Jiffy Science Paper Plane Pandemonium Safe Zone Lesson 2 – Self Image and Identity	Four Seasons Project – Winter Safe Zone Lesson 3 – Online Reputation Safe Zone Lesson 4 – Online Bullying	Seasons –Winter in Switzerland Safe Zone Lesson 3 – Online Reputation	Safe Zone Lesson 3 – Online Reputation and Managing Information	Safe Zone Lesson 3 – Online Reputation and Managing Information	Safe Zone Lesson 3 – Self Image and Identity
Spring 2	Way Back When *Hats had Brims* Way Back When *Bicycles*	Never Eat Shredded Wheat *UK Geography*	Paddington's Passport *Contrasting Locations*	May the Force Be With You Science NC Essential	Rocky the Findosaur Science NC Essential	Go With the Flow Science NC Essential	Time Team History/Geography NC Essential
	Safe Zone Lesson 4– Self Image, Identity and Online Bullying	Jiffy Science Exploding Experiments 1 and 2 Safe Zone Lesson 3 – Managing Online Information	Four Seasons Project – Spring Safe Zone Lesson 5 – Managing Online Information	Jiffy Science Hockey Puck Ponderings Seasons – Spring in Russia Safe Zone Lesson 4 – Health, Wellbeing and Lifestyle	Jiffy Science Define States of Matter Safe Zone Lesson 4 – Self Image and Identity	Safe Zone Lesson 4 – Health, Wellbeing and Lifestyle	Safe Zone Lesson 4 – Health, Wellbeing and Lifestyle
Summer 1 Theme 3 CONFLICT	Help is at Hand *Who Helps Us*	Unity in the Community *Where I Belong*	The Beachcombers *The Beach*	Athens V Sparta *Conflict in Ancient Greece*	Law and Order *Rules and Rights*	You're Not Invited *Invaders and Settlers*	Wars of the World *Wars, Past and Present*
	Safe Zone Lesson 5 – Copyright and Ownership	Jiffy Science Life Cycle Learning	Jiffy Science Homely Habitats Safe Zone Lesson 6 – Copyright and Ownership	Safe Zone Lesson 5 – Privacy and Security	Safe Zone Lesson 5 – Copyright and Ownership	Safe Zone Lesson 5 – Copyright and Ownership	Safe Zone Lesson 5 – Privacy and Security
Summer 2 Theme 4 CONSERVATION	'What On Earth...' *Looking After Things*	Going Wild *Living Things, Humans and Animals*	Skip of the Dump *Recycling, Light and Materials*	Picture Our Planet *Scenes from Around the World*	Under the Canopy *Rainforests*	Global Warning *Waste and Pollution*	Full of Beans *Energy*
	Safe Zone Lesson 6 – Managing Online Information Safe Zone Lesson 7 – Health, Wellbeing and Lifestyle	Jiffy Science Classifying Calamity Safe Zone Lesson 4 – Privacy and Security	Four Seasons Project – Summer Safe Zone Lesson 7 – Privacy and Security	Jiffy Science Here Comes the Band Seasons – Winter in Brazil Safe Zone Lesson 6 – Copyright and Ownership	Jiffy Science Pollution Problem Safe Zone Lesson 6 – Privacy and Security	Jiffy Science Melting Madness Safe Zone Lesson 6 – Online Relationships and Bullying	Jiffy Science What Time is it Professor Jiffy? Safe Zone Lesson 6 – Copyright and Ownership

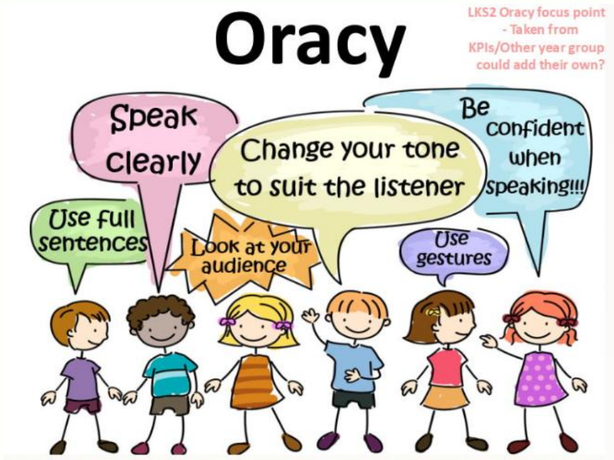
How will this be delivered?

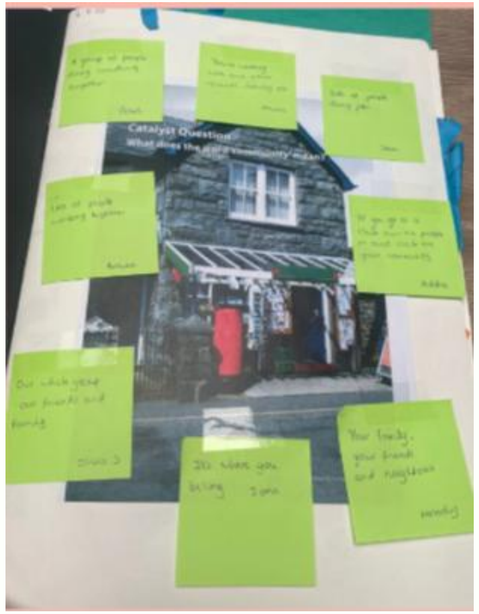
Engaging, hands on lessons which are accessible for all children.



How will this be delivered?

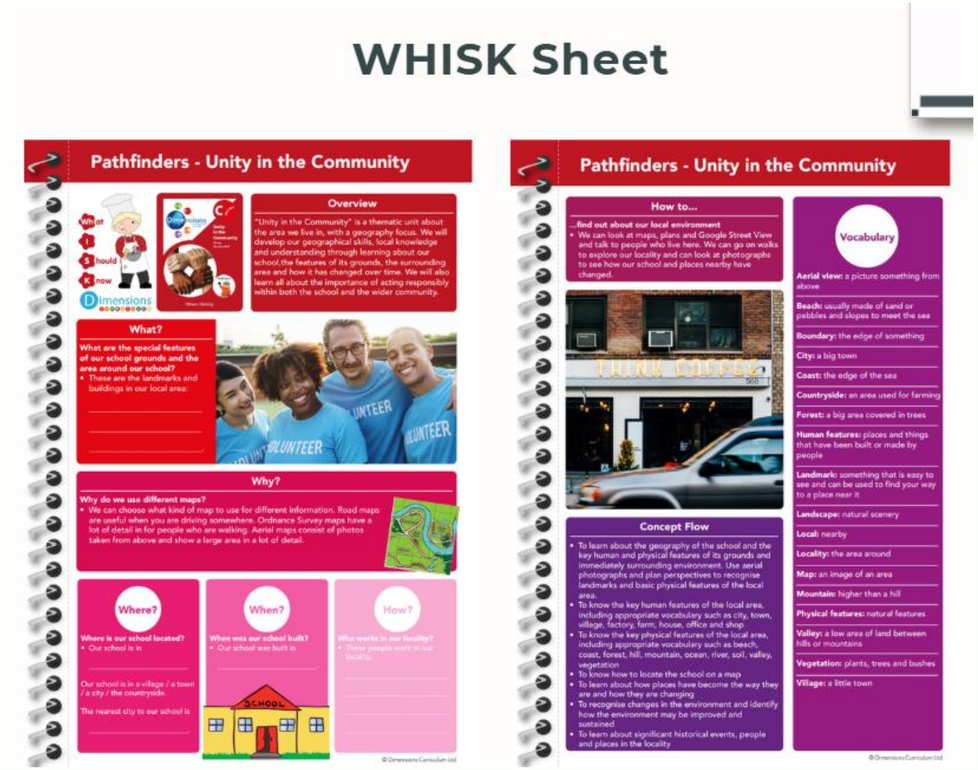
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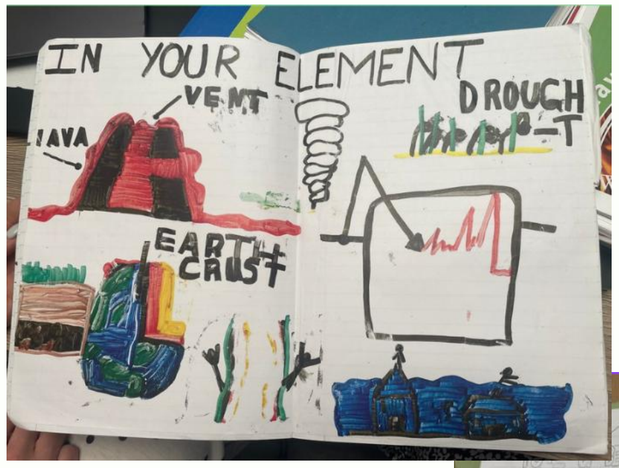
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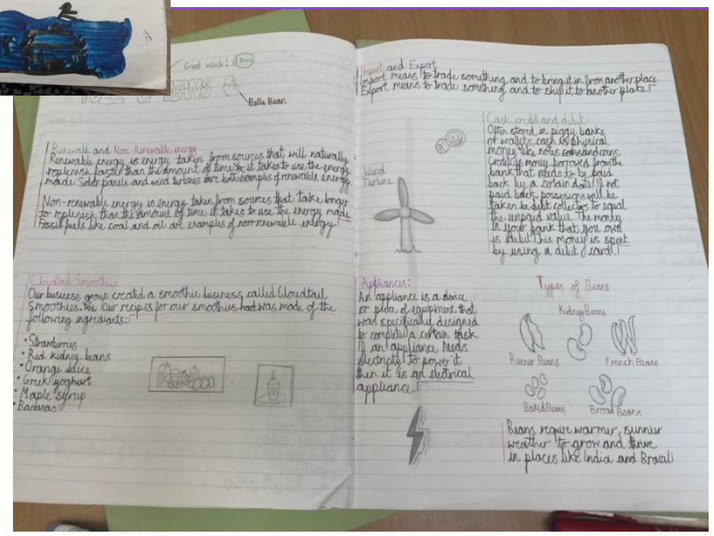
Engaging, hands on lessons which are accessible for all children.



How will this be delivered?

Engaging, hands on lessons which are accessible for all children.





National Curriculum Changes

Planned for publication by 2027, first teaching around 2028.

Increased focus on:

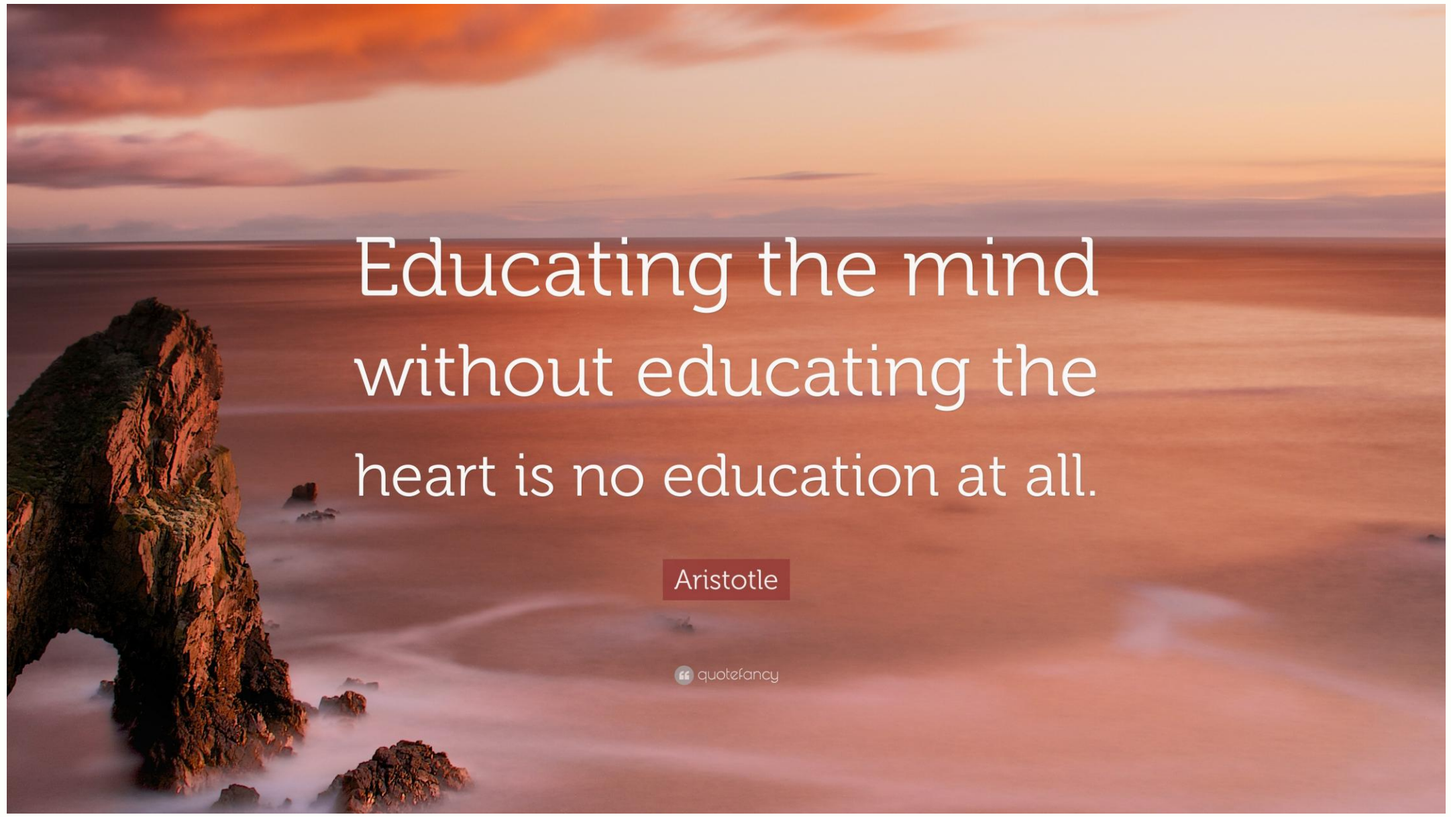
- Oracy
- Life skills & enrichment entitlement
- Citizenship & global awareness
- Media & digital literacy
- Financial literacy
- The review emphasises inclusivity, reducing disadvantage, and ensuring every child accesses a broad curriculum.

Curriculum Impact

Strong progression across EYFS, phonics, KS1 and KS2.

Children who embody school values such as kindness and responsibility, are confident speakers and effective listeners.

Children who are equipped to be global citizens, valuing diversity, acceptance and human rights.


Educating the mind
without educating the
heart is no education at all.
Aristotle
quotefancy