



# The Empowerment Curriculum

Staff training and curriculum development-  
our journey so far

## Our Empowerment Curriculum

*'If the young are not initiated into the tribe, they will burn down the village just to feel its warmth'*

African proverb

*'...the current National Curriculum systematically omits the contribution of Black British history in favour of a dominant White, Eurocentric curriculum that fails to reflect our multi-ethnic and broadly diverse society. .... the need for a curriculum that redefines conceptions of 'Britishness' and how this aligns to our values and identities is integral towards developing an inclusive classroom that establishes belonging and connectedness to the curriculum on offer'*

(Arday 2020)

- In 2020, LEAP began the journey of creating and embedding an empowering, 'Rich, Relevant and Representative' curriculum to:
- provide, for all of our pupils, a sense of belonging and identity and their place in time and the world around them.
- teach an accessible educational curriculum that reflects our multi-ethnic and broadly diverse cohort, whilst raising attainment for all pupils.
- celebrate the achievements and contributions of the African, Asian, and Middle Eastern Diaspora to Britain and the world.
- explore the structural inequities they face, empowering them to overcome and change through education.
- engage, reflect and inspire our children by asking the big questions and allowing them to imagine an aspirational future.
- empower our children to dream bigger, fight harder and reach higher

Over the past couple of years, we have analysed each unit of work across the curriculum to evaluate whether or not it meets our vision for a rich, relevant and representative curriculum.

We have researched, discussed, questioned and looked at meaningful ways to develop each unit.

From history, geography, art, music to our core reading texts we have changed the content, whilst ensuring we are still covering the National Curriculum expectations.

All of our staff, across LEAP, have received unconscious bias training and our journey continues to ensure that all children, staff and families feel represented, valued and safe from prejudice.

# What have we done so far?

	Autumn 1							Autumn 2								Spring 1					Spring 2						Summer 1						Summer 2																														
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	7.5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	SATs week 4	5	6	1	2	3	4	5	6	7																								
6 5/6	Coming to England							Stormbreakers								Tales from the Caribbean					The London Eye Mystery						Street Child						Pig Heart Boy																														
	The Windrush			Sikhism		Online Safety 6.2 Quizzing 6.7		5.2 Forces		Benin				Mechanisms		6.1 Light		6.5 Evolution and Inheritance			CW	C & N	World Geography				SW	Coding 5.1 6.1		Islam	5.5 Living things and their habitats			Electrical Systems	What happens when we die?		5.4 Animals inc humans		Theatre Production																								
5	Coming to England							Stormbreaker								Tales from the Caribbean					The London Eye Mystery						Street Child						Pig Heart Boy																														
	The Windrush			Sikhism		5.2 Forces		Online Safety 6.2 Quizzing 6.7		Benin				Mechanisms		6.1 Light		6.5 Evolution and Inheritance			CW	C & N	World Geography				SW	5.5 Living things and their habitats		Islam	Coding 5.1 6.1			Electrical Systems	What happens when we die?		5.4 Animals inc humans		Geography of the UK																								
4 3/4	Marcy and the Riddle of the Sphinx		Gregory Cool		Into the Forest			Charlie and the Chocolate Factory								Tales Told in tents					The Mousehole Cat						African Tales						Narrative Writing						One Plastic Bag						Hot Like Fire						KindleKraak												
	Ancient Egypt			Identity and Belonging		3.2 Animals inc humans		4.1 Electricity		Online Safety 4.2 Animation 4.6		3.3 Light		Mechanisms		Tales Told in Tents		The Mousehole Cat			The Rainforest			CW	Coding 3.1 4.1		C&N	4.4 Sound		SW	The Romans		Electrical Systems	Christianity	4.5 Living things and their habitats		Buddhism	Active Planet																									
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2	Leon and The Place Between		Seahorse		Puffin First Poems			Traditional Stories (3 stories)								The Kindest Red					Bastard's Pumpkin						The Owl and the Pussycat						The Snail and the Whale						Cook and the Big Bad Book						Splash Anna Hibiscus						Who's Afraid of the Big Bad Book						The Magic Finger						
	The Great Fire of London			1.2 Every Day Materials (THIS YEAR ONLY)		Sikhism		Hackney in the Past		Nativity		Mechanisms		2.1 Seasonal Changes (Winter)		Online Safety 2.1 Animated Stories 1.6			CW	Circus and Map Skills		Cooking and Nutrition		SW	1.5 Plants (THIS YEAR ONLY)		Buddhism	2.2 Animals inc humans			Mechanisms 2	Coding 1.7 2.1		Islam	Geography of the UK																												
1	Traction Man		BERRM					The Story Tree								Look Up!					No Dinner!						The Owl and the Pussycat						The Magical Yet						Aggh Spider!						Splash Anna Hibiscus						The Snail and the Whale						Where the Wild Things Are						
	Transition and routines	Toys			1.2 Every Day Materials			Women of the Past		Christianity and Nativity		Mechanisms		Online Safety 1.1 Pictograms 1.3		1.1 Animals including Humans			CW	Maps and Our Local Area		Cooking and Nutrition		SW	1.5 Plants		Hinduism	1.3 Seasonal Changes (Summer)			Mechanisms 2	Holidays		Islam	Spreadsheets 1.8 Coding 1.7																												
EYFS	Ourselves and My Community							Transport								Traditional Tales					Animals						Growth						All Around the World																														
	UTW	S	H	G	RE	Art	UTW	S	H	G	RE	Art	UTW	S	H	G	RE	Art	UTW	S	H	G	RE	Art	UTW	S	H	G	RE	Art	UTW	S	H	G	RE	Art	UTW	S	H	G	RE	Art																					
	Family and community	Healthy oral hygiene	Healthy Eating	Where do we live	Height Growing	Weather	Local Environment	Special places in the community	Self portraits	Families	Life Story	Space	Forces	Seasons	Transport through the ages	Stations / Airport City	Diwali, Hanukkah	Remembrance day	Chinese New Year	Pancake Day	Valentines	Texture, colour an expressions	Animals and their habitats	Seasons	Dinosaurs	Fossils	Nocturnal animal	Habitats	St George's Day	Easter	Construct homes	Seedling threads	Planting seeds	Growing plants	Life Cycles	Human and animals	Changes over time	Local Environment	Flags and Symbols	St George's Day	Eid	Spells and make an animal habitat	Different cultures	World languages	Seasons	Electricity	Where our families were born?	Flags	Countries	Compare life in other countries	Flags, Cultural and additional jobs												

Half Term Monday 23<sup>rd</sup> - 27<sup>th</sup> Oct

Christmas Holidays Thu 21<sup>st</sup> Dec - Monday 8<sup>th</sup> Jan

Half Term Mon 12<sup>th</sup> Feb - Fri 16<sup>th</sup> Feb

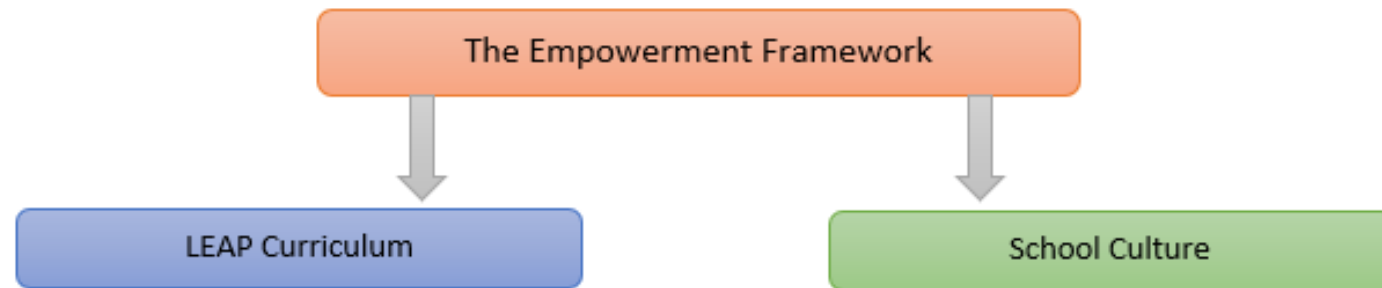
Easter Friday 29<sup>th</sup> March - Friday 12<sup>th</sup> April

Half Term Mon 27<sup>th</sup> May - Fri 31<sup>st</sup> May

# Empowerment framework



## Empowerment Framework

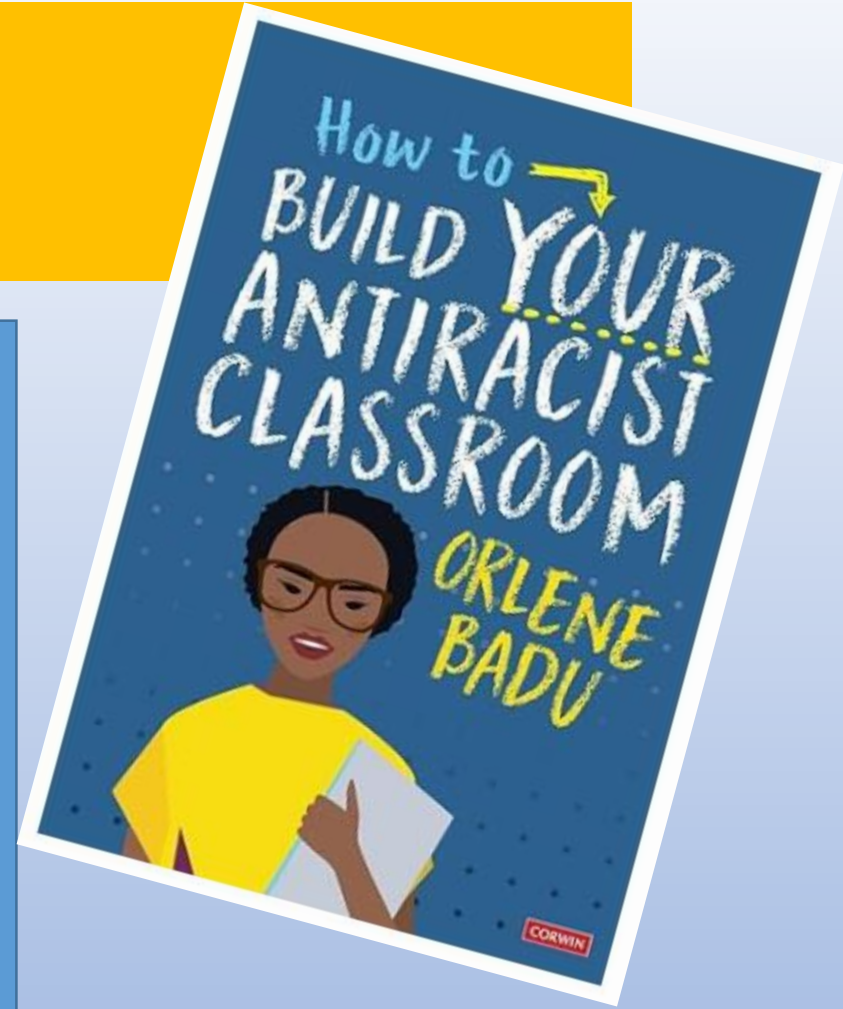


# Staff training so far

- All staff have received Unconscious Bias training linked to a shared Anti-racist approach
- Curriculum development training
- Leadership team have attended an additional conference led by Orlene Badu focused on building anti-racist classrooms/schools.

## Next steps:

- To reflect on and share our own experiences, knowledge and understanding of unconscious bias and related issues. (help to determine next steps)
- Disseminate learning from Orlene Badu across staff team.
- Policy development-update process for dealing with racist incidents.



# Empowerment Curriculum: staff training and curriculum development- our journey so far

- What next?
- What do staff, pupils, families and other stakeholders feel we need to address and develop?

This is an on-going journey to ensure that all children, staff and families feel represented, valued and safe from prejudice.

- [The LEAP Federation - Our Empowerment Curriculum](#)