



‘Learning is an alteration in long-term memory. If nothing has altered in the long-term memory, nothing has been learned. In order to learn knowledge, pupils need to connect new knowledge with existing knowledge.’

School Inspection Handbook 2019

Curriculum Design

In Key Stage One and Two we follow the National Curriculum and in EYFS we follow Development Matters. In our long-term planning, we have clearly detailed the knowledge and skills to be taught to ensure that there are clearly identified links and progression. Some of the added detail is relevant to the culture and context of our children.

To ensure progression, retention and purpose we have and continue to develop:

- **Horizontal Links** – Knowledge secured through repetition term by term
- **Vertical Links** – Knowledge linked and built upon across all subjects
- **Diagonal Links** – Knowledge deepened between year groups within subjects

Progression Overviews (Vertical Links)

These progression documents were developed by Subject Leads to ensure they have a clear overview and ownership of their subject, so that they understand how it develops and progresses over time.

Progression overviews for each curriculum area highlight the different strands or threads within each subject. They have been colour coded so that it is evident how a particular skill or concept progresses from Nursery to Year 6. By doing this, we have ensured that these threads are clear to teaching staff so that they are aware of what comes before and after the year group they are teaching. This enables them to build on the prior knowledge and skills that the children have developed.

Long-Term Knowledge Blocks

For each curriculum area we have produced detailed knowledge blocks which meet the statements from Development Matters and the statutory requirements of the National Curriculum. These knowledge blocks are overtly detailed to enhance teacher’s subject knowledge whilst clearly identifying the sticky knowledge and key vocabulary we expect the children to retain and develop their understanding of as they move throughout school.

Subject Leads are responsible for ensuring that these blocks of knowledge are progressive.

Retrieval Documents (Horizontal Links)

We are in the process of developing retrieval documents for Science, History, Geography, RE and Spanish that will clearly show the knowledge children should have acquired for a particular strand or thread. Subject Leads are carefully considering where threads or strands would be best retrieved to create meaningful links for the children.

Links Across Subjects (Diagonal Links)

Subject Leads will be developing their understanding of how threads, strands and concepts for their subject areas link with other curriculum areas.

Teaching and Learning

The teaching of our curriculum is focused on 'long term retention and transfer'- which means that our children need to be able to use all knowledge taught in different contexts. The 'knowledge gap' is what explains the attainment gap between different pupil groups so this needs to be addressed. The more you know, the more easily you learn. Knowledge begets knowledge. Building on key concepts is best explicitly revisited in multiple units, year after year.

At the beginning of every block of learning staff need to activate children's prior knowledge. For example, when teaching about The Great Fire of London we need to activate:

Learning from self- any experience they have of fire whilst using their senses to describe this.

Learning from the world- anything that has happened related to fires, for example, The Grenfell Tower, moorland fires, house fires etc.

Learning from text/previous teaching (knowledge)- Quizzes linked to the Knowledge Organiser, revisiting previous linked learning, for example, 'People Who Help Us' or later on in Year 4 in learning about materials, you could reflect on The Great Fire of London.

When delivering lessons, teachers are encouraged to vary their presentation of teaching materials, for example, through the use of books, technology or by producing booklets that the children use throughout the topic. Where possible teachers will use concrete resources or real-life objects.

The curriculum needs to be taught with the limitation of working memory in mind. Curricular planning is broken down into small steps to be mastered through regular retrieval practice.

At the end of each History and Geography block of learning, extended pieces of writing are produced to show the key learning that has been acquired. Extended pieces of writing are produced, where appropriate, in other curriculum areas.

Previous Learning

Retrieval practice through low stakes multiple choice quizzes are efficient, effective and motivating for pupils, whilst providing us with vital information about what pupils have misunderstood and/or what they are struggling to remember. The Retrieval Practice Document we are in the process of developing will ensure that the sticky knowledge identified on the block plans is retrieved at opportune and purposeful moments.

Knowledge Organisers

The use of Knowledge Organisers needs to be balanced. In saying this we mean it **must** be interacted with on a regular basis. For example, use for rapid recall and set tasks from it for homework (learn/explore a certain section).

Knowledge Organisers are made half termly for History and Geography and outline the sticky knowledge to be taught.