

Curriculum statement

Whenever we consider our curriculum provision, we ask: What do we want our children to know, what do our children already know and how do they apply it?

Our school curriculum is planned to encourage children to think about their learning: **'We remember what we think about'** (Willingham). We want our children to be curious learners and our learning sequences are designed with this in mind. Rather than simply being focused on activities and tasks, which can be a distraction from what we want the children to learn, we empower our children to forge into new ideas with an open-mind through inquiry and questioning.

We have considered different types of knowledge in our curriculum planning, assessment and lesson delivery. Each curriculum subject focuses on the **Core knowledge** that we want our children to retain in their long term memory. For each subject we have considered:

- How to map and link this core subject knowledge as the children progress through the school
- How we aim for this knowledge to be secure for all children
- How we return to this core knowledge over time to ensure that it is embedded in our long-term memory

To support our core knowledge curriculum, and in order to set the learning in context so the children can make sense of it, we make links to other subjects and ways of learning: **'Hinterland knowledge'**. This involves the regular use of narratives, analogies or anecdotes to reinforce meaning. We aim to create a balance between core and hinterland knowledge to develop the children's curiosity, to awaken intrigue and interest about what is to come and to amplify the core knowledge.

Our curriculum also builds on **Substantive knowledge** which is driven by the requirements of the National Curriculum and statutory assessments. Our substantive knowledge is carefully sequenced over time, starting with the most fundamental and helpful knowledge - substantive knowledge, when it connects to more substantive knowledge, is what creates understanding. We also consider what our children need to know later at primary and how we can best prepare them for secondary school.

Within our curriculum planning, we also teach **Disciplinary knowledge**, this is subject specific disciplinary knowledge, which helps our children to value opinion, to learn to debate and to discuss. For example, within history, we will consider how judgements are made, causation, conclusions and bias. Within RE, we will also consider philosophy, ethics, social science, history and art.

Our curriculum planning includes **Declarative knowledge** which is the **'know-that'** of a subject and **Procedural knowledge** which is the **'know-how'**. This is the knowledge that we practice so that the children are not frustrated by having to concentrate on the task in hand, whilst also having to work out how to approach the task in the first place.

We have worked collaboratively to plan our curriculum and we also plan collaboratively for our curriculum delivery - breaking down the subjects into small steps. Teachers build in opportunities for explicit teaching, modelling, discussion and practise. We also revisit previous learning and find opportunities to test previous learning so that we can help to make this learning more secure. Our lessons are often linked to a key question which the children are required to complete.