



Curriculum Statement

Curriculum Philosophy

The mind is not a vessel to be filled but a fire to be kindled.” Plutarch

At Richardson Endowed Primary School, we believe that children need a **broad curriculum** where specific **subject knowledge and skills knowledge** from each curriculum area is **taught in a sequential way**, **building on previous knowledge** and ultimately being **applied in a purposeful outcome** - a curriculum which aims to provide children with the **bigger picture**.

Our curriculum is created around **current and relevant local and globally important themes**, about which the children will deepen their knowledge year on year. We choose to deliver this approach through creating topics which are focused around a **central high-quality core text** linking to the global theme, thus providing **real-life connections** between subject knowledge and real life. Our intention is for them to become **lifelong learners** in areas of personal interest and talent as well as **informed citizens** of the world.

We aim to teach children **key knowledge and vocabulary** that will provide them with a firm foundation upon which to build their future learning. We aim to develop the children's wider knowledge through planning experiences that will open children's eyes to other aspects of study beyond the school curriculum through **personalised learning**.

Curriculum Intent

We have developed a curriculum that **equips children for life** at school in Smalley and beyond, for life in the 21st and 22nd centuries. We are mindful that the youngest children in our school could be alive in 2100 in an ever-changing world. We have therefore created an approach to learning which complements the acquisition of basic academic skills.

Our curriculum has been created around the idea of developing, **global citizens** who have strong **British values and attitudes** with the knowledge to support this. We aim to develop children who **think critically**, **work co-operatively** and **value equality, diversity of opinion and ethnicity** and have strong global awareness and sense of social justice.

This is achieved through teaching the National Curriculum objectives and knowledge which have been linked to EMBARK's six global themes. This will also be achieved through developing the school's core values alongside the core beliefs of the EMBARK Academy Trust.

Reflecting on the changing world and research from the Oxfam Global Citizenship Guides led us to think about our curriculum differently. In order to develop learners who can thrive and be successful in the world of the future, we re-evaluated key questions behind our curriculum:

What knowledge is it important to learn?

How can we develop learning and metacognition skills in individuals?

How does learning happen most effectively?

How do we evaluate that success?

We believe that all learners are entitled to an education that equips them with the **knowledge, skills and values** they need to embrace the opportunities and challenges they encounter, creating a future that they want to live in and enabling them to be a global citizen who contributes to, and values, their world.

This will be achieved through units of learning that develop knowledge and understanding through the following six overarching global themes, reflecting issues in the children's world:

- ☐ **Identity and Diversity**
- ☐ **Peace and Conflict**
- ☐ **Social Justice**
- ☐ **Saving our Environment**
- ☐ **Our Heritage**
- ☐ **Our World and Beyond**

Curriculum learning is brought to life through high quality texts that are carefully selected to link to the overarching themes as well as providing opportunities to build on knowledge and develop values in a way which connects to children's lives - who they are, how they fit into the world and how they contribute and respond to it.

Curriculum Specific Knowledge and Skills

Our curriculum is designed to provide children with the opportunities to make deep, lasting connections between learning and understanding the world that they live in, resulting in them connecting **taught knowledge** and attitudes and values with real situations.

We therefore aim to ensure learning is 'deep' rather than shallow. Deep learning requires planning for and modelling behaviours and actions associated with:

- **Deep thinking**
- **Deep purpose**
- **Deep engagement in learning**
- **Effective collaboration**
- **Repeated experience of learning** - Children have to be exposed to learning several times before they transfer from working memory to long term memory, so our teaching approach provides children with opportunities to:
Listen - Watch visual modelling - Talk over the strategy.

As a team, we have developed disciplinary knowledge (skills) progression documents for each subject to ensure that, whilst teaching age appropriate knowledge, we also provide children with an equivalently appropriate acquisition of the curriculum specific skills they need in order to succeed. (See EMBARK Disciplinary Knowledge Progression' documents).

We have also developed and are continuing to develop substantive knowledge documents for wider curriculum subjects. These documents identify the age-appropriate, key knowledge that will be taught in key subjects from Year 1 – Year 6.

Values and Attitudes

Our curriculum connects to real life events: past and present, local, national and global and therefore develops their ability to think as a global citizen, using their developing knowledge, whilst also establishing their character, **values and attitudes** so that they can be valued members of society.

Curriculum Implementation

The six themes that drive our curriculum are each broken down into age appropriate knowledge (see EMBARK 'Curriculum Theme Progression' Document on our website).

In order to achieve depth of thinking and learning, we plan for children to study units that focus on either one or two of the themes, with all six themes being covered each academic year. Across each year, a number of high-quality core texts are used to bring the themes to life for our children and to promote connectivity with the learning. The knowledge, skills, values and attitudes are reflected through the objectives identified in each curriculum area which link with the 'EMBARC skills progression'.

Curriculum Planning

Sequences of discrete curriculum knowledge

Sequences of lessons are carefully planned to ensure children have the knowledge and skills needed to apply their learning in a final authentic outcome, which allows children to showcase their learning in a creative way.

We expect the journeys that teachers plan in the lead up to the authentic outcomes to be **active, engaging and inspiring**, resulting in a **deep and interrelated understanding** of the local, national and global themes and curriculum areas.

When designing sequences of learning across the curriculum, we use a 'planning backwards approach'. At the heart of this is a thinking process that enables our teachers to plan and teach from a clear and well-defined destination, analysing what knowledge and skills are required to achieve deep small steps of progression. We believe that planning backwards is a journey that starts with the intended outcome very clearly in mind. Teachers are also expected to have high expectations of outcomes produced by children in terms of content and presentation.

Pre & Post Unit Retrieval Grids

At the beginning of a History or Geography unit of work, children are guided through a whole class retrieval grid by the class teacher. This grid is broken down into key chunks of knowledge, taken directly from a substantive knowledge document for the unit of work being studied. This approach allows children and teachers to identify prior knowledge, knowledge gaps and misconceptions. This ensures that the upcoming learning journey for each unit of work is fit for purpose and planned and delivered in the most effective way.

Throughout each unit, spaced knowledge retrieval questions are purposefully asked to check, reinforce and ensure that children develop and remember key knowledge, in line with the identified substantive knowledge for the topic being studied. This ensures that strategic knowledge acquisition takes place throughout a unit of learning.

At the end of a unit, children record their acquired knowledge on their own copy of the unit's retrieval grid. This is completed in an age appropriate way for each year group.

Approaches to support high quality outcomes

Well-structured modelling.

Teachers will ensure that during whole class discussions they provide effective visual and auditory modeling to ensure children have a clear example of what is required of them. This can take the form of:

1. Visual modelling scribed in front of the children by the teacher or another child and explained verbally.
2. A pre-prepared worked example of an outcome (either accurate or incorrect) which can be explained verbally.

Both forms should then be displayed in the classroom for the children to be used as a learning reference for the duration of the lesson or unit as relevant.

Ensuring learning consolidates and challenges.

Teachers are expected to use highly effective questioning and carefully designed learning tasks to enable children to both struggle (so that they can be challenged in their learning) and practise. Multiple opportunities to fail and learn from these mistakes are also central to our practice and encourage a growth mindset.

Collaboration in learning ensures a social experience, which is paramount in today's world. Therefore, our teaching sequences promote contexts that support co-construction and collaboration. Discussion, debate and communication are all valuable currency in an increasing complex world and so we plan opportunities for children to express a point of view (understanding that people have different points of view) and engage with these. Children are able to consider different perspectives and points of view on global issues and we explore the potential of being able to change one's point of view.

Metacognition plays a pivotal role within our sequences through encouraging children to explain and reason, thinking about evidence, evaluating and making judgements or decisions. Through deeper thought-processes and reflection children are able to make links between topics so that they are learning to think systematically. Teaching children how to reflect, explain, justify and question is key to lesson design.

Live Feedback is integrated into our curriculum design and a range of feedback methods are implemented throughout the sequences of learning (See 'Feedback Policy'). Responses are used to deepen the connection with the learning and encourage children to reflect at a deeper level.

Celebration of success is prized and interconnected with our school values. We do not separate the environment from our curriculum, teaching and learning or planning. We use the learning environment to communicate more than just the learning content. Each classroom will have two curriculum displays, an evolving one, displaying learning from the current topic and a completed display from the previous term's topic showing progression of skills and knowledge building towards outcomes.

Curriculum Impact

Outcomes-Academic attainment:

Throughout EMBARK we use regular and robust triangulated **monitoring** to gauge the impact of our curriculum. Leaders at all levels review learning, talking with our children, **analysing** outcomes in books

and on displays and then **evaluating** this to provide feedback to move practice forward.

We aim for our children's attainment and progress to be in line with or exceeding their potential and plan additional input if this not the case. We measure attainment using national data, the EMBARK Skills Progression Document and our own exemplification documents, and use regular inter-school monitoring to ensure assessments are consistent and identify areas where we can move practice forward. This moderation is organised across different curriculum areas across EMBARK. We measure progress by having a clear understanding of children's starting points each year and at the beginning of each topic and aim that our sequential learning gives children the ability to recognise the progress they have made.

Outcomes- Values and Attitudes:

We measure attainment through the development of well-rounded citizens with a clear understanding of values such as love, responsibility and friendship etc.

Children will also feel confident to address negative stereotyping through investigating similarities and differences as well as promoting acceptance, diversity, citizenship and human rights. These are monitored through daily observations of the children's interactions with peers, known adults and in the wider community.

Outcomes- Learning dispositions:

We measure children's learning dispositions in terms of levels of resilience, motivation and a growth mindset when faced with different types of challenge. They should develop attitudes and dispositions to make a positive contribution to the world and our daily interactions in their learning provide a regular check on this.

Outcomes- Knowledge of the global world:

We measure children's knowledge of the world by their ability to make sense of an increasingly globalized, complex and rapidly changing world and give their views on it. They should be able to make suggestions and decisions for the right reasons and in the best interests of our community. They should become more confident in speaking about current issues through collaborative learning activities. They should be able to decide what is right and what is wrong, and will become resilient to the influence of others. Children should develop an awareness of how their own actions can impact others and the wider community. We aim that they will go out into the world and make a difference in their own life and to that of others. Our daily conversations with the children allows us to measure the development of this.

In summary: We have developed our curriculum as a vehicle for connecting education and personal development within the evolving global world. This means we enable children to form meaningful relationships with their learning, see patterns and apply knowledge and skills into a context where learning can make a difference. Children see that their learning has real significance and understand that this is relevant to future decisions and the active contribution they can make to the world is clear for them to see.