

## **Curriculum Design**

All stakeholders are part of the development of the curriculum design. To ensure curriculum quality we have addressed the following:

- developing sequential learning where pupils know more and can do more
- local context and filling the gaps from pupils' backgrounds/building pupils' cultural capital
- focus on subject disciplines even when topics are taught
- focus on ambitious personal development
- developing a curriculum that embeds learning outside of the classroom
- considering depth and breadth and curriculum content
- seeing the curriculum as the progression model
- having a clear purpose for assessment
- a mastery approach
- listening to the pupil voice
- reviewing and evaluating curriculum design

## **Curriculum Model**

Knowledge-engaged approach:

Knowledge underpins and enables the application of skill. We strive for children to learn skills alongside knowledge, ensuring that both explicitly are developed enabling pupils to have a 'meaningful knowledge', through lots of experience and hands-on opportunities. We strive to ensure that pupils can achieve both knowledge and skills and develop them by returning to them in different transferable ways. We do this by having an emphasis, where appropriate, on cross-curricular teaching linked to learning outside of the classroom. We have developed a curriculum that is relevant and meaningful to pupils and enables them to put their knowledge into context, for example through our local area studies.

We believe that it is our responsibility to develop the literacy and numeracy skills for all our pupils. Using the Early Years Foundation Stage Framework and National Curriculum as a basis, age-appropriate progression in knowledge for each core and foundation subject has been identified. This has been mapped out to ensure coverage of identified knowledge is secured across EYFS, KS1 and KS2. We carefully select the sequence of when, what and how knowledge is taught and subject leaders work actively to review this aspect regularly, thus ensuring the building of schema.

Our curriculum model is designed to enable pupils to have focussed time on foundation subjects to develop depth in their learning. Disciplines such as science, RE & Worldviews, history and geography are 'blocked' within the terms. We do this because our research has shown that our pupils learn better through having the opportunity to develop a deeper conceptual knowledge in this way. Subjects which are more skills-based and need rehearsing, such as MFL are taught weekly to support regular practice of the skills. In order to ensure that pupils retain their knowledge and can use it to build schemas, we use retrieval practice at the start of every lesson.