



Our Wider Curriculum

Respect - Responsibility - Resilience

Our wider curriculum includes:

Art	Computing	Design & Technology	Geography	History
Modern Foreign Language	Music	Physical Education	Personal Social Health Education	Religious Education

We follow the **National Curriculum** to structure our curriculum offer; therefore, we know our curriculum is **ambitious** for all of our children.

How we Structure Our Curriculum:

We teach each of the wider curriculum subjects discretely at our school.

For each subject, we have thought carefully about how we sequence learning over time and have broken down learning into smaller concepts, starting from when children enter our setting in year 3, until they leave us in year 6.

At each step, we consider what specific knowledge and understanding we want our children to **know and remember** at each stage of their learning and in each subject. The end of year 3, 4, 5 and 6 are key **end points** for each of these building blocks of our curriculum. We know what we want our pupils to know and remember at each of these end points, focusing on what will be most useful to them. We have sequenced lessons over time to reach those end points.

For each subject, leaders have developed their **intent statements** that include **what** we intend our children to learn by the end of year 6. **What** our children know, remember and can do indicates how well they achieve (progress).

On our [curriculum pages](#) on our website, we have included the supporting documents for each subject, so that you can understand what our **curriculum intent** looks like across our curriculum.

Gaining Knowledge:

Our curriculum has been carefully designed, following Rosenshine's Principles, so that children gain more knowledge over time. Some knowledge is very important, and we return to this regularly to help it 'stick' in children's memory.

Knowledge is divided into two types:

Substantive Knowledge: This refers to specific facts to be learned, such as, for example, the names of the countries in the United Kingdom (geography), or in history key facts about an historic event such as World War 1. In our curriculum pages, we have given you examples of the substantive knowledge that pupils need to know and remember at each stage in their learning and in each subject. Substantive knowledge refers to knowing 'what' specific facts need to be remembered.

Disciplinary Knowledge: Whereas substantive knowledge is about 'what' facts, disciplinary knowledge is about knowing **how**. For example, in history behaving like a historian to deepen substantive concepts through analysing and interpreting sources, [Have you understood v's what have you understood?](#)

On our [curriculum pages](#) on our website, you will see examples of how we have identified the specific **substantive knowledge and disciplinary knowledge** we want our children to know, remember and apply over time.

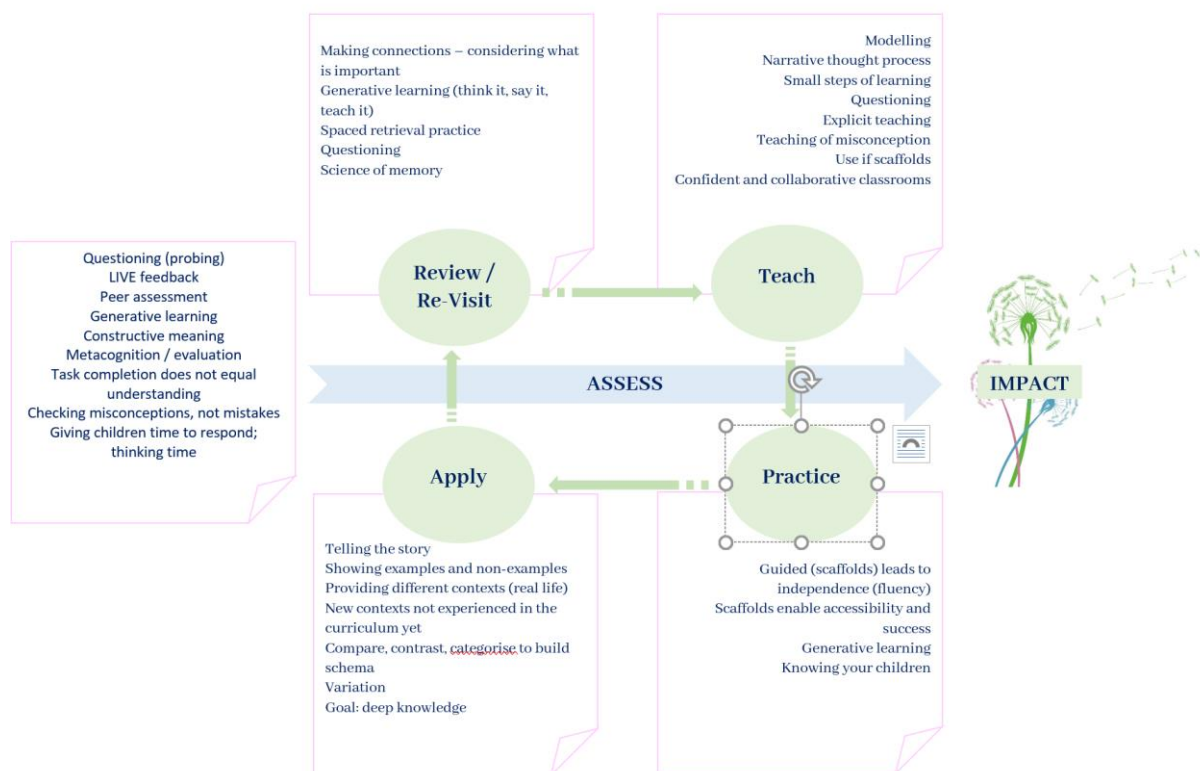
Knowledge and Links with Reading and Vocabulary Acquisition:

We believe that our children's ability to firstly read and then comprehend is crucial to opening the wider curriculum. The children's learning of the foundation subjects is determined by the knowledge of the subject being read because what we **know** allows us to read and understand what we have read. Knowledge learned across the wider curriculum facilitates comprehension. It also helps our pupils gain a broader vocabulary. We know that children are exposed to richer vocabulary when they access a broad curriculum, and this is very important to their future success. In our curriculum intent (plans), we have outlined the specific vocabulary children need to know, use and remember at each stage in their learning (see our curriculum pages).

Making Sure Knowledge is Sticky:

When we designed our curriculum, we made sure the following applies to enable all children to retain the important substantive knowledge and disciplinary knowledge:

- **Prior Knowledge is Identified and Built Upon:**
At each stage, teachers make sure that they understand what prior learning has taken place and how well children have remembered it. They revisit prior learning, particularly at the start of a unit of work but also at other stages in the learning process, to make sure that they are building new learning on secure foundations.
- **Making Links with Other Learning:**
We know that knowledge 'sticks' when explicit links are made between subjects. Webs of knowledge are created in our memories (schema) when we create meaningful links between learning. The more we introduce children to related content, the deeper knowledge will be. Key concepts in each subject are revisited over time and can be seen in our curriculum plans, which have the effect of making these links and building webs of knowledge. You will see some of these key concepts in our curriculum planning on curriculum pages.
- **Making Sure That the Way We Implement Our Curriculum Plans Places Emphasis on the Most Recent Research into How to Optimise the Science of Memory.**
We understand that learning is defined as an alteration in long term memory. If nothing is altered in long term memory, then nothing has been learned. Therefore, we train our teachers to use teaching strategies informed by the most up-to-date research into memory. We have a clearly defined teaching strategy which deploys these strategies: we called it our Teach Simply Model.



When we implement our curriculum plans, we know that knowledge is more likely to be remembered over time when we use strategies from our Teach Simply Model. Examples include retrieval practice, generative learning strategies and paying attention to not overloading the working memory.

Progress of Children:

How do we consider progress when we are thinking about the wider curriculum?

We focus on two aspects:

- As children know and remember more across the curriculum area, they are making progress
- When children learn what we have intended them to learn (curriculum intent).

When we assess children’s progress, then, we talk to them about what they know and we look in books to see what they can do and remember, and we check to make sure this matches the curriculum we have implemented.

We assess at all stages of the learning process:

Assessment for Learning:	Assessing as we teach by observing and questioning to inform next steps needed for each child.
Assessment as Learning:	Using some of these ongoing assessment strategies to consolidate learning and help children deepen knowledge in long-term memory (for example, asking children to mind map everything they have just learned about the Vikings will help us find out what they know, where the gaps are to inform future teaching but will also help children remember more in the future as knowledge will become increasingly sticky using strategies such as these.)
Assessment of Learning:	Capturing at key end points precisely what children have remembered over time (we call this summative assessment.)

We hope that this overview has provided insight into how we structure our wider curriculum offer (**intent**), how we implement it (**implementation**) and how we measure **impact** (assessment).