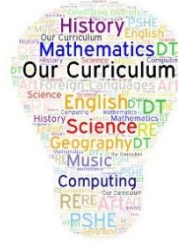


# Northwick Manor Primary School



## Our Curriculum Intent

*Knowing more.....remembering more.....connecting learning*

*Northwick Manor’s curriculum is ambitious and rooted in the solid and agreed consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. We aim to prepare all pupils to love, learn and live as a global citizen in an ever-changing world. This is our MAT aim as well as our school aim.*

*We are clear what end points the curriculum is building towards and what pupils need to know and what they need to know how to be able to do in order to reach those end points.*

*Our curriculum is planned and sequenced so that new knowledge (substantive knowledge) and skills (disciplinary/procedural knowledge) build on what has been taught before and towards its clearly defined end points.*

*Our curriculum is broad and balanced and gives priority to all subject disciplines.*

CURRICULUM DRIVERS - GLOBAL CITIZEN						
Key curriculum aims/Intent  Northwick learners will have:	ASPIRATION AND AMBITION <i>‘I want to raise my game and be the best that I can be.....’</i>		OPPORTUNITY <i>‘I want to know and do new things and be ready for everything.....’</i>		PUPIL POWER <i>‘I want to get on well with others and make a difference.....’</i>	
		High expectations of themselves that leads to high engagement and enthusiasm	Resilience and a thirst for lifelong learning	Skills needed for a 21 <sup>st</sup> Century world	The ability to apply new skills in different contexts	Confidence and the ability to work Collaboratively

<p style="text-align: center;"><i>Curriculum implementation Northwick learners will learn through:</i></p>	<p>Relevant and meaningful contexts for learning</p> <p>High quality texts in English</p> <p>Enriching educational experiences</p>	<p>7 'R's Focus on learning behaviours</p> <p>MAT STARS values</p> <p>A Growth Mind-set-wanting to be the best that they can be</p>	<p>Enterprise projects</p> <p>Technology</p> <p>Emphasis on strong inter/intra personal skills</p>	<p>Opportunities to deepen learning i.e. reasoning and problem solving</p> <p>Making connections within learning</p> <p>Exposure to the best that has been thought and said</p>	<p>Quality First classroom teaching strategies</p> <p>Opportunities for performance</p> <p>Engaging with the community</p>	<p>Pupil conferencing</p> <p>A consistently applied behaviour policy</p> <p>Applying democratic principles</p> <p>Emphasis on British Values</p> <p>Caring for the world - Planet Ambassadors</p> <p>PSHE and the emphasis on the development of empathy</p>
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Northwick Manor's extended curriculum is developed further by using the **UN sustainable goals** as the impetus *so that* we ensure that pupils know and understand how they can be proactive global citizens and develop as responsible, respectful and tolerant individuals who are able to play their part and become actively involved in public life as adults in an ever-changing world.

We know there will be many challenges ahead for our pupils. Climate change is one of the greatest challenges of our time which impacts on all living things. Due to inequalities, global health issues, more frequent and intense natural disasters, natural resource depletion, increase in global temperatures and sea levels rising, we are now at a pivotal point. The survival of many living things and biological support systems of the planet are at risk. We need to act now and provide our pupils with the tools to do so.

As a Multi Academy Trust, we are committed to working together to educate our pupils about the importance of achieving Sustainability.

Links to the UN sustainable goals



How does this link with our Curriculum Drivers?

<b>ASPIRATION AND AMBITION</b>		<b>OPPORTUNITY</b>		<b>PUPIL POWER</b>	
Quality Education		Industry, Innovation and Infrastructure			No poverty
Gender equality					Zero hunger
Reduced Inequalities					Good health and well-being
					Responsible Consumption and production
					Climate action
					Life on Land
					Life below water
					Peace, Justice and strong institutions

This Intent document (rationale) sets out the principles of how we have designed the curriculum for our pupils, how these principles underpin how we have selected the things we want them to learn and how we have deployed our staffing and resources to ensure that our pupils get the best teaching we can give them.

Each subject within the curriculum has a further subject-specific Intent/rationale which demonstrates what and how we have selected what we want pupils to learn in each subject and how we have chosen the order in which to teach this so that children make progress in their learning.

Instilling **AMBITION** and **ASPIRATION**, providing **OPPORTUNITY** and developing **PUPIL POWER** drives our curriculum.

We want our pupils to be ready and prepared for a 21<sup>st</sup> Century world and the challenges that come with this. We want them to be responsible citizens and so the principles found within the UN sustainable goals provide an additional layer to our curriculum and feature in our broader extended curriculum i.e. through assemblies and whole school events, as well as a thread running through PSHE and Celebrating Difference.

Our overall curriculum design is underpinned by our school aims and vision for what the pupils in our community need to thrive and become confident and independent learners.

This begins with **knowledge**. In planning our curriculum, we aim to develop expertise by ensuring that pupils master, over time, the key substantive and conceptual knowledge within each subject discipline. We think of **knowledge** as consisting of

- **Substantive knowledge** – the substance of each unit of learning and its associated vocabulary, connected through the subject to other units by substantive concepts – the “big ideas” of each subject. Our planning is underpinned by a “big picture” of the subject which includes, but is not limited to the outlines of substantive knowledge specified in the National Curriculum.
- **Disciplinary/Procedural knowledge** – the way in which thinking and application in each subject develops as children build more substantive knowledge, what are commonly thought of as the subject specific skills – the “know-how” - of each subject domain.

The design of the curriculum within each subject is characterised by the relationship between **substantive** and **disciplinary knowledge**, interwoven and built over time and developmentally appropriate to age and stage.

Knowing more, remembering more and making conceptual connections differs in each subject so each subject intent/rationale makes explicit how the elements are woven together. From this, teachers plan the order and sequence of how this knowledge will be learned through detailed medium term and unit plans.

### ***Knowing more.....remembering more.....connecting learning***

At Northwick Manor, in planning our curriculum, we begin with the National Curriculum; this ensures breadth and ambition and enables us to keep pupil learning as broad and balanced as possible for as long as possible. Where it is appropriate and relevant, learning extends beyond that specified in the National Curriculum.

**How does learning in the Early Years Foundation Stage provide the range of experiences and a secure knowledge base, on which the KS1 curriculum builds?**

Our curriculum begins in the EYFS; our progression model for each subject discipline then builds on the foundations established at this stage.

Planning for the curriculum and children's learning in the Early Years Foundation Stage uses the elements of the EYFS statutory framework rather than the subject disciplines of the National Curriculum. This planning is supported using the non-statutory Development Matters guidance.

The EYFS curriculum starts with the child's experience in their family and in their immediate environment. The content of the curriculum is often guided by teachers in response to children's interests and planning needs to take account of the balance between deliberate teaching and spontaneous learning driven by curiosity and purpose.

Children's experiences and learning which, once they are in KS1, can be thought of as typical of work in subject disciplines may in Early Years draw upon all the areas of learning – Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

In our school, the experiences children gain across the EYFS curriculum are rich in opportunities to investigate and explore their environment, to speculate and make choices to support their ideas, and to articulate their thinking within their play and within structured activities. The way in which the curriculum is designed and experienced by the children supports the development of the characteristics of effective learning in EYFS: playing and exploring, active learning and creating and thinking critically. These are foundational to what lies at the centre of all the subject disciplines.

### **Our Curriculum Years 1-6**

In order to realise our intent, we have made a conscious decision to connect specific concepts in different subjects across the curriculum where appropriate to enable our pupils to make connections and remember what they have learnt more easily.

Very often, well-chosen high-quality texts, used in the development of English, connect to our chosen units of historical study. For example, Year 6: Goodnight Mr Tom dovetails the History strand '**What was it like to live through a period of change during WWII?**'

Our History curriculum is closely connected to our English curriculum and we use historical themes as an opportunity to develop pupils writing as well as their substantive knowledge (facts and information) and disciplinary/procedural knowledge (enquiry skills and interpretation of evidence etc.) in History.

Similarly, subjects such as Art often naturally align; the pupils study artists popular and relevant to the historical period. For example, the pupils study the work of Henry Moore at the same time as their World War II work. In their PE lessons during the autumn term, Year 6 also study contemporary dances of the World War II period and recreate the 'Lindy Hop' and they are given the opportunity in music to develop the 'performing' and 'listening, reflecting and appraising' strands of our music curriculum when they study and learn WWII songs.

We believe our Contexts for Learning provide learning experiences that are both richer and deeper and support pupils in making learning more memorable. However, whilst these Contexts for Learning support pupils in making connections and knowing and remembering more, the focus is on the accumulation of knowledge and skills relevant to each subject discipline i.e., the component parts associated with the development of drawing in Art using different tools and techniques to create mood and effect and enhance their drawings in the style of Henry Moore, for example. We ensure that concepts are revisited frequently.

However, our connections are never tenuous. Some subjects are taught in isolation if this is the best way to ensure that the pupils know more, remember more and deepen their learning.

Foreign Languages is taught, from Year 3 onwards, by a Secondary Languages specialist and pupils are given the opportunity to learn another language (French) and appreciate other cultures. We are very aware that Worcestershire is not a hugely diverse county (in terms of race and religion) and we believe that we have a responsibility to overcome this and expose pupils to difference in its many forms and so subsequently, we have introduced 'Celebrating Difference' as a curriculum area in Years 1 and 2. This ensures that pupils, from a very young age, are developing the skills of tolerance, empathy, understanding and cultural appreciation that is then built upon through Foreign Languages, RE and PSHE in KS2. This supports the personal development of pupils as well as their Spiritual, Moral, Social and Cultural development and also aligns with our underlying extended curriculum emphasis on the UN sustainable goals.

We have purposely chosen subjects such as Foreign Languages, Music and Computing to be taught by specialist teachers (during PPA time) so that pupils develop expertise in these subjects and as a result, many exceed the expected standards.

Each of the Foundation subjects are ably led by two members of staff; we ensure that between these leaders they have experience teaching in KS1 and KS2. These leaders work together to monitor, review and evaluate their subject discipline and ensure that all medium-term planning is in place and is taught effectively.

All subject disciplines are taught in single age mixed-ability groups with the exception of mathematics; pupils in each year group from Year 2 through to Year 6 are taught mathematics in one of our two 'Core' groups (Higher and Middle attaining pupils) or in our 'Improving Skills' group (Less confident Middle attaining and Lower attaining pupils based on prior and current attainment). Our 'Improving skills' groups tend to be smaller and utilise a greater concentration of staff resource. Very often, our Year group leaders take the 'Improving skills' groups so that our strongest and most experienced staff are focusing on our lowest 20%.

**Ultimately, we expect all children to 'Raise their Game'; we expect all pupils to develop expertise across the subject disciplines and be the best that they can be; we equip them with the knowledge and cultural capital they need *so that* as many pupils as possible attain age related or better standards in English and mathematics and achieve expected standards or better in the Foundation subjects and are fully prepared for their next stage of their education.**

We listen to what curriculum experts are saying and are embarking on a research-led approach to perfect our curriculum.

See quote from Mary Myatt below:

*Curriculum planning means rethinking topic work and the muddle that was possible, although inevitable, from topics with titles such as water or colour unless such vague topics are underpinned by a clear rationale and conceptual rigour, they devolve into a ridiculous tenuous link.*

*For example, children asked about what they had learnt in History can return blank looks but when prompted about work they had done they exclaimed, 'That wasn't history, that was topic.'*

*Mary Myatt- The Curriculum Gallimaufry to coherence.*

We expect our children to talk confidently about prior learning and connect learning and concepts in each subject.

It is common practice at Northwick for leaders to reflect on what is planned and taught across our subject disciplines so that we are constantly improving our curriculum.

**At Northwick Manor, we expect all pupils to leave us in Year 6 'secondary ready' and to be able to 'love, learn and live as a Global Citizen in an ever-changing world.**

**Our curriculum is made explicit through the following documentation:**

1. Our Long-term subject specific curriculum overviews. This document includes:
  - i) The contexts within which the learning takes place i.e. the topics/units of study
  - ii) A brief synopsis of what it is we want the pupils to get better at within the unit of study
  - iii) The 'golden nuggets' or key substantive knowledge/disciplinary knowledge that we want the pupils to remember at the end of the unit of study and subsequently embed in their long-term memory
  - iv) Connected units of study i.e., prior learning or future learning
2. Our subject specific progression of knowledge and skills overviews  
These progression documents map out the component parts across a strand within a specific subject that build upon prior knowledge and skills year on year to meet a typical end of strand composite goal i.e., the drawing strand within art
3. Year group long-term overviews that marry with the long-term subject specific overviews
4. English and mathematics unit of study plans and Medium term unit of study plans for the Foundation subjects

**Next Steps 2021-22 (See SDP):**

1. During 2021-22, as part of our Intent, we will be developing ways as a whole school, to ensure that **retrieval processes** are embedded. Differing strategies will be explored as part of our Implementation to make sure that all pupils know more and remember more. We want all pupils to retain '**sticky knowledge**' (**golden nuggets**) and retrieve it easily and make connections between concepts.
2. We will be exploring ways to involve parents in supporting these retrieval processes in the form of '**Golden Nugget thumbnails**'
3. We will be developing further pupil voice - the language of learning - and a consistent approach so that all pupils can confidently articulate their current and prior learning and make connections easily e.g. **In History I am getting better at.....; The golden nuggets I**

**remember from exploring Forces in Year 5 are.....; 'I can make connections between the Roman Empire and the British Empire.....' Etc.**

4. We have made the conscious decision for pupils to complete work in a **subject book** i.e., Geography work is completed in a pupil's Geography book; this is a change to 2020-21 practice, where younger pupils completed work in topic books. These subject books will then move through the school with the pupils so that they can easily reflect and look back on prior learning.
5. We need to ensure that we plan ways for all pupils to **deepen their learning**.
6. We need to develop Northwick Manor's extended curriculum using the UN sustainable goals as the impetus **so that** we ensure that pupils know and understand how they can be proactive global citizens and develop as responsible, respectful and tolerant individuals who are able to play their part and become actively involved in public life as adults in an ever-changing world. This can be explored through PSHE, assemblies, whole school events, external speakers, educational visits and extra-curricular provision.

We need to think outside the box!