

Subject	Curriculum
Year	2024
Coordinator	Mrs Lisa Whitby

This curriculum policy has been written with guidance from Ofsted (2019) *Inspecting the Curriculum*. Available at:

https://assets.publishing.service.gov.uk/media/5d1dfeba40f0b609dde41855/Inspecting_the_curriculum.pdf

Rationale

*Learning is at least in part defined as a change in long-term memory. As Sweller and others have pointed out, 'if nothing in the long-term memory has been altered, nothing has been learned', although there are, of course, other aspects to learning. It is, therefore, **important that we use approaches that help pupils to integrate new knowledge into the long-term memory and make enduring connections that foster understanding.***

(Ofsted. Research for the education inspection framework, 2019).

Intent

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



Ombersley'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 reach for the stars as a global citizen in an ever-changing world. 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.

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 use our 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.

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 characterized 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

Implementation

At Ombersley, 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 provide the foundation on which the KS1 curriculum builds?

Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage, updated September 2021. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children’s learning forward. This may involve following a class theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children’s learning. This may also include following individual children’s interests and making the most of those focused moments where the teaching and learning can be maximized in a one-to-one way with teacher and child.

Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependant on the nature and needs of the class of individuals. We look forward at the start of a year to see where the class will lead us.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. Children make their own decisions about where they learn best and teachers ensure that there are opportunities for all areas of learning both inside and outside.

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 – 4

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. Considering the research into **cognitive-load, spaced-recall and knowledge retention**, we wanted a curriculum that allowed connections to be made between learning.

We make links across curriculum subjects so that children are able to see connections in their learning whilst maintaining individual subject disciplines. Our planning ensures that there is clear progression and sequence across all years. Our curriculum model ensures that our children know and remember more through cross-curricular links, being fully immersed in learning and spaced repetition and recall.

We use our curriculum as our narrative. We do this because **every bit of knowledge is important**.

Curriculum as narrative is just like this: each piece of knowledge builds on the next and takes on deeper meanings and understandings as time goes by and the story is more fully understood. A curriculum as a narrative approach does all of this and more.

We have broken our curriculum into units. Our vibrant and rich curriculum is designed so that subject specific skills are scaffolded within and across our units. We block teach history, art, design and technology, science and geography. The reason for this is to fully immerse the children into the given subject to support them to know and remember more at a much deeper level. All other subjects continue to be taught weekly. Our curriculum is designed to bring all subject disciplines together so children can clearly see and understand links and it enables them to revisit learning more frequently. This encourages our children to link their learning and apply their skills in all areas. One example, is that our Science curriculum provides an opportunity to learn the knowledge about how the digestive system works. Through the use of high-quality texts and discrete science teaching, this knowledge is then recalled in the following term as a basis for planning writing an explanation text about the digestive system. This allows children to rehearse and recall knowledge that is previously learnt and then focus on the transcription skills needed in English.

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.



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

The final strand is that it is important to maintain a clear distinction between the interdisciplinary and the cross-curricular. Interdisciplinary keeps the integrity of subject-specific knowledge intact.

When the curriculum lacks coherence, it is both harder to teach and harder for children to locate and place their new knowledge.

Myatt, Building curriculum coherence, 2018

We would like our children to talk confidently about prior learning and connect learning and concepts in

each subject.

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 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 2024-25 (See SDP):

1. To develop a curriculum unique to Ombersley ~ use of forest-school learning, enhancing our music offer, personalizing our Geography to Worcestershire.
2. During 2024-25 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' and retrieve it easily (cumulative quizzes) and make connections between concepts.
3. We will be exploring ways to involve parents in supporting these retrieval processes in the form of knowledge organisers
4. 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 knowledge I remember from exploring The Stone Age in Year 3 are.....; 'I can make connections between the Roman Empire and the British Empire.....' Etc.
5. 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. These subject books will then move through the school with the pupils so that they can easily reflect and look back on prior learning.
6. We need to ensure that we plan ways for all pupils to deepen their learning.
7. We need to develop Ombersley's extended curriculum to allow pupils to 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 everchanging world. This can be explored through PSHE, assemblies, whole school events, external speakers, educational visits and extra-curricular provision.