

Little Stoke Primary School



Connected Curriculum Handbook

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Curriculum Statement

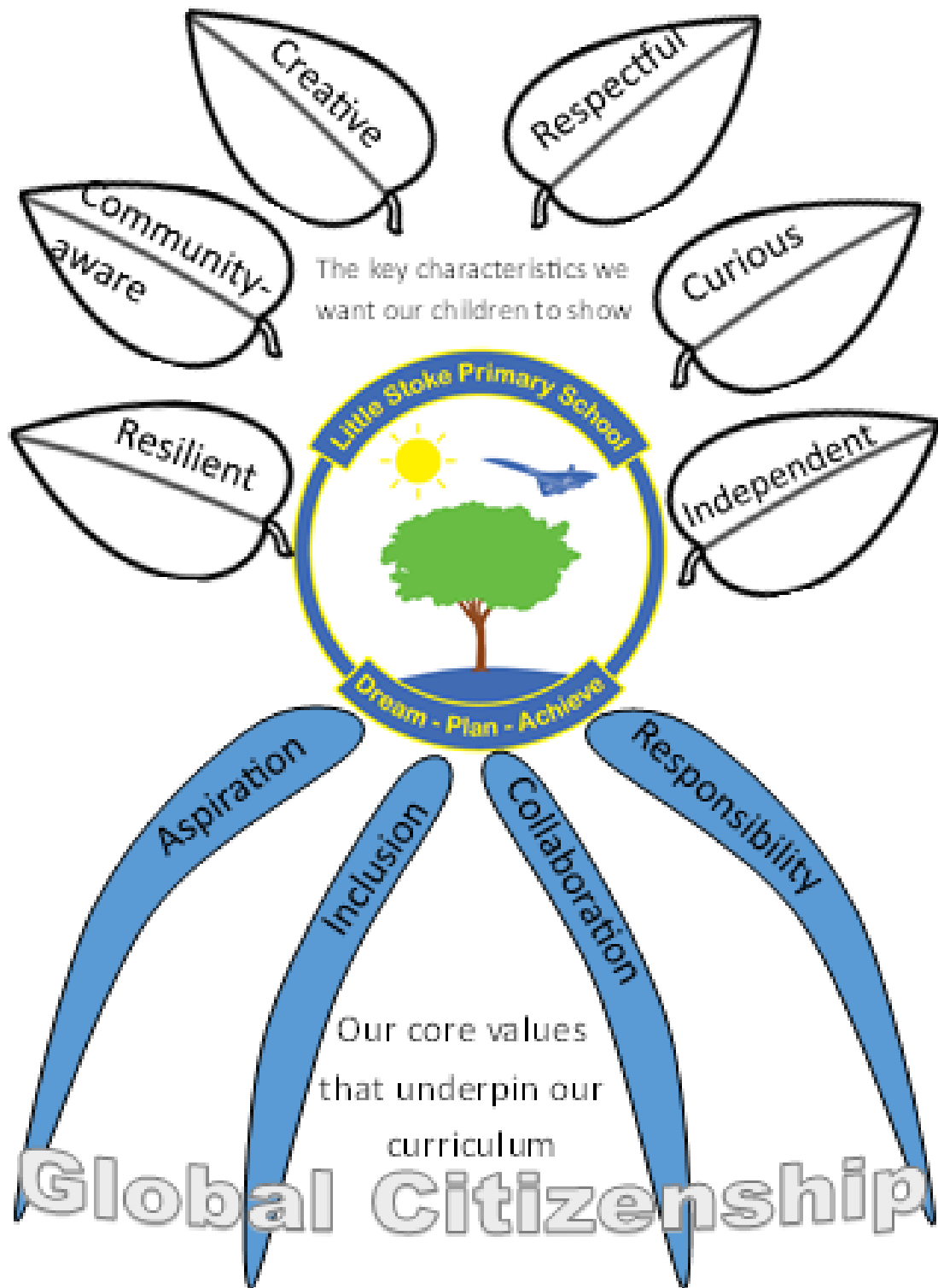
At Little Stoke Primary, we aim to provide an exciting, engaging, knowledge-rich curriculum which will inspire in children a love of learning and help them to dream, plan and achieve both short and long term goals. We believe the driving force of a high quality, creative and broad curriculum is a clear focus on delivering excellent teaching and learning. This will ensure children engage in a range of learning experiences that are challenging and embedded in links with real life and meaningful experiences. This in turn enriches the educational experiences of all children and motivates them to invest in a journey of lifelong learning which can be nothing less than life changing.

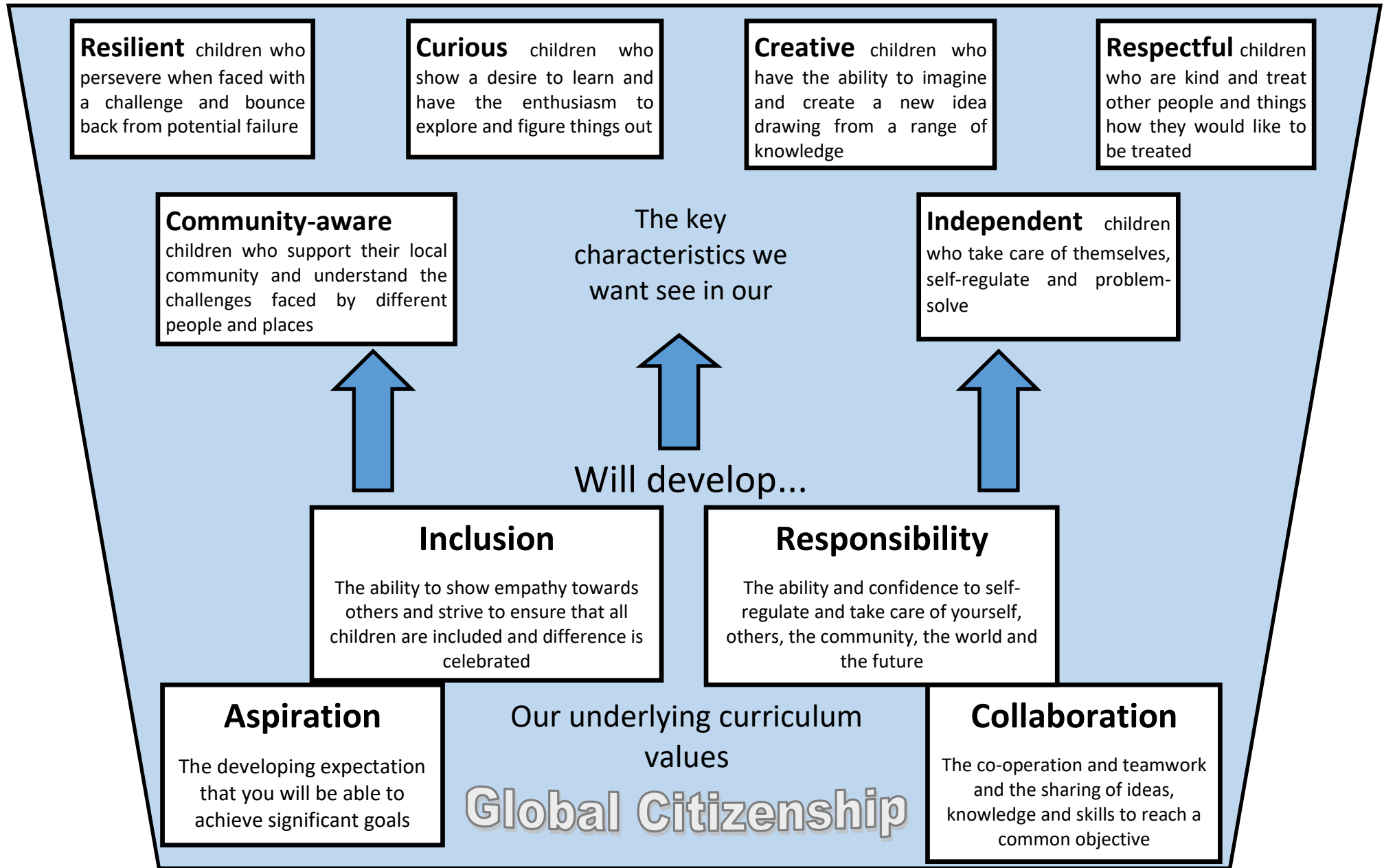
Learners at Little Stoke will make this journey in different ways but teachers will place consistent emphasis on our values; aspiration, collaboration, inclusion and responsibility. Our curriculum is designed to provide the building blocks of deepening knowledge so that, at every stage, children will build on the knowledge they already have. They will deepen their understanding by using this knowledge in different contexts and will be supported to make links and build connections between areas of learning. We believe developing children's oracy skills is vital to allow them to progress and achieve in other areas of the curriculum and foster respectful and productive relationships with peers and adults alike. Teachers plan to develop spoken language skills through discrete oracy sessions and interweave the skills through the whole curriculum, in the process creating classrooms that are rich in talk. The cognitive benefits of oracy are reflected in the robust evidence that quality classroom talk has a measurable impact on academic attainment (Alexander 2012). These benefits include greater retention of subject-specific knowledge, vocabulary acquisition and reasoning skills and can be seen throughout the curriculum.

Little Stoke Primary School is committed to meeting the requirements of the National Curriculum in a challenging but holistic way with inclusion at the heart of all we do. Learning is connected by careful teacher planning of progression to meet the ever-changing needs of the pupils both in school and out of school. It is geared towards creating successful 21st century citizens who aspire to become the best they can be whilst also ensuring they have a positive impact on the world and become positive global citizens. We aim to foster inquiring minds, logical reasoning, and collaboration to prepare them for a world where skills in science, technology, engineering and maths (STEM) are increasingly important. As such, STEM subjects and opportunities linked to them are highly regarded within our curriculum and aim to provide exciting opportunities to enthuse and inspire children to develop their understanding in these areas.

Facilitated through our fantastic outdoor spaces, outdoor learning, and in particular Forest School, are a regular feature of our curriculum that not only enhance the knowledge developed by teachers but also support and nurture children's social skills and self-confidence. Our Forest School sessions develop risk taking, independence, resilience and self-awareness for all children. They foster curiosity and allow all children to thrive in a different setting whilst also providing them with vital knowledge and skills to become aware of sustainable living.

Our connected curriculum is enhanced with enriching opportunities that make up the wider school curriculum. Learning is always exciting, sequenced logically to allow children to make connections with prior learning and set in logical contexts for the children with plenty of meaningful opportunities to rehearse, use and deepen their understanding, building on strong foundations of prior knowledge.



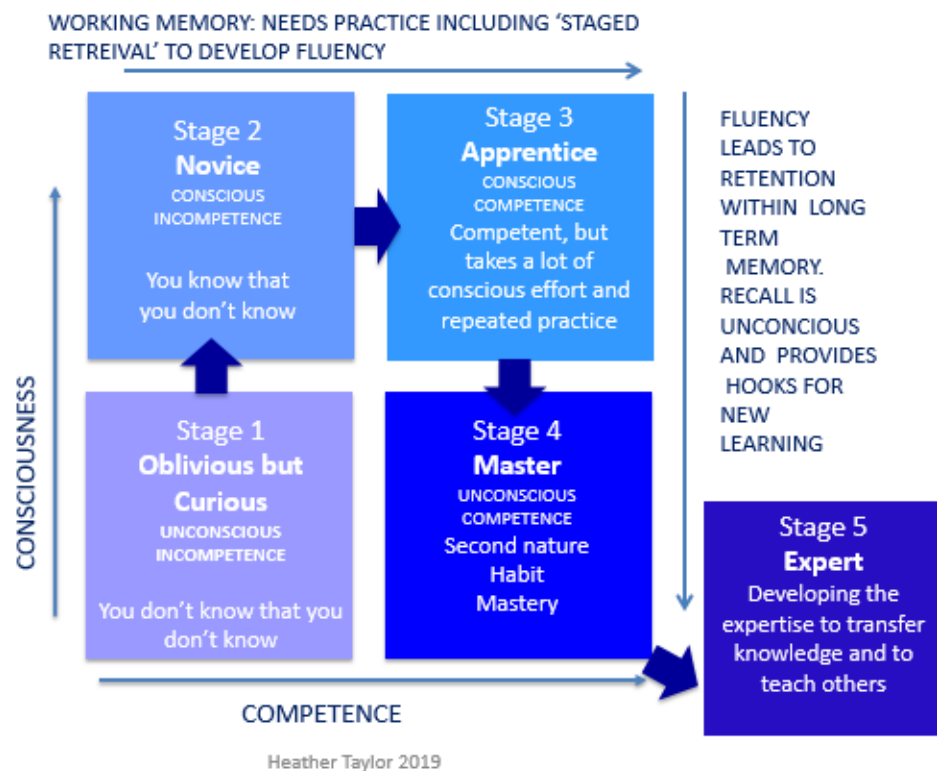




Curriculum Intent (WHAT & WHY)

The curriculum we have developed at Little Stoke is a knowledge-based curriculum that is strategically sequenced to allow learners to build on prior knowledge utilising carefully planned links within and between units. It resembles a 3D curriculum (Sealy, 2017) which has deliberately constructed vertical, horizontal and diagonal links. Learners will develop connections between schemas, which will allow them to make links to prior knowledge that is stored in long-term memory. By creating a coherent curriculum with links across year groups, units and subjects schema will develop. As schema develop they become stronger and allow more links to be made which then makes it easier to retrieve the information from long-term memory.

Why do knowledgeable learners find learning easier?



By creating a knowledge-based curriculum, this will allow learners to free up working memory by using schema to draw on knowledge stored in their long-term memory. This will allow them to use their working memory to develop cognitive skills. 'Higher-order thinking is knowledge-based: The almost universal feature of reliable higher-order thinking about any subject or problem is the possession of a broad, well-integrated base of background knowledge relevant to the subject.' (E D Hirsch, 1996). Children will develop skills as a by-product of acquiring the knowledge. For example, children will learn the knowledge around how to develop a practical scientific experiment and then put this into practise using the knowledge to develop the skills needed to conduct the experiment. 'Knowledge and skill are intrinsically linked: skill is a performance built on what a person knows.' (Spielman, 2018).



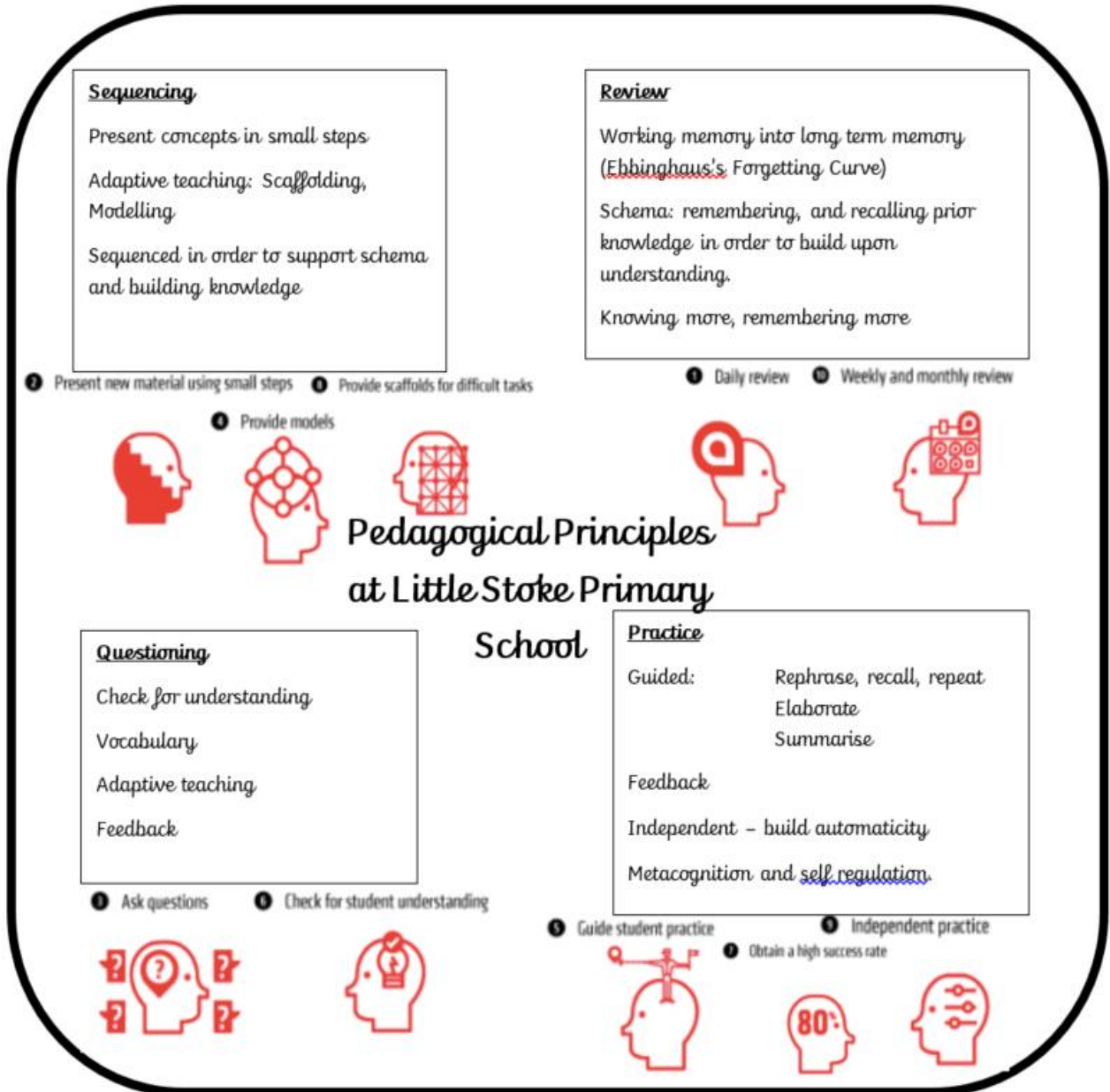
We have developed a thematic curriculum that is based around knowledge acquisition, as we believe a knowledge-rich curriculum will help to combat educational inequality. The more a pupil knows, the more they are able to learn and understand. As previously mentioned our curriculum has deliberate links that are highlighted by teachers. An example of this is below.

		Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14
Geography	Year 3	Countries and cities of Europe	Coasts	The water cycle Rivers	Egypt (non-European study)	Navigation Longitude and Latitude Vegetation Belts Climate Zones Tropics	Natural disasters Earthquakes & Volcanos	Counties and cities – UK
		<i>Location</i>	<i>Change</i>	<i>Change</i>	<i>Place</i>	<i>Location</i>	<i>Change</i>	<i>Location</i>
History	Year 3	Change through Stone Age, Bronze Age and Iron age.	Ancient Rome <i>Invasion and legacy</i>		Ancient Egyptians <i>Ancient Civilisations</i>			Anglo Saxons Vikings <i>Invasion and legacy</i>
		<i>Chronology</i>						
Science	Year 3	Rocks and Soils Plants	Forces and Magnets	Light	Animals including humans (skeletons and muscles)	Living things and their habitats	States of matter	Animals including humans (teeth and digestion)
							Sound Electricity	
DT	Year 4	Biodomes Structures			Healthy sandwich Food		Healthy pizza Food	Pillow Textiles
Art	Year 4		Kate Malone Sculpture	Bridget Riley Drawing	Roy Lichtenstein – Pop Art Painting	Karen Watson – Drawing	Picasso – Lady’s Face – Cubism Sculpture	August Macke – City scape Painting
Computing	Year 4	3.1 We are programmers 3.2 We are bug fixers	3.3 We are presenters 3.5 We are communicators	3.6 We are opinion pollsters	3.4 We are bloggers	4.6 We are meteorologists 4.3 We are musicians	4.1 We are software developers 4.4 We are HTML editors	4.2 We are toy designers 4.5 We are co-authors
Music	Year 4	In the past (3 lessons) Sounds (3 lessons) Environment (3 lessons) Building (3 lessons)	Poetry (3 lessons) Time (3 lessons)	Communication (3 lessons) Singing French (3 lessons)	Food and drink (3 lessons) Ancient Worlds (3 lessons) China (3 lessons) Human Body (3 lessons)	Around the world (3 lessons) Environment (3 lessons) Communication (3 lessons) Building (3 lessons)	Time (3 lessons) Sounds (3 lessons) Poetry (3 lessons) Food and drink (3 lessons)	In the past (3 lessons) Ancient Worlds (3 lessons) Recycling (3 lessons)



Pedagogical Principles

At LSPS, we have a core set of pedagogical principles through which teaching and learning is carefully planned and delivered. These principles are based on Tom Sherrington's further work on the Rosenshine principles. Our pedagogical principles are split into four areas; sequencing, review, questioning and practice.








Curriculum Drivers and Key Concepts

Curriculum Drivers

We have three main themes that help drive our connected curriculum. These themes reoccur across year groups and subject areas. They help to provide further links within our curriculum.

<p>Oracy</p> <ul style="list-style-type: none"> • Access the curriculum • Develop communication skills • Foster respectful and productive relationships with peers and adults. 	
<p>The Outdoors</p> <ul style="list-style-type: none"> • Develop cultural capital • Minimise impact of background – experiences and visits. • Social and emotional development 	
<p>Community</p> <ul style="list-style-type: none"> • Becoming Global citizens and agents for change: sustainability, diversity and equality. • Understanding heritage and local history – engineering, aviation and Bristol’s wider varied history. • Developing STEM opportunities and making links with further education providers in our local community. 	

Key Concepts

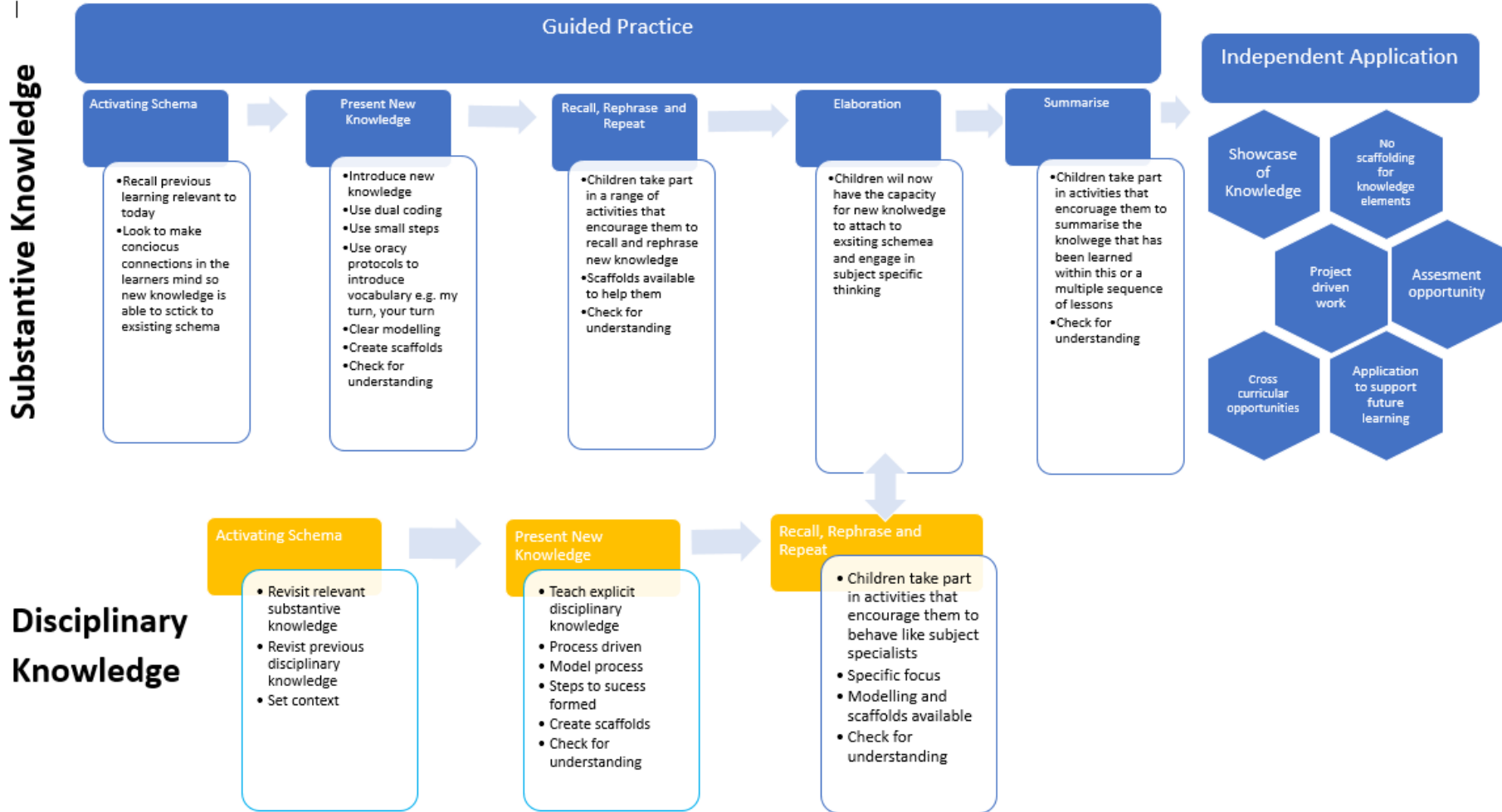
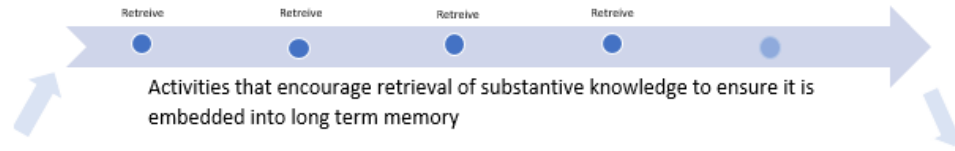
As well as the curriculum drivers and knowledge outlined in the National Curriculum each subject has its own key concepts. These key concepts are revisited regularly throughout our primary curriculum which provides further opportunities for the children to make connections within the individual subject disciplines. These concepts are outlined further in the relevant subject handbooks.

Subject	Key Concepts
History	Chronology, Invasion & Legacy, Ancient Civilisation
Geography	Location, Place, Change
Science	
Art and Design	Art History, Composition, Colour Theory
Design and Technology	Food, Structures, Textiles



Teaching of Knowledge

General Lesson Sequence Overview





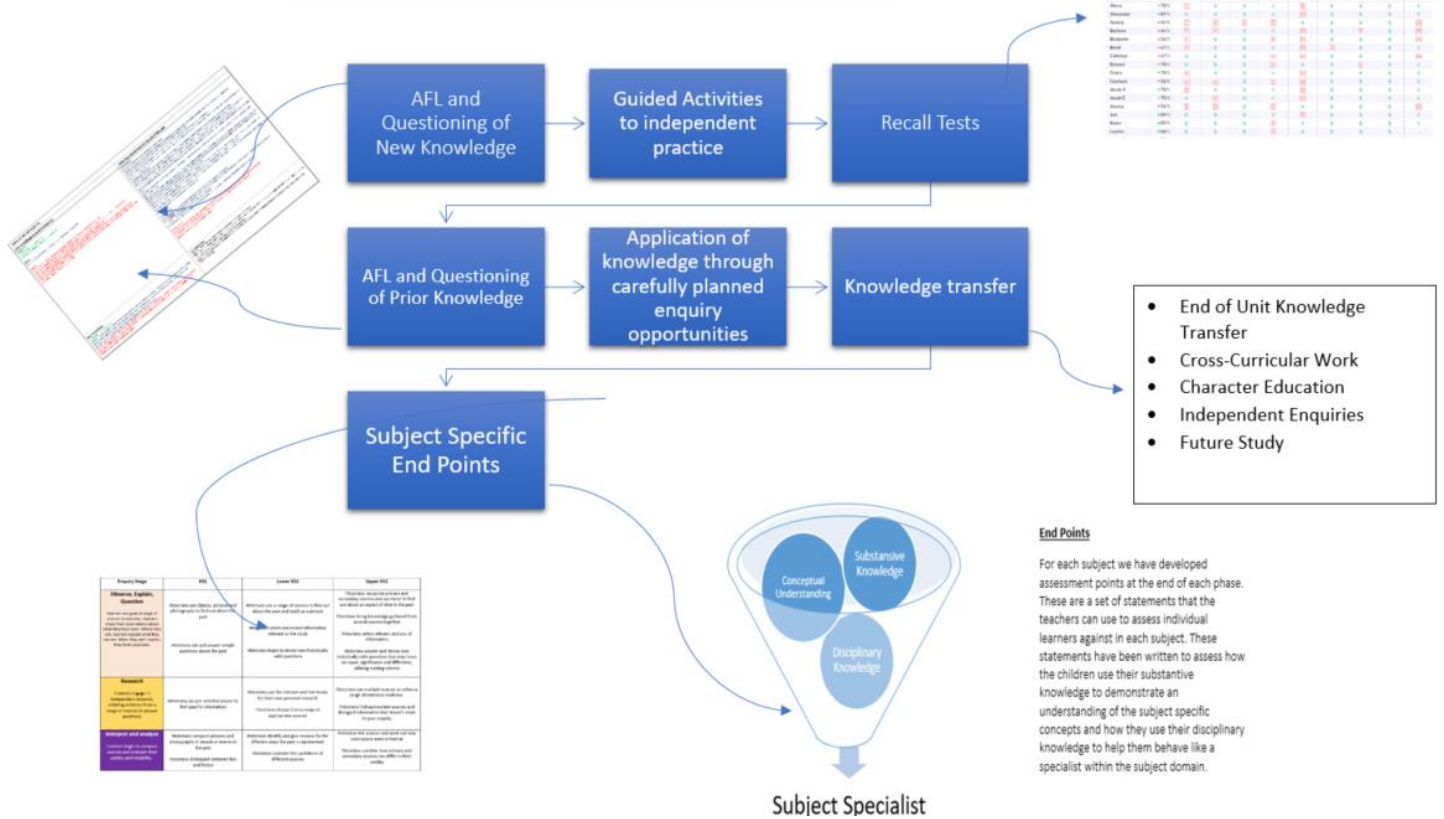
Disciplinary Knowledge and Enquiry

It is important that the children get the opportunity to explore subject disciplines independently, find patterns and rules and develop original ideas. Therefore enquiry opportunities are sequenced and structured so that new learning builds on secure foundations. Once the children have acquired enough substantive subject knowledge, they will be able to apply this to successfully take part in subject specific enquiry sessions that in turn broaden their experience and extend their capabilities. During these sessions, teachers will focus on developing the children’s disciplinary knowledge e.g. what it means to be a mathematician or historian. Once the children have enough disciplinary knowledge, they will be able to access more independent enquiries. With this in mind, each subject has its own enquiry process with a specific set of progressive knowledge statements.

Assessment in the wider curriculum

We assess the children in a variety of different ways and at various points in their learning journey. The diagram below highlights these points with further explanations underneath.

Wider Curriculum Assessment Overview





Assessment of Knowledge

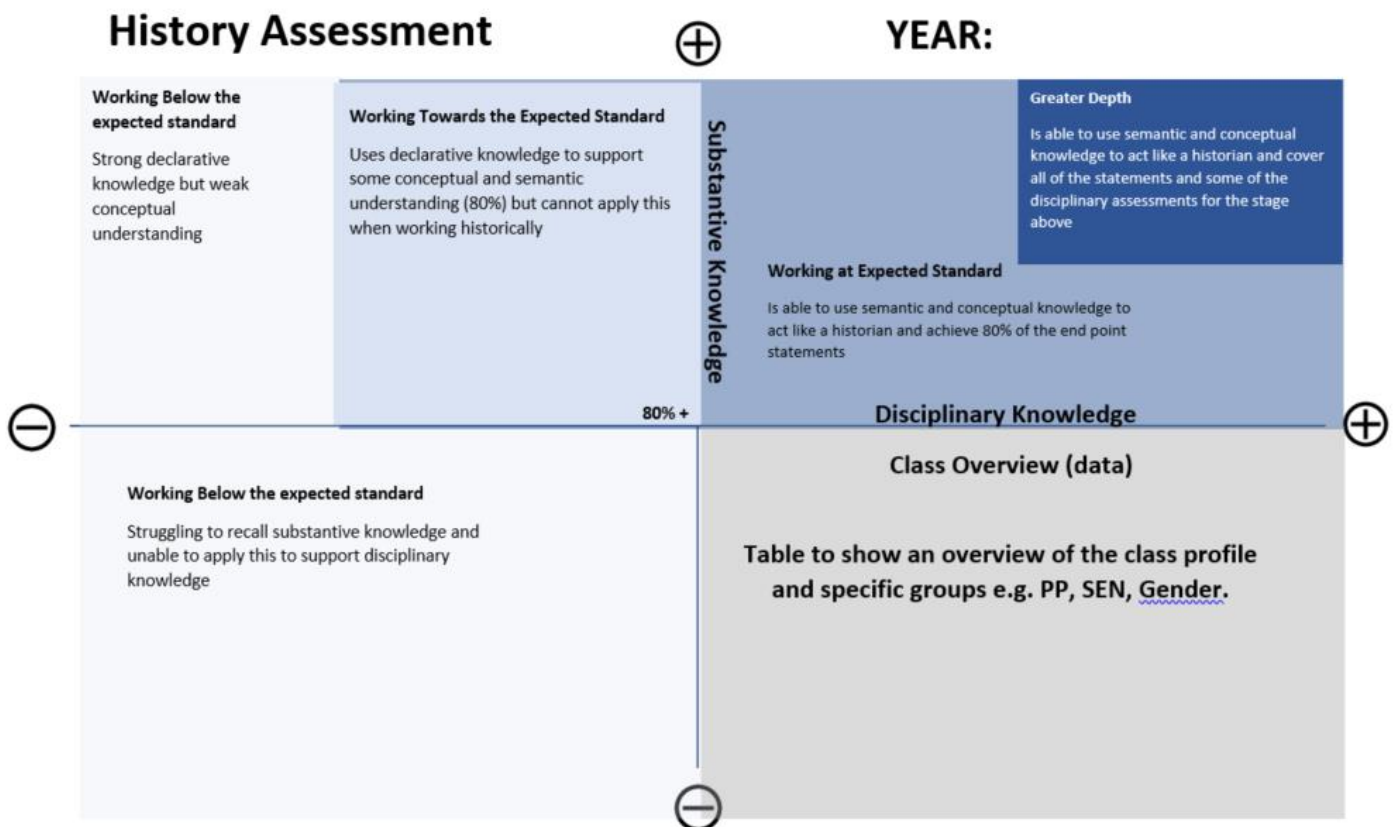
Regular retrieval practise is essential to ensure substantive knowledge becomes stored in pupils’ long term memory. Plickers quizzes provide a means of assessing understanding and retention of information. When approximately 5 key knowledge statements have been taught, they will form a Plickers quiz which the children will revisit at least 4 times over the course of several weeks and months. Once at least 80% accuracy has been achieved as a class and the quiz has been revisited at least 4 times, this quiz can be revisited less frequently as the knowledge is assumed to be secure.

At the end of a theme, children will take part in a knowledge transfer activity where they will share the knowledge they have learned with others. This may be through, but not exclusive to, a class assembly, parent event or an activity with another class.

The children will also use their substantive knowledge to take part in a range of projects throughout the year across a range of subjects. This will allow the children to show how well they have retained their knowledge and apply this to a different context.

End Points

Throughout the curriculum we have created specific end point to show where a child should be on their learning journey within each subject. This allows teachers to assess where the children are against a set of statements. The example below is a matrix that teachers will use to plot children onto within the given subjects based upon end points and recall knowledge.

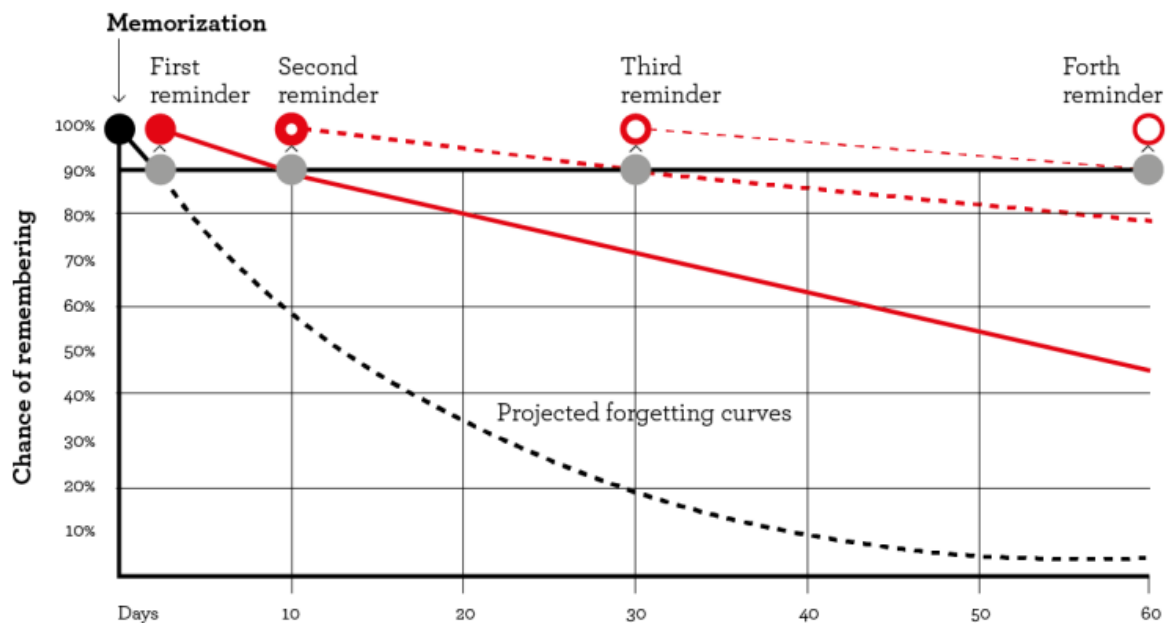




Recall/Spaced retrieval

New learning can be fragile and we know it is important to revisit and refresh this knowledge regularly to ensure it becomes embedded in the long-term memory, thus making it possible for a pupil to retrieve in the future. Sealy suggests that a child’s memory gets stronger if they have had chance to ‘forget a bit’ as they have to work harder to ‘find’ the information. The more a child searches for knowledge the easier it then becomes to find on subsequent attempts. As a school, we used spaced retrieval at carefully planned stages to ensure children have the chance to recall the knowledge. We recognise that it is important for them to attempt to recall their knowledge independently as this strengthens the schema. If a child cannot recall, then the knowledge has not been retained and it will need to be re-taught. ‘If nothing has been retained in long term memory then nothing has been taught.’ (Kirschner, Sweller & Clark, 2006).

The diagram below, which is based on the work of Ebbinghaus, shows the projected forgetting curve; it shows what would most likely happen to children’s knowledge if it were taught once and then not revisited. The diagram also shows how ‘reminders’ of that knowledge can affect the forgetting curve so that after the fourth reminder, it is embedded in the long term memory.



At Little Stoke Primary, we use a programme called Plickers to support the recall of key facts. This retrieval allows the children to regularly recall the substantive knowledge they need to remember. It is an essential part of the learning process. By recalling this knowledge, our memory of that knowledge is strengthened at each recall and forgetting is less likely to occur.