



*'Learning is an alteration in long-term memory. If nothing has altered in the long-term memory, nothing has been learned. In order to learn knowledge, pupils need to connect new knowledge with existing knowledge.'*

School Inspection Handbook 2019

### **Curriculum Design**

We follow the National Curriculum. In our long term planning we have added detail to ensure there are links and progression. Some of the added detail is relevant to the culture and context of our children.

To ensure progression, retention and purpose we ensure there are:

**Horizontal Links**, linking subjects together in a topic.

**Vertical Links**, when vocabulary and concept of is linked and built upon across year groups in a single subject, for example, in history the word **empire**.

**Diagonal Links**, links across **different subjects** in **different year groups**. For example, a source of light, the source of a river or a historical source.

### **Teaching and Learning**

The teaching of our curriculum is focused on 'long term retention and transfer'- which means that our children need to be able to use all knowledge taught in different contexts. The 'knowledge gap' is what explains the attainment gap between different pupil groups so this needs to be addressed. The more you know, the more easily you learn. Knowledge begets knowledge. Building on key concepts is best explicitly revisited in multiple units, year after year.

At the beginning of every block of learning staff need to activate children's prior knowledge. For example, when teaching about The Great Fire of London we need to activate:

**Learning from self**- any experience they have of fire. You would bring all the senses into this.

**Learning from the world**- anything that has happened related to fires, for example, The Grenfell Tower, moorland fires, house fires etc.

**Learning from text/previous teaching (knowledge)**- Quizzes, revisiting previous linked learning, for example, 'people who help us' or later on in Y4 in learning about materials, you could reflect on The Great Fire of London.

Staff must vary presentation of teaching materials, for example, books, producing booklets that the children use throughout the topic. Where possible use concrete resources rather than pictures. Avoid using the IWB for every lesson and even every day.

The curriculum needs to be taught with the limitation of working memory in mind. Curricular planning is broken down into small steps to be mastered.

Extended piece of writing (essay style) to show key learning acquired throughout the previous weeks at the end of each half term in History and other curriculum areas where possible.

### Previous Learning

Retrieval practice through low stakes multiple choice quizzes are efficient, effective and motivating for pupils, whilst providing us with vital information about what pupils have misunderstood and/or what they are struggling to remember. These questions can be easily recycled and spaced to ensure that content is retained in the long term. For example:

#### Spaced Retrieval Lesson Starters- History

<b>Yesterday (Romans)</b>  Who attacked the Romans in Colchester in 60AD?	<b>Last Week (Romans)</b>  What made the Roman army so successful in battle?
<b>Last Month (Romans)</b>  Why did the Romans invade Britain? (give at least 3 reasons)	<b>Last Term (Stone Age)</b>  What does the term 'hunter gatherer' mean?

#### Spaced Retrieval Lesson Starters

<b>Last Year (Suffragettes)</b>  What was Annie Kenney trying to achieve in the early 1900's?	<b>Two Years ago (The Great Fire of London)</b>  Why was The Great Fire of London so destructive?
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### Knowledge Organisers

The use of Knowledge Organisers needs to be balanced. In saying this we mean it **must** be interacted with on a regular basis. For example, use for rapid recall and set tasks from it for homework (learn/explore a certain section).

Knowledge Organisers will be made half termly for history/geography.

The actual content of the curriculum must be taught- the lessons **should not** be driven by the Knowledge Organiser as everything that needs teaching cannot possibly be on the Knowledge Organiser.