



POLICY DOCUMENT

Knowledge Curriculum – global, inclusive and challenging

| | Name | Date |
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Our Mission

Our Mission is to challenge educational and social disadvantage.

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances:

- Our schools challenge social inequality by instilling shared and powerful knowledge.
- Children need powerful knowledge to understand and interpret the world, and to think in new and unexpected ways. Without it, they remain dependent upon those who have it.
- Each pupil is entitled to receive the best education possible and achieve the highest standard.
- Pupils learn best from a broad and challenging curriculum.
- The curriculum should involve first-hand experience and be taught in ways which make sense for pupils.
- Achievement in a range of subjects across the curriculum including science, humanities and the arts, improves pupils' confidence and self-esteem, enabling them to tackle more challenging work and to develop a positive attitude towards school.
- Improving pupils' confidence and self-esteem has a positive effect upon their attainment in the core subjects.

How?

We aim to maximise attainment, value diversity, develop character and build cultural capital.

- Our curriculum is led by high-quality subject leaders, working in teams to create the richest narrative possible for our pupils. Quality and high expectations are key and ensure all pupils can access the curriculum regardless of their starting points.
- The discipline of each subject is given high status; the specifics of what we want pupils to learn matter and the traditions of subject disciplines are respected.
- Skills and understanding are seen as forms of knowledge and we do not believe that there are any real generic skills that can be taught outside of specific knowledge domains.
- The curriculum should be planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.
- The curriculum should be designed to be remembered in detail: to be stored in our pupils' long-term memories so that they can later build on it, forming ever wider and deeper schema. As a result, a good knowledge-rich curriculum embraces learning from cognitive science about memory, forgetting and the power of retrieval practice.

- The curriculum is owned by pupils from all faiths and backgrounds, not by any one. The selected content should conform to shared cultural agreements of what is considered valuable to know. It is the entitlement of all and we resist parental opt-outs.
- The curriculum should embrace and value the most powerful knowledge from a variety of cultures and traditions.
- At each phase, the curriculum should focus on closing gaps, early intervention, and developing the core literacy and numeracy skills for success at that level.
- Both in and out of the classroom, the curriculum should build the hard work, diligence and resilience necessary for success in life.
- The curriculum should introduce pupils to new experiences and powerful knowledge beyond the classroom and outside the academy to broaden their horizons and to prepare them fully for later life.
- Curriculum breadth and academic rigour are key to our mission: "Imparting broad knowledge to all children is the single most effective way to narrow the gap between demographic groups through schooling." D Hirsch, *The Knowledge Deficit: Closing the Shocking Education Gap for American Children*, New York, 2006

Core Knowledge

"Nearly all of our most cherished ideals for education- from reading comprehension and problem solving to critical thinking and creativity- rest on a foundation of knowledge." - ED Hirsch

The foundation stones of a successful education lie in the acquisition of core knowledge and basic skills. Without these skills, children will not make the high educational progress that is expected of them. We place great emphasis on learning basic skills but also in the procurement of a rich bank of factual knowledge. Built on the premise of 'cultural literacy', the core knowledge concept is grounded in cognitive science and research on effective school systems worldwide. It promotes academic excellence, greater fairness and higher literacy through teaching a body of specific, lasting knowledge in such a way that allows all children, regardless of background, to develop their knowledge of the world and use that understanding to make links, understand what they are facing and put things into context. Our aim is that when pupils leave Year 6, they will be highly numerate and literate, with a real joy for learning and a good base of solid core knowledge.

Teaching and Learning

- All lessons have clear learning objectives, which are shared and reviewed with the pupils effectively.
- A variety of strategies, including questioning, discussion, concept mapping and peer and self-marking, are used to assess progress. The information is used to identify what is taught next.

- Activities inspire pupils to experiment and investigate the world around them and to help them raise their own questions such as “Why...?”, “How...?” and “What happens if...?”
- Activities develop the skills of enquiry, observation, locating sources of information, selecting appropriate equipment and using it safely, measuring and checking results, and making comparisons and communicating results and findings.
- Lessons make effective links with other curriculum areas and subjects, especially in English, maths and ICT.
- Activities are challenging, motivating and extend pupils’ learning.
- Pupils have frequent opportunities to develop their skills in, and take responsibility for, planning investigative work, selecting relevant resources, making decisions about sources of information, carrying out activities safely and deciding on the best form of communicating their findings.
- Core knowledge is embedded in every lesson with quizzes, factual recall and recaps on past lessons used to reinforce knowledge in the long term memory.

English

As a core subject that encompasses both reading and writing, English has a place of utmost importance in our curriculum at the Spring Partnership Trust. The teaching of early reading and phonics via the Read Write Inc scheme is the main trust priority, and the following progression of spelling, handwriting, composition and sentence formulation is supported in a variety of ways:

Reading:

Early phonics:

Children are taught to master ‘sounds’ in EYFS and Year 1 to ensure that they are able to decode in a variety of contexts. The mastery is achieved through a mixture of small groups and highly trained staff, and children are supported to ensure that they can sound out and write the required graphemes and phonemes for each stage before they move onto the next. It is only through this saturation that the children are then ready for more formal reading lessons, guided reading and reading comprehension in Year 2.

Reading:

Reading is the teaching of comprehension of a variety of reading types and genres. The children are offered tasks per week based around a given text, and each task given has a focus of vocabulary, inference, predictions, evaluation, retrieval and summary (VIPERS). We believe that these skills underpin a child’s ability to understand and critique what they have read, and the task based system of teaching allows us to enforce these key concepts throughout Year 2 and KS2: again with a mastery focus.

The above schemes of learning for reading are underpinned by a trust wide initiative to develop a love for reading amongst all pupils, but with a focus on disadvantaged boys. By instilling this engagement from an early age through interaction with all

stakeholders; an excellent standard of teaching; high quality and varied reading materials; and stimulating author visits and trips, we believe that the progression in reading ability will be far quicker for all pupils.

Writing:

All Spring schools follow the Power of Reading premise. Writing is taught progressively over a weekly or bi-weekly 'cycle' with the end goal being an extended piece of independent writing. The build-up sessions preceding offers the analysis and scaffolding required to teach the skills required for each particular genre of writing. By evaluating published texts (WAGOLL) at the beginning and throughout the cycle, children are able to use reading to underpin their writing, and from there children are offered 'hooks' in the form of rich learning activities and events to completely engage them in their writing. Across the two weeks, teachers ensure that certain principles are embedded to support the writing of the final piece; these are (but are not limited to):

- A variety of feedback techniques.
- Discrete and relevant grammatical sessions.
- Word banks are in use to support children`s vocabulary use.
- Scaffolding and model writes are used to demonstrate the expectation required.
- A mixture of sentence level and extended writing sessions are used.
- Children are given a chance to continually edit and peer assess all work.
- Outdoor learning and drama opportunities.

Speaking and Listening:

Opportunities are given to all children to develop their speaking and listening skills. These occur not just in English lessons, but throughout the curriculum. Where it is needed we provide pupils with additional oral language interventions which include:

- Targeted reading aloud and book discussion.
- Explicitly extending pupils' spoken vocabulary.
- The use of structured questioning to develop reading comprehension.
- The use of purposeful, curriculum-focused, dialogue and interaction.

In summary, English is taught progressively with a focus on mastery. Children are given high quality teaching as they enter primary school to ensure that they have a concrete grasp of the basic skills required to excel. Once these are embedded, children are engaged fully through enrichment activities that complement their learning so that they understand the value of reading and writing in their lives to come, ensuring that a love for English is prevalent in their school lives and beyond.

Maths

Our aim is to deliver an ambitious, connected curriculum from reception to year 6, which challenges and encourages our children to excel in mathematics. Spring pupils work within the framework of the National Curriculum for Mathematics and teachers plan learning that is appropriately pitched to the ages and abilities of pupils across the Foundation Stage, Key Stage 1 and 2. We recognise the importance of mathematics in everyday life and we use it where possible across the curriculum. All pupils learn mathematics through a mastery approach. New mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract' approach, enabling all children to experience hands-on learning when discovering new mathematical topics.

Fluency in the fundamentals of mathematics is acquired through varied and frequent practice and understanding of concepts is developed through reasoning and problem solving. Children are encouraged to think logically and to work systematically and accurately. We believe that mathematics is best learnt when it is based on a rich diet of practical work and visual images combined with mathematical talk. We aim to provide real opportunities to problem solve and apply mathematics on a frequent basis.

Our curriculum provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

Science

We use the Kent Science Scheme to develop scientific knowledge and conceptual understanding across all areas of science in the National Curriculum, helping children to understand the nature, processes and methods of science through different types of science enquiries. This helps them to answer scientific questions about the world around them and deepen their scientific knowledge. There are clear, identified end points in each phase of learning which build upon what has been taught before and gives pupils the required knowledge and skills for their next stage of learning. We provide pupils with rich learning experiences, educational visits, residential, extra-curricular activities and enrichment opportunities to ensure that pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future, and become informed citizens.



Computing

We aim for our children to be confident, competent and discerning users of digital technology which will prepare them for participation in a rapidly changing world.

Through well trained, skilled and motivated staff, as well as parental and external support, we encourage children to develop initiative, independent learning skills and celebrate success.

Our children have opportunities to gain rapid access to ideas and experiences from a wide range of people, communities and cultures.

All stakeholders model how to use technology safely, respectfully and responsibly.

History

History is all around us. It is the 'how' and the 'why' of life today. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values by gaining a deeper understanding of all people and civilizations. Within The Spring Partnership Trust, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding of the people and world around them.

Geography

Through learning geography children are given the opportunity to understand the basic human and physical processes which impact everyday life. Furthermore, thanks to climate change, mass migration, deforestation and sea level rise, the study of geography is becoming increasingly pertinent to children today. We aim to ensure that we:

- Engage and inspire the children.
- Address the national curriculum objectives.
- Build skills, such as analysis, comparing and reasoning.
- Show clear progression and high expectations of subject knowledge.
- Broaden the cultural horizons of our children.
- Make excellent use of the geography resources within the school and our local area.



RE

In all schools across the Spring Partnership Trust the R.E. curriculum is designed to:

- Recognise children's prior learning.
- Provide first hand learning experiences.
- Allow the children to develop interpersonal skills.
- Build resilience.
- Over time become creative, critical thinkers who are respectful of a diverse range of views and choices that others might make.

The curriculum is planned to allow for careful progression of learning and skills, making links with previous learning including cross-curricular approaches and making meaningful connections to the modern day society in which we live.

Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as British citizens in a pluralistic society and global community. Religious education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice so we can all live in a world where there are strong virtues of respect and empathy for others whilst learning from different religions, beliefs, values and traditions.

Music

"Music is a universal language that embodies one of the highest forms of creativity"
(National Curriculum)

In our Spring Partnership Trust schools we want to inspire children to speak the universal language of music and to express themselves through creativity. We hope that music will break down formal barriers to learning and give children the chance to succeed in ways that are different to other areas of the curriculum. We hope that by doing this, they will connect with others, build self-confidence, and start a musical journey at our schools to go on to have a life-long love of music.



Art & Design

We teach art through the core knowledge curriculum with a focus on progression of skills. We aim to provide an art curriculum that is purposeful and engages, inspires and challenges our pupils. Art for most children is a natural form of expression and a source of great pleasure. We aim to increase confidence and competence in the use

of different media, such as pencil, charcoal, paint, collage, printing, inks, textiles and clay. Children are encouraged to take risks and experiment and then reflect. We promote the necessary skills for our children to develop their natural ability to be expressive and creative and we aim to instil pride by achieving finished work that is of a high standard. In addition, we expose children to the work of famous artists from across the ages and expose them to a variety of art work which allows them to develop their understanding of what 'art' is.

DT

Through the teaching of Design and Technology, we develop creativity and imagination. In this practical subject, pupils are given the opportunity to design and make products with a purpose. Within the food technology units, children will learn about food safety, hygiene and healthy eating. Children learn to use and apply their knowledge and skills from mathematics, science, computing and art. The subject enables children to problem solve and take risks in a safe environment. Children develop confidence in selecting and using appropriate tools and materials. Our sequence of lessons follow a product design cycle through planning, creation and evaluation.

PE

PE is a vital part of school life, which ultimately impacts both a child's physical, mental health and well-being. It can help to raise self-esteem, whilst teaching children the long term benefits of adopting a healthy life style. The Spring Partnership Trust, through a broad, balanced challenging and inclusive physical education programme, aims to equip children with the necessary tools and understanding they need to make a positive impact on their own physical health and well-being.

Through PE we aim to develop the competence, creativity, performance and healthy lifestyle of all the children across the trust. Our curriculum aims to inspire the children to participate in a wide range of physical activities which will give them the confidence and resilience to compete against other schools. We work at building partnerships with local sports clubs and the community to increase participation outside school. Our goal is to raise the profile of PE, fitness and health so that it becomes a lifelong habit.

Modern Foreign Languages

In years 1 to 6 the school implements French or Spanish teaching through speaking, listening, singing and drama. Children listen to spoken language and show understanding by joining in and responding. Children engage in conversations, asking and answering questions and developing accurate pronunciations.



PSHE

We take PSHE very seriously as we believe that if a child is not feeling whole in themselves as a person it is impossible to access the full benefits of an academic education. The intention for the teaching of PSHE is to provide our pupils with the opportunity to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These specific skills and attributes will provide Spring Partnership Trust pupils the lifelong tools they need to stay healthy, to be safe and to also prepare them for life and work in modern day Britain and beyond.

In 2020 we introduced the Jigsaw programme. Designed as a whole-school approach, Jigsaw PSHE / Health and Well-being, provides a detailed and comprehensive scheme of learning for ages 3-16. Jigsaw is a progressive scheme of work, aiming to prepare children for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.

British Values

British values are encompassed into everything we do. Our lessons regularly involve choice, discussion and debate and we ensure that being a part of Britain, democracy, rule and law, individual liberty and mutual respect and tolerance is built into our daily lives and routines. We ensure that our curriculum is broad so that it covers:

- Different religions.
- Important historical events both in Britain and further afield including slavery and the right to vote.
- National days of significance.
- Pupil voice groups.
- PSHE areas to teach acceptance and tolerance.
- Art and Literacy work influenced by a range of artists/writers.
- Work with the greater community
- Free choice

It is important to us that children do speak freely and learn to use their voice in safe surroundings where respect for different views are established and radical views challenged. Everyone in our trust matters and so does their point of view which is why British values is so important. From the beginning of the day where children

are able to choose their own food options, to yearly events such as voting for the school's head boy and girl, the children understand the importance of these key values.

SMSC - spiritual, moral, social and cultural development

We embed SMSC in everything we do by thinking carefully about our curriculum and the ways it can enrich these realms of the children's lives. To develop awareness in



these areas we explore different beliefs and experience other cultures, we promote respect for other faiths, we think about our feelings and values, we enjoy learning about ourselves, others and the surrounding world and we reflect on what we discover through discussion and debate. This is not achieved just through RE lessons but across the curriculum through whole day experiences such as our international day, visits to places of religious and cultural interest, cross curriculum links such as exploring social dilemmas or other cultures in literacy and topic work.