



Bentham Community Primary School Curriculum Overview

Intent

The breadth of our curriculum is designed:

1. To give children appropriate experiences to develop as confident, responsible young people;
2. To provide a rich 'cultural capital';
3. To provide a coherent, structured, academic curriculum that leads to **sustained mastery** for all and a **greater depth of understanding** for those who are capable.

We have developed **four curriculum drivers** that shape our curriculum and respond to the particular needs of our community. Our drivers are designed to ensure that our children are personally successful and ready for their journey of lifelong learning. Life is not a straight line, therefore we want our children to be prepared to overcome their challenges and embrace new opportunities.

Independence and Initiative is a thread throughout all of our curriculum drivers.

Cultural capital

Cultural capital is the background knowledge of the world children need, to infer meaning from what they read. It includes vocabulary which, in turn, helps children to express themselves in a sophisticated, mature way.

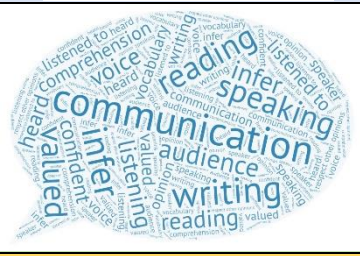
Independence and Initiative

'Our' place in 'our' world



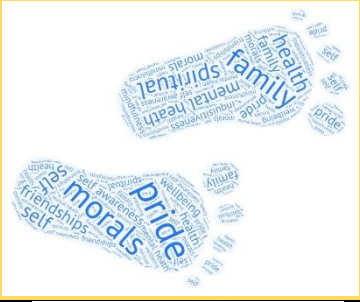
Our children are all part of a global community. Our aim is to help the children to gain a sense of place and understand that they play a part in its' future. We will aim to develop an attitude of care and respect, where children understand how actions and decisions impact upon the world.

Our Voice



We want our children to become eloquent communicators, speaking with confidence and fluency in a variety of situations. We believe that helping our children find their voice is as important as them becoming avid readers or great writers and we will work to broaden vocabulary and encourage talk in all areas of learning.

Ourselves



Our curriculum will provide opportunities for children to learn to respect and appreciate the diversity of an ever changing society. We aim to nurture confident, independent children who are able to make responsible choices and have the ability to show empathy and compassion towards others. Children are made aware that their own health is an important aspect of their place within the world.

Our Aspirations



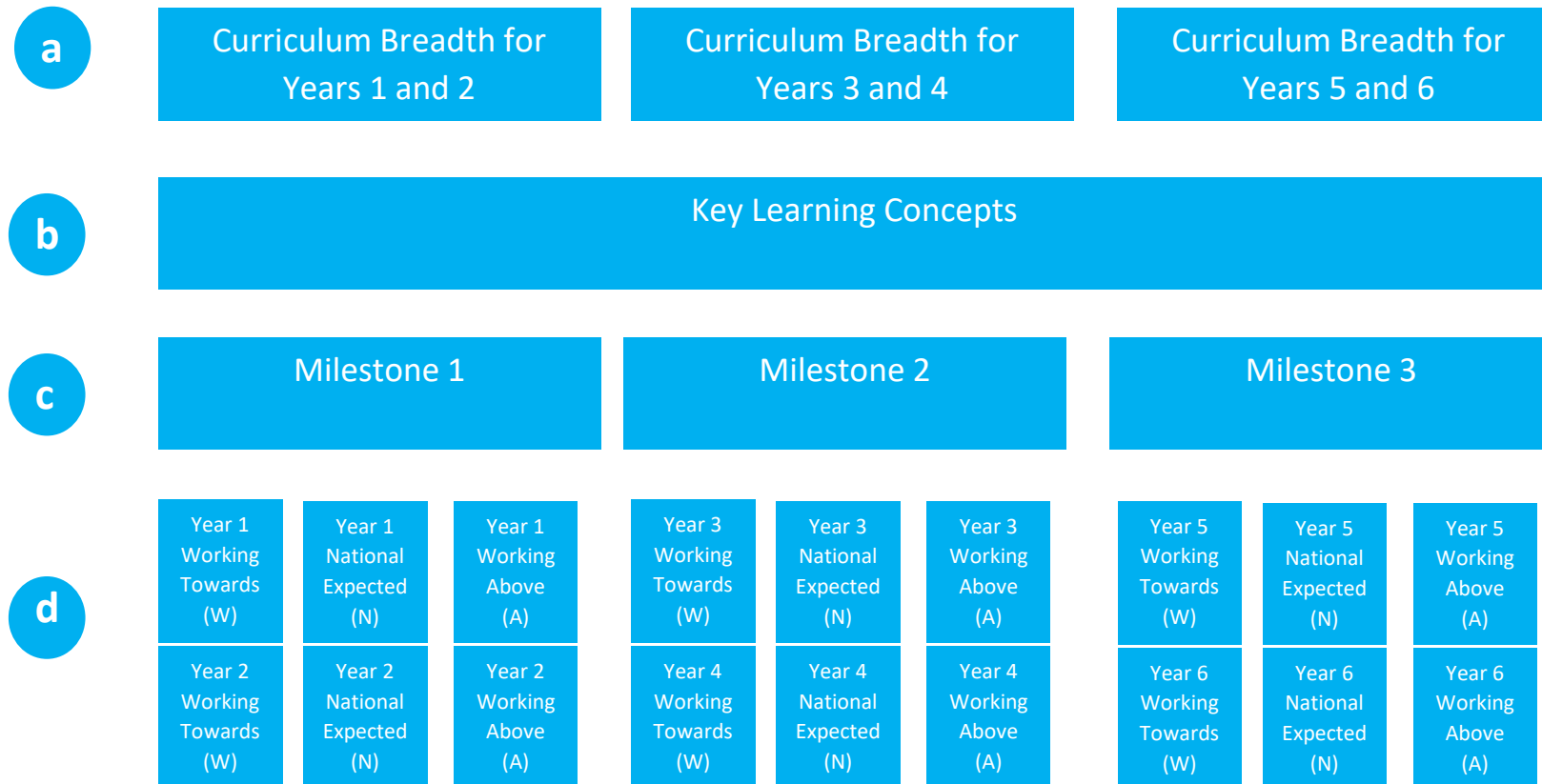
Children cannot aspire to things they have never encountered. We will work to broaden our children's horizons, expanding their knowledge of the world of work by nurturing their interests as well as encouraging fearlessness of what is new or unknown. Children will have access to a world of possibilities and believe that opportunities are not limited.

Curriculum

A coherently planned curriculum underpinned by the four drivers, our curriculum sets out:

- a clear long term plan highlighting the breadth of topics that will be covered in each subject area;
- the Key Learning Concepts children should understand;
- criteria for progression within these key learning concepts;
- criteria for depth of understanding.

The diagram below shows a model of our curriculum structure:



- a) The **Curriculum Breadth** for each year group ensures each teacher has clarity as to what needs to be taught. As well as providing the key knowledge within subjects, it also provides for children's growing cultural capital.

- b) **Key Learning Concepts** are the key aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic. We share these with children as "learning hooks" which underpin learning in each milestone. This enables children to reinforce and build upon prior learning, make connections and develop subject specific language. This provides the vertical accumulation of knowledge and skills. Key Learning Concepts are the 'big ideas' that shape children's thinking within each subject. The same Key Learning Concepts will be explored in every year group and children will gradually increase their understanding of them. They are not objectives to be met, but concepts to be explored.

An example of one of the Key Learning Concepts in History is "evidence tells us about the past". This, of course, cannot be taught in isolation: it would be abstract and meaningless to children. The concept must be explored within a breadth of different contexts so that it has tangibility and meaning.

- c) **Milestones** define the standards and progression for the Key Learning Concepts. Each Milestone contains a range of descriptors which give more detail to be discovered within the Key Learning Concept. Over a two year period children will become more and more familiar with these details by exploring them in a breadth of contexts. These descriptors are not exhaustive and should only be used as a guide for teachers. They should not be 'ticked off' as each one is covered: they should be repeated in as many different contexts as possible.

- d) **Depth:** we expect children in year 1 of the milestone to develop a **Basic** understanding of the concepts and an **Advancing** or **Deep** understanding in Year 2 of the milestone. Phase one (Years 1, 3 and 5) in a Milestone is the knowledge building phase that provides the fundamental foundations for later application. **Learning at this stage must not be** rushed and will involve a high degree of repetition so that knowledge enters children's' long-term memory. If all of the core knowledge is acquired quickly, teachers create extended knowledge. The repetition of Key Learning Concepts enables vertical accumulation as children move through their school journey.

Sustained Mastery

Nothing is learned unless it rests in children's long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore answers two main questions:

- ✓ How well are children coping with curriculum content?
- ✓ How well are they retaining previously taught content?

Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

1. Learning is most effective with spaced repetition.
2. Interleaving helps children to discriminate between topics and aids long-term retention.
3. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning can be invisible in the short-term and that sustained mastery takes time.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach.

Depth of Learning	Predominant teaching	Nature of progress	Support	Quantity*	Typically, children will:
Basic	Modelling Explaining	Acquiring, Refining	High	Some	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Reminding Guiding	Applying, Practising	Medium	Most	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Coaching Probing Deep Questioning	Deepening Extending	Low	All	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

Impact

The impact of our curriculum is that by the end of each Milestone, the vast majority of children will have sustained mastery of the content. That is, they remember it all and are fluent in it; some children have a greater depth of understanding. We track carefully to ensure children are on track to reach the expectations of our curriculum.