



Basic Principles – What is Learning?

Learning is a process.

We understand that learning is a change to long-term memory.

We accept that learning cannot be observed in the here and now. The only way to see if something has been retained over time and transferred to a new context is to look at what students can do elsewhere and later. Cognitive development happens gradually and by increments

Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of knowledge.

Our Curriculum Intent Model

Identifying our Curriculum Drivers

Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. The Curriculum Drivers which underpin and shape our Curriculum at Sytchampton are **Resilience, Risk Taking and Independence**.

Cultural Capital

Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. Our community lacks diversity and it is important that our Curriculum at Sytchampton allows our pupils to explore the diverse world around them, considering a range of different cultures, beliefs, disabilities, and relationships. Our pupils also need to develop resilience and have the courage to take measured risks.

Curriculum Breadth

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. We ensure that all of our pupils have equal access to all subject areas throughout their time at Sytchampton.



Our Curriculum Design

Rationale

We have considered a range of Cognitive Learning research before considering how to design our curriculum. Consequently, we decided that our curriculum should be designed to help our pupils form a **schema** within their long-term memories.

Schema theory states that all knowledge is organised into units and is a conceptual system for understanding and organising knowledge in a meaningful way.

A schema is distinct from information, which is just isolated facts that have no organisational basis or links. We have developed a curriculum which:

- Uses **Threshold Concepts** as the basis for the schema
- Strengthens the schema with knowledge
- Deepens connections



Information



Schema

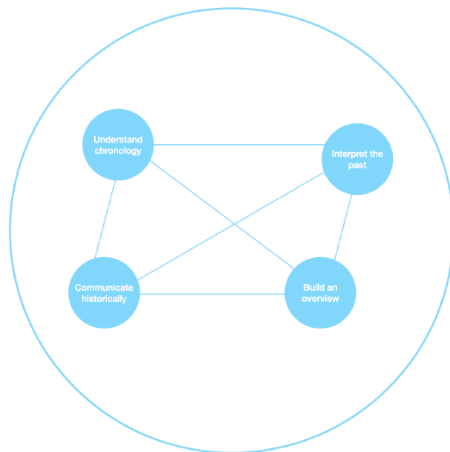
Threshold Concepts

Threshold concepts are the 'Big Ideas' that underpin a subject.

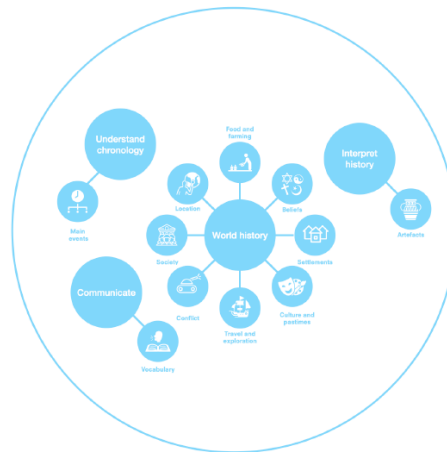
Threshold concepts tie together the subject topics into meaningful schema, thereby enabling pupils to retain knowledge in the long term. The same concepts are then explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them over time.



So for example, building a schema for pupils in History would look something like this:



**History schema
based on concepts**



**History schema
strengthened with
knowledge categories**

Progression of Threshold Concepts

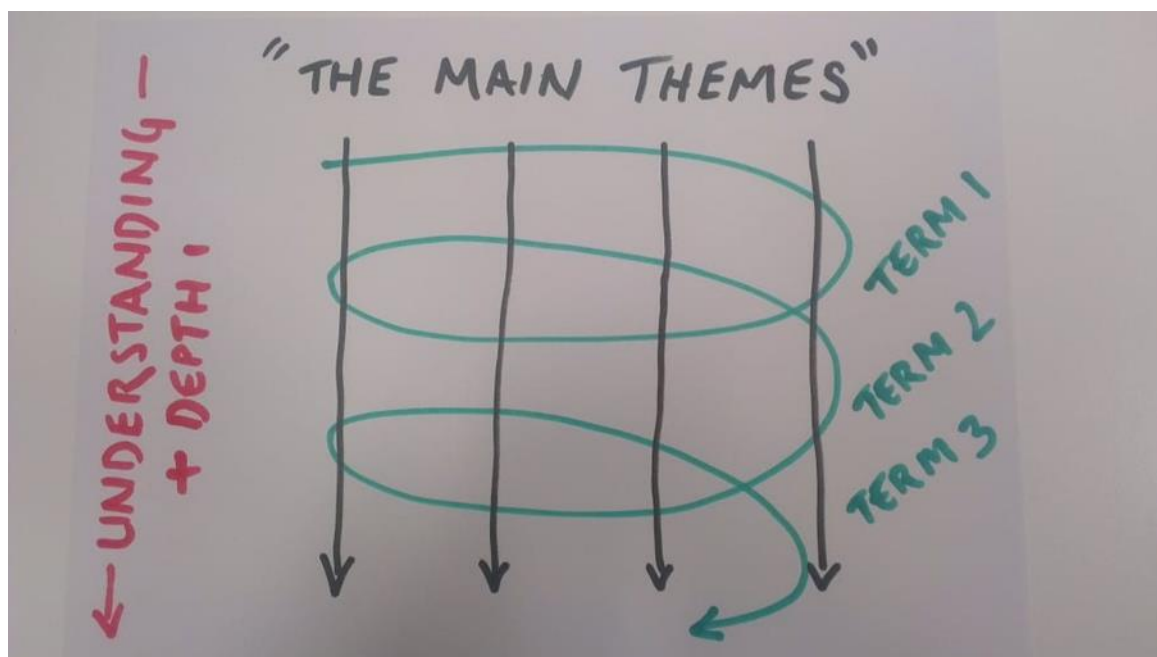
For all subject areas, we have mapped out the progression of skills and knowledge for each Threshold Concept.

Key Vocabulary

For every Foundation Subject, we have identified the key vocabulary that our pupils need to know and understand. This is taught explicitly and then embedded across the learning sequence and referred to frequently. This Key Vocabulary is mapped out for all subjects within our Vocabulary Spine (see separate document) and is incorporated into our Knowledge Organisers for each topic in each subject.

The Spiral Curriculum

The Spiral Curriculum is a method of designing a course of work around basic yet fundamentally important and recurring themes (Threshold Concepts) in a discipline.



We have developed Learning Pathways for our Foundation Subjects to ensure that our pupils' learning revisits Threshold Concepts repeatedly throughout their time in our school. By doing this, pupils will be able to strengthen their schema, adding new knowledge to previously taught concepts.

Flashbacks

In order to support our pupils with retaining knowledge in the long term, we have also mapped out retrieval questions for each subject. These retrieval questions are visited at the start of every lesson in every subject and discussed as a class. Questions refer to prior learning both from the current sequence of learning and from (linked) prior learning in previous terms and years across the school.

Mixed Year Groups

Due to the size of our school, we have mixed year groups in Years 1 and 2, 3 and 4 and 5 and 6. We group these as follows:

Key Stage 1 (KS1) Years 1 and 2

Lower Key Stage 2 (LKS2) Years 3 and 4

Upper Key Stage 2 (UKS2) Years 5 and 6

Designing a spiral curriculum which is sequential and builds on prior knowledge is challenging in a Mixed Year Group school. Therefore, we have carefully designed Learning Pathways for all of our Foundation Subjects, in all year groups alternating between Year A and Year B.

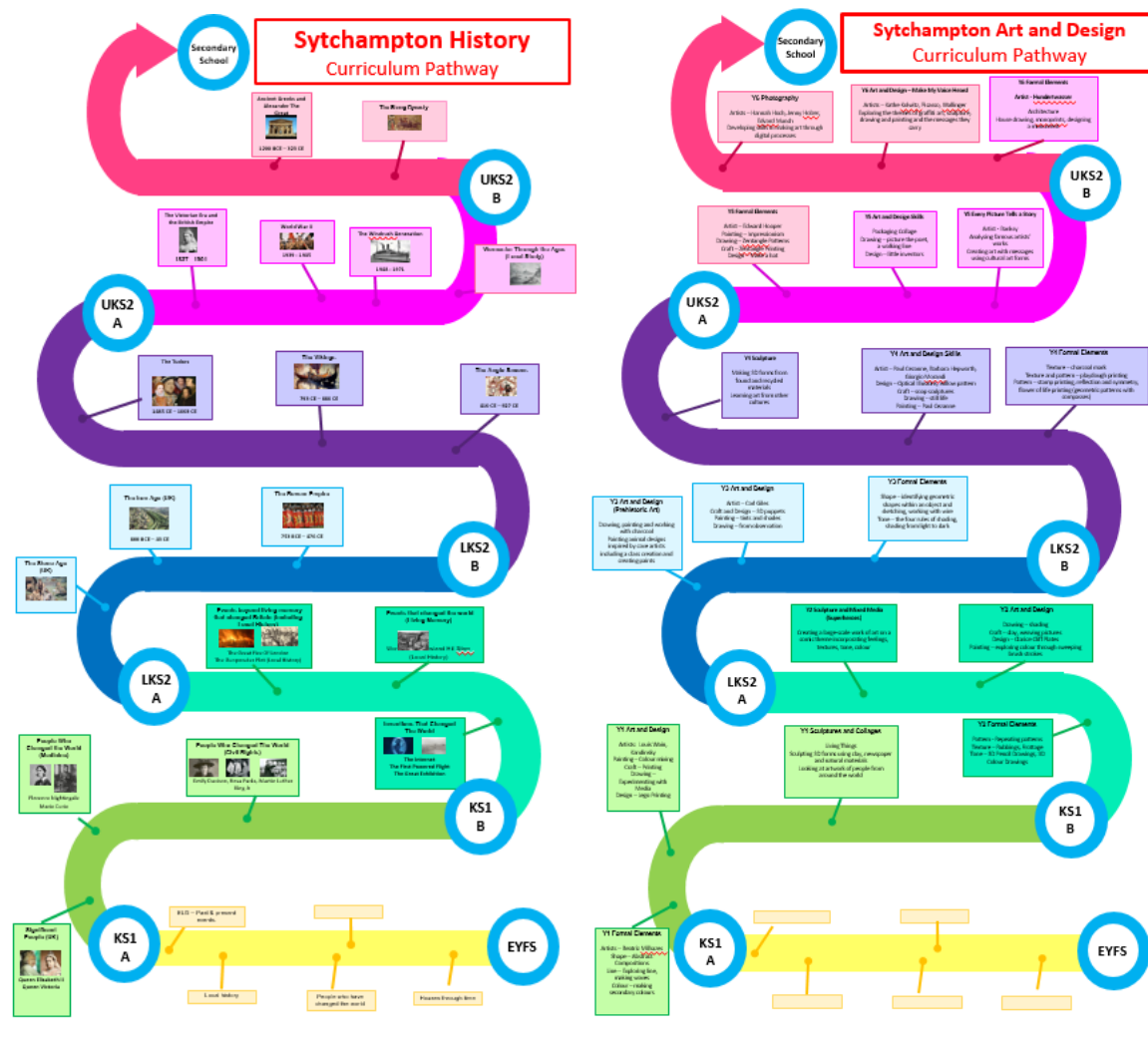
| Academic Year | Teaching Year (A or B) |
|---------------|------------------------|
| 2023 – 2024 | Year A |
| 2024 – 2025 | Year B |
| 2025 - 2026 | Year A |
| 2026 – 2027 | Year B |

We have endeavoured to map our Curriculum so that there is a clear progression within each Key Stage, but also within and across each Teaching Year.



Learning Pathways

Our Learning Pathways show how we have mapped our Threshold Topics and/or our Key Topic Areas across the whole school for each subject area:





Timetabling

We have decided, that in order to ensure our pupils are regularly revisiting Threshold Concepts and subject specific vocabulary, that a number of subjects will be taught on a weekly basis:

| English | KS1 | KS2 |
|---|---|--|
| Writing sessions (The Write Stuff) | 4 x 60 minute sessions (incorporating GPS Flashbacks and GPS teaching) | 4 x 60 minute sessions (incorporating GPS Flashbacks and GPS teaching) |
| Reading (Guided Reading, Hooked On Books, Reading Plus) | Year 1 – Guided Reading 4 sessions per week Year 2 Hooked on Books – 4 sessions per week Buddy Readers 1 x week Individual Reading | Hooked on Books – 3 sessions per week Buddy Readers 1 x week Individual Reading Reading Plus 3 x Week |
| Phonics (Phonics Shed) | 4 x 30 minutes per week | |
| Grammar, Punctuation and Spelling (GPS) | 1 x week 30 mins Spelling Test 30 mins | 1 x week 30 mins Spelling Test 30 mins |
| Handwriting (Letterjoin) | 08.50 – 09.00 as pupils come into school/registration | 08.50 – 09.00 as pupils come into school/registration |
| Class Read | 15 mins daily | 15 mins daily |

| Subject | KS1 | KS2 | Schemes Used |
|---------------------|---|---|--|
| Maths | 5 hours per week (combination of 45 minute sessions, 15 minute fluency sessions and timestables tests) | 5 hours per week (combination of 45 minute sessions, 15 minute fluency sessions and timestables tests) | White Rose |
| Science | 45 minutes weekly | 45 minutes weekly | Grammasaurus |
| Computing | 45 minutes weekly | 45 minutes weekly | Teach Computing |
| Physical Education | 120 minutes weekly | 120 minutes weekly | Get Set 4 PE Enhanced with external Specialists |
| Religious Education | 60 minutes weekly | 60 minutes weekly | KAPOW |
| PSHE/RSE | 30 minutes weekly 40 mins Assembly 2 x weekly | 30 minutes weekly 40 mins Assembly 2 x weekly | KAPOW |
| Music | 45 minutes weekly (Specialist Teacher) | 45 minutes weekly (Specialist Teacher) | KAPOW |
| French | | 30 minutes weekly | KAPOW |
| History/Geography | 60 minutes per week on a half termly rotation (A and B half terms) | 60 minutes per week on a half termly rotation (A and B half terms) | KAPOW |
| Art/DT | 60 minutes per week on a half | 60 minutes per week on a half termly | KAPOW |



| | | | |
|--|---------------------------------|--------------------------|--|
| | termly rotation (A and B weeks) | rotation (A and B weeks) | |
|--|---------------------------------|--------------------------|--|

History/Geography/Art/DT rotation:

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|----------|----------|----------|----------|----------|----------|
| Geography | | √ | | √ | | √ |
| History | √ | | √ | | √ | |
| DT | | √ | | √ | | √ |
| Art | √ | | √ | | √ | |

Curriculum Recording

We have discussed, as a staff, how to best record evidence of learning and progression, without creating unnecessary workload. Work is recorded as follows:

| EYFS | |
|-----------------|--|
| Phonics | Yellow Books |
| Handwriting | Red (half blank, half lined) |
| EYFS Curriculum | Seesaw (photographic evidence) Floorbooks |
| Topic | Green Books |

| | KS1 | KS2 |
|-----------------------------------|--|--|
| Literacy | Yellow book (large) | Yellow book (large) |
| Maths | Blue book (large/squared) | Blue book (large/squared) |
| Handwriting | Red (normal lines) | Green (Handwriting lines) |
| Humanities (History/Geography) | Green books (large) | Green books (large) |
| Science | Purple books (large) | Purple books (large) |
| Art | Sketch books | Sketch books |
| PSHE/RE | Red books (large) | Red books (large) |
| French | | Red books (Small - Whole of KS2) |
| Computing | Digital records (pupil share) Floor books | Digital records (pupil share) Floor books |
| Design and Technology | Floor books | Floor books |