



Curriculum Design Statement

‘Believe in yourself’

Updated September 2023

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Introduction

The curriculum at Manford Primary is significantly more than the 'lessons' which make up the timetable. Our aim is to prepare pupils for the next stage in their education and for successful futures. As such, every moment in school is part of the process of preparing for adulthood, providing positive role models and giving children resilience, independence and ambition which, along with a host of other characteristics, will set them on a positive path. This is intertwined with our adoption of UNICEF's Rights Respecting Schools project which includes British Values.

In this policy you will find:

- Information about our intent when developing our curriculum
- Information about the implementation of our curriculum
- Information about how we assess the impact of our curriculum

Our curriculum is a continually developing and improving aspect of Manford's education. This allows for impact assessment and review to ensure that our Curriculum meets the needs of learners at Manford Primary School.

Following our successful OFSTED result we have taken into consideration the feedback and are working on developing our curriculum in order to ensure the children have a deeper understanding of what is being taught. We will see clear progression in each subject and children will be able to make connections with prior learning through the introduction of Golden Threads and our curriculum motivators.

Vision Statement

Manford Primary School has a very strong vision:

"Vision statement"

We believe that Manford children are amazing young people.

We aim to support their development by ensuring they have excellent educational experiences which encourage a love of learning, a pride in all they do and build memories that continue to influence their lives in a positive way.

We want to empower them to know that they have the capacity to make great decisions and to change the world.

This underpins all aspects of school life and our curriculum is a significant part of moving towards our vision. This vision is vital when we consider the intent of our curriculum.

INTENT

The breadth of our curriculum is designed with three goals in mind:

1. To give pupils appropriate experiences to develop as confident, responsible citizens;
2. To provide a relevant and rich 'cultural capital'
3. To provide a coherent, structured, academic curriculum that leads to success for all learners

During our continuous curriculum development, we determined three key motivations for our curriculum. These will be reviewed as the school cohorts change to ensure that they are relevant to children in school.

For 2023/2024 our motivators are:



1. **Global Identity:** children will learn to understand their place in the world.



2. **Global Possibilities:** children will have a love for learning and be curious: A curriculum that is exciting and engaging, which challenges children to think, question, problem solve and reason and that offers hands on experiences so children begin to see themselves as creators, scientists, designers and so much more. We will nurture inquisitive problem solvers who aspire to great things in their futures.



3. **Global Citizens:** A curriculum which celebrates difference, develops an understanding of right and wrong, and which ensures pupils develop a strong moral compass. The children learn to understand their place in the world and will be inspired by various role models from all walks of life.

Five key aims

At Manford Primary School we offer a broad and balanced academic curriculum that is underpinned by our *five key aims*.

Every child a reader: A reading-rich curriculum which enhances learning, supports the development of communication skills and results in the acquisition of knowledge which is retained, so that pupils know more, remember more and learn more.

Global Identity: A curriculum which enables children to understand their place in the world.

Global Citizens: A curriculum which celebrates difference, develops an understanding of right and wrong, and which ensures pupils develop a strong moral compass. The children learn to understand their place in the world.

Global Possibilities: A love for learning and being curious: A curriculum that is exciting and engaging, which challenges children to think, question, problem solve and reason and offers hands on experiences so children begin to see themselves as creators, scientists, designers and so much more.

Learning behaviours for success: A curriculum which nurtures the learning behaviours that will help children to succeed: Independence; Resilience; Motivation; Being reflective; Collaborative; Creativity.

In order to achieve this, for Maths we follow the White Rose Scheme and in English our work is all novel based. In our wider curriculum we take one of three approaches our curriculum is:

Challenge Driven: Science, History, Geography, DT and Computing are all challenge driven. At the start of each unit of work, we get the children in role, whereby they take on real life jobs such as: zoologists, curators, documentarians, optometrists, reporters, astronauts, naturalists, cartographers and much more! Once the children understand their role they are faced with a challenge in the form of a letter, email or challenge card. The children complete their challenge at the end of the unit of work, so that they can revisit and apply all that they have learnt.

Skills Driven: PE, Music, Art and MFL are driven by the acquisition of skills. Skills can be acquired by doing, and the best way to master something is through regular practise or trial and error. Skill-based learning aims to build upon knowledge by developing practical expertise in a particular area.

Discussion Driven: PHSE and RE are driven by discussion. Students are required to find new information together, talk, listen to others, and ultimately think for themselves. Discussion-based learning can lead to better practical knowledge and potentially improved long-term knowledge retention when compared to the more traditional format of lecture-based learning. Good questions and answers can get children to think deeply and make connections.

Our curriculum development has taken these aims and motivations and used them to create a classroom curriculum and the principles of a whole-school curriculum. In addition to these, carefully planned curriculum enhancements and extra-curricular activities will provide pupils with improved 'cultural capital' which will allow them to have a greater understanding of their world, to express themselves in a more mature way and access texts which will challenge their reading abilities and preferences.

There are two main elements to our curriculum:

Element 1) We tailor our curriculum to the needs of Manford’s learners in order to achieve our vision

Element 2) We draw on our subject progression maps to ensure coverage, spaced repetition, rigour and progression as children move through the school

Progression Maps are available in Teacher Resources- Curriculum- Subject Progression Maps 2022-2023. They are currently available for History, Geography, DT and Art. Other subjects are being developed, until these are finalised we will be using Chris Quigley’s essential curriculum.

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 pupils 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.

Learning is a change to a child’s long-term memory (retention of concepts and information). To achieve this, our curriculum is structured so that the focus is **revisiting/repetition of subject concepts linked with our Golden Threads** through different curriculum content, providing pupils with the chance to embed and develop true mastery of curriculum areas and ensure depth of learning.

Golden Threads

'Golden Threads' currently run through two curriculum areas. These are specifically chosen Historical/Geographical concepts which the children revisit throughout KS1 and KS2. As the children revisit each concept, they build on previously taught learning, developing their understanding and knowledge of each golden thread, whilst observing how they change throughout time.

<u>History</u>	<u>Geography</u>
<i>Society/Culture-What was life like?</i>	<i>Settlements & Population</i>
<i>Governance-inc Empire</i>	<ul style="list-style-type: none">• <i>Land use</i>• <i>Landscape</i>• <i>Migration</i>
<i>Empire</i>	<i>Sustainability</i>
<i>Legacies</i>	<ul style="list-style-type: none">• <i>Trade</i>• <i>Farming & food</i>• <i>Environmental issues</i>• <i>Global matters</i>
<i>Equality</i>	<i>Weather & Climate</i>
	<ul style="list-style-type: none">• <i>Biomes</i>• <i>Locational characteristics</i>
	<i>Mapping</i>
	<ul style="list-style-type: none">• <i>Location</i>• <i>Direction</i>• <i>Compass work</i>• <i>Map work- scales, keys, relief</i>• <i>Field work</i>

Subject Concepts

Each subject has their own set of concepts where aspects of them are taught progressively from Year 1 to Year 6. For example:

History:

- Chronological Sequencing (Chronological Understanding)
- Interpretations of History (Historical Interpretations)
- Developing Historical Knowledge (Understanding events, people and changes)
- Historical Enquiry
- Organisation and Communication

Geography:

- Developing Locational Knowledge
- Developing Place Knowledge
- Human & Physical Geography
- Geographical Skills & Fieldwork (including Mapping)

Further curriculum developments:

In 2022/2023 we moved away from topic-based lessons to subject specific lessons which focus on the key skills and knowledge needed to be a Historian, Geographer, Scientist etc

Subjects on a page (See example below) For certain subjects we have moved away from Learning Intentions to Learning Questions (History/Geography/Science/Art/RE) the aim being to motivate and engage our pupils to discover and shape their own learning. The subject unit is planned progressively to build a child's understanding of the unit and to build on previous learning.

Each unit begins with 'Let's get in Role' and is followed by the creation of a thought shower (History) or a 'Tell Me' grid (Geography). Children's thoughts will have been triggered by the initial 'Get in Role' activity. Details of this can be seen in 'Manford's Geography & History Approach' (see below).



Vocabulary

First
Next
Then
Past
Present
Older
Newer
Diary
Source

Year Two
The Great Fire of London

History National Curriculum Objectives

- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- Significant historical events, people and places in their own locality

Let's get in role

It's challenge time!

Suggested task- Children will receive an anonymous diary extract
Read the extract together- Ask and answer questions (sources of evidence). Extract the key information

Questions for Learning

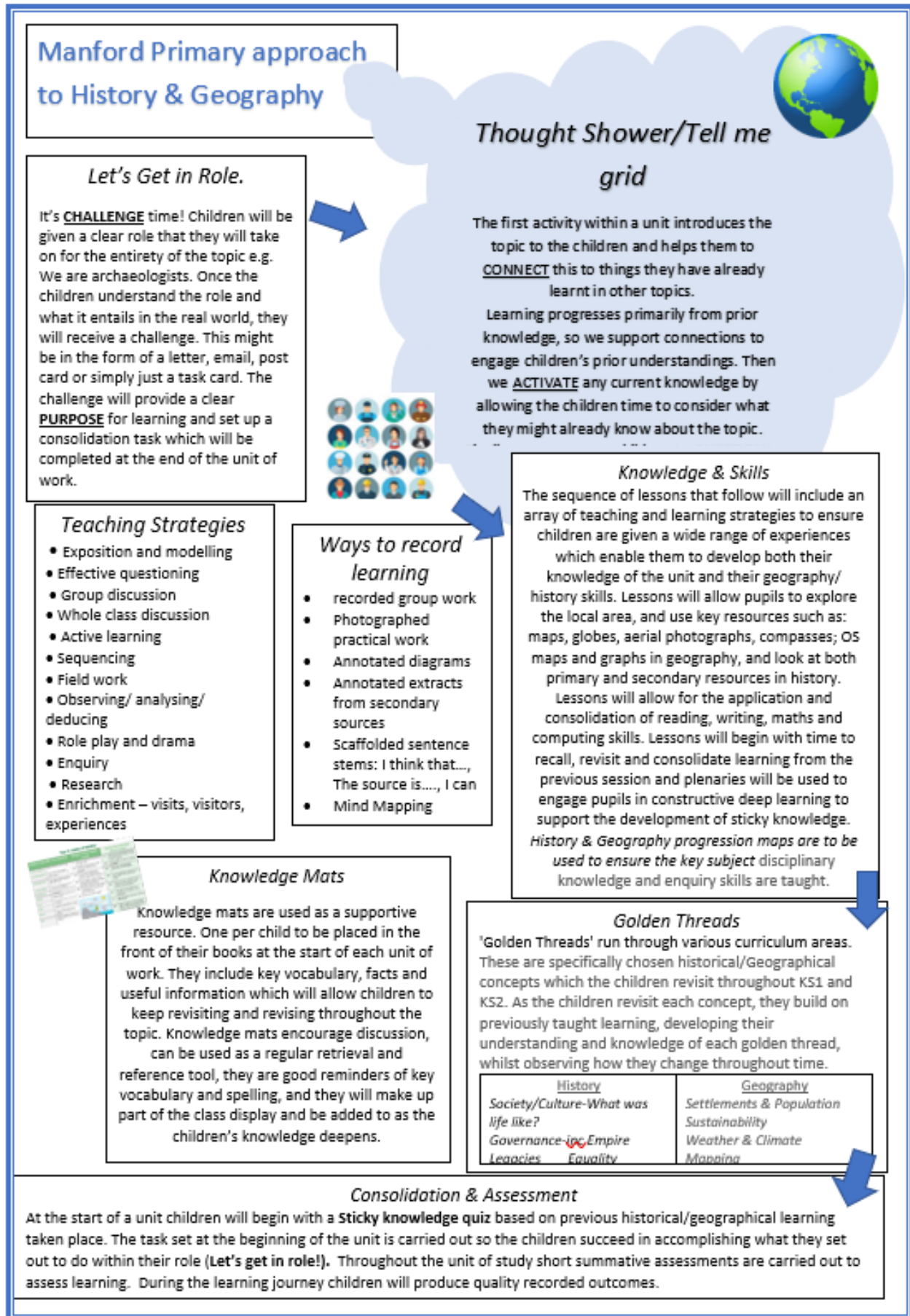
<https://www.fireoflondon.org.uk/>

<u>Lesson 1</u>	Let's get in the role of a ' <i>Historian</i> '- discuss the role of a Historian and how they would use a diary as a source of evidence. What information does it provide, what information does it give us about the past? and then create a thought shower about their knowledge of London. Who was Samuel Pepys and what did he tell us? How did he tell people then and now? How was Samuel Pepys diary a reliable source for information about the events that took place?
<u>Lesson 2</u>	How do we know about the Great Fire of London? What do artist paintings tell us about the Great Fire of London?
<u>Lesson 3</u>	When did the Great Fire of London happen? How did the Great Fire of London start? How did the fire spread? How long did the fire last? How were they able to put it out?
<u>Lesson 4</u>	Which source of evidence is the most reliable and why?
<u>Lesson 5</u>	What was different about the buildings then that helped the fire to spread? – materials, proximity to each other Why did it spread so quickly? Which buildings burnt down?
<u>Lesson 6</u>	How did London change? https://www.nationalarchives.gov.uk/education/resources/fire-of-london/ Who was Sir Christopher Wren? What impact has Sir Christopher Wren left on London after The Great Fire of London?
<u>Lesson 7</u>	Why did the Great Fire of London cause so much destruction? Lives, housing, poverty, class, money What lessons have been learned following the Great Fire of London? – shared write, challenge to write a paragraph
<u>Lesson 8</u>	How did London respond to the Great Plague of 1665-1666? https://www.nationalarchives.gov.uk/education/resources/great-plague/ Plague (benefit) vs COVID, fire brigade, fire safety

Assessment Tasks- highlighted Lessons are assessment focus pieces that need to be planned for



Global Identity	Global Possibilities	Global Citizen
	Architecture Diarist Member of Parliament	Sir Christopher Wren King Charles



Regular opportunities for retrieval have also been built in through the concept of '**No/low stake testing**'. An example of this comes in the form of quizzes with immediate feedback. This is to be implemented due to a growing body of evidence that retrieval practice, such as quizzes in the classroom can boost academic performance and long-term memory. This effect works when children believe it is not a test. Also, Do Now's are to be used at the start of lessons for revisiting and revising knowledge and skills learnt.

Knowledge organisers

Each class has a set of black folders (approx. 6) for their tables which over time will contain the key information and knowledge children need to refer to regularly. Anything can be added to the knowledge folder that we want children to use regularly. The folders should contain the Knowledge Organisers from the previous year for History, Geography and Science. Each Year the folders will be handed up with the class and added to.

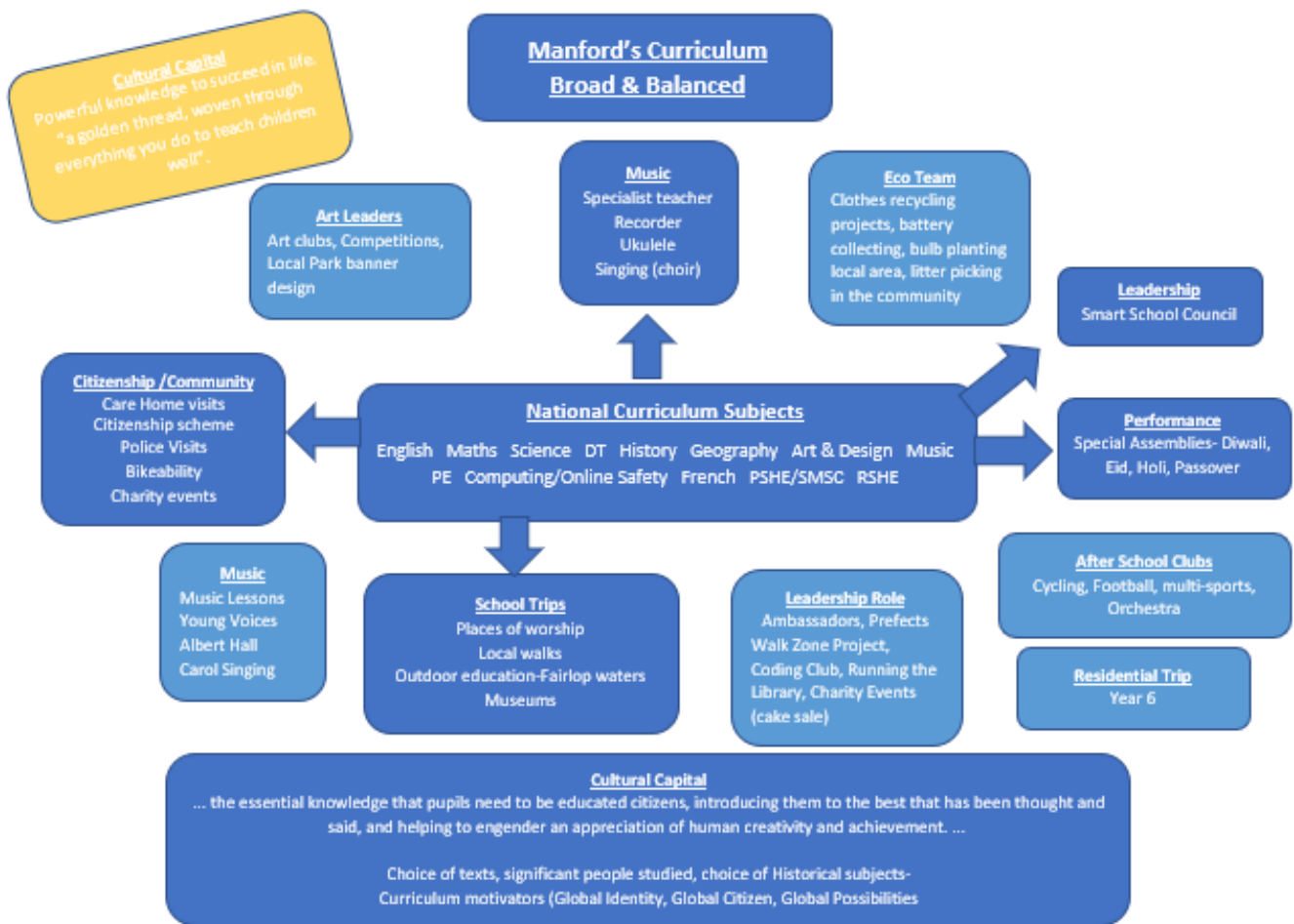
Knowledge organisers will be used at the start of each History, Geography and Science unit. They are to be placed in the child's book at the start of each unit of work for regular reference. The knowledge organisers are also to be used in Do Now tasks in order for the children to learn and retain the key information contained on the organiser.

Experiences

Experiences which add to the learning, providing a greater depth of understanding and first-hand experience are planned into our curriculum. Visits and experiences will focus on children remembering the learning rather than the experience of being out of school. However, it is important to note that visits enhance children's wider development of citizenship, and, as such, have impact at different levels-they can really add to cultural capital by enabling children to put life skills into practice. They also enable children to develop and shape their schemas, which leads to long term retention of knowledge and the ability to apply this to new learning. Not all of our experiences involve trips out of school-we use 'Now Press Play' immersive experiences to bring concepts and knowledge to life.

Each year group is to plan and attend a minimum of x3 trips a year (place of worship, x2 museum/place of interest/theatre/field trip/virtual visit). In Year 6 pupils have the opportunity to attend a week long residential which focuses on team building, new skills/experiences, independence, social skills, interaction with adults etc

Broad & Balanced Curriculum



Manford's Curriculum Diagram

