



Curriculum Intent Statement



St George's Beneficial CE Primary School's curriculum is the substance of what's taught, it's a specific plan

of what pupils need to know. Our curriculum plan is divided into phases and subjects. This is a sequence which builds on knowledge and skills as the children progress from EYFS to Y6.

When designing our curriculum, we took into account the needs of our learners and community, our vision, and Christian values plus the location of our school. These curriculum drivers are used to underpin the work we undertake in all areas of school life and to ensure our curriculum offer is enriched and personalised to our children and their families.

Basic Principles

- Learning is a change to long-term memory.
- Cognitive science tells us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.
- Our aim is to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of knowledge and reasoning skills upon which they can draw make links to other learning as they progress through school.

Curriculum Intent

- Through our core values of hope, courage and respect and our vision, we want our children to be thoughtful members of our community who understand and believe in British values. We want pupils to have the essential knowledge to prepare them for their future success and to make informed choices.
- Our curriculum is designed to be ambitious and coherent promoting spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical elements.
- Through the delivery of our curriculum we will underpin our Christian values of hope, courage and respect.
- We use topic jigsaws linking subjects, concepts and skills. These tie together making our topics into meaningful schema. Our chosen literature acts to further the links and reinforce learning.
- Concepts and skills are developed as the pupil journeys through the school. The same concepts are explored in a wide breadth of topics so pupils gradually build understanding of them.
- We work on a two year cycle, with the learning being delivered across the phase, but differentiated to needs of the pupils.
- As part of our progression model we use different pedagogical styles: direct instruction in the early stages of learning and discovery/ problem based approaches later.

Implementation

Our topic themes are cross-curricular to support learning involving establishing patterns of information between different academic subjects. It is a creative way of developing knowledge, understanding and practical skills through a study of interconnected subjects to strengthen schema

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

- learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- retrieval of previously learned content is frequent and regular, which helps pupils to move content/ skills to their long term memory

Our curriculum overview is displayed as termly jigsaws for phases. These are then broken down into a sequence of content, concepts and skills for year groups. These form the progression across the school.

Using these mid term plans the teachers, in phase and /or year group teams, produce short term weekly planning with objectives, activities success criteria and resources.

Examples of repetition and interleaving

STIGS PRIMARY PSHE EDUCATION KS2 LONG TERM OVERVIEW						
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	How to recognise and respond to negative relationships?	What does it mean to be healthy?
Year 2	Mutual Respect	Personal choice: Rule of Law	Mutual Respect	Community: Tolerance of different cultures and religions	Mutual Respect	Personal choice: Rule of Law
Year 3	How do we treat each other with respect?	Why are we all unique? Strengths, skills and interests	How can our choices make a difference to others and the environment?	How can we manage our feelings?	How will we grow and change?	How can we manage risk in different places?
Year 4	Personal Liberty	Personal Liberty	Personal Liberty	Personal Liberty	Personal Liberty	Personal Liberty
Year 5	What makes up a person's identity?	What decisions can people make? Includ money	What jobs would we like?	What happens when things go wrong?	How can we help?	How do we grow and change?
Year 6	Personal Liberty	Personal Liberty	Personal Liberty	Personal Liberty	Personal Liberty	Personal Liberty
Year 7	How can we keep healthy as we grow? Relationships in young and old friends	How can the media influence people? Types and responsibilities	What will change as we become more independent? How do friendships change as we grow? (using SPY) (Self-growing and changing)	Mutual Respect	Mutual Respect	Mutual Respect

DT Skills Progression

Year	How to attach	Design	How to make something	Hand tools	Fasten	Structures	Textiles	Food
KS1	Glue, paper clips, staples, string, etc.	Representation in variety of forms and scale in pictures	Construction kits	Scissors	Stitch, envelope glue and paper glue	Free standing towers	Two fabric, fabric	Make a healthy sandwich
KS2	Self-join, ribbon, tape, pins, glue, etc.	Draw product to explain purpose	Glue, paper clips, staples, string, etc.	Plastic, wood, metal, etc.	Stitch, envelope glue and paper glue	Free standing towers	Two fabric, fabric	Make a healthy sandwich
KS3	Self-join, ribbon, tape, pins, glue, etc.	Draw product to explain purpose	Glue, paper clips, staples, string, etc.	Plastic, wood, metal, etc.	Stitch, envelope glue and paper glue	Free standing towers	Two fabric, fabric	Make a healthy sandwich
KS4	Self-join, ribbon, tape, pins, glue, etc.	Draw product to explain purpose	Glue, paper clips, staples, string, etc.	Plastic, wood, metal, etc.	Stitch, envelope glue and paper glue	Free standing towers	Two fabric, fabric	Make a healthy sandwich
KS5	Self-join, ribbon, tape, pins, glue, etc.	Draw product to explain purpose	Glue, paper clips, staples, string, etc.	Plastic, wood, metal, etc.	Stitch, envelope glue and paper glue	Free standing towers	Two fabric, fabric	Make a healthy sandwich

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PSHE – repeating concepts

DT – repeating skills

Geography building upon concepts

Impact

Learning is a change to long-term memory so impact is not evident in the short term.

We do, however use formal and informal assessment.

We review the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long-run.

We use comparative judgement in two ways: in the tasks we set and in comparing a pupil's work over time.

We use lesson observations to see if the pedagogical style matches our depth expectations