



Lydden Primary School

Curriculum Policy

At Lydden Primary school the curriculum helps us to achieve our vision of inspiring children to think **BIG** and progress to the next chapter of their lives with the skills, knowledge and experiences to succeed. We aim to develop a community of safe, caring and inclusive children who are fulfilled and who make a positive contribution to society.

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#)

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Aims

Our curriculum is designed with understanding that coherence is achieved when content, pedagogy, assessment, drivers and incentives are all aligned to reinforce each other.

Through this we will:

- Provide a broad education where all children experience the full range of National Curriculum subjects.
- Ensure that there are ambitious expectations for all learners, irrespective of background/ additional needs.
- Promote a love of learning, encouraging children to become critical thinkers and independent learners with high aspirations for their futures.
- Support children to make informed choices, gaining experiences and developing a sense of **responsibility** for their future.
- Enable children to develop knowledge (including the acquisition of specific subject vocabulary), understand concepts and acquire skills that will enable and inspire them to succeed in life.
- Promote our school values in order to support children's personal and social development, putting respect, **valuing everyone**, **teamwork** and **empathy** at the core of their conduct and relationships.
- Nurture children's physical and mental **health**, particularly their self-belief, equipping them with the skills and knowledge to maintain good health throughout their lives.
- Enable children's creativity to flourish through a wide range of learning opportunities and teaching methods.
- Promote the development of children's individual interests, strengths and hobbies and effectively utilise the expertise and special interests of members of staff and the wider community.

Curriculum Drivers

Our community is small and the majority of families are White British. We are surrounded by rich countryside and areas of outstanding natural beauty but our children are not always exposed to life beyond in the national and international context. We use these unique features to our advantage but also recognize that children may have some gaps in their lived experiences as a result. Our curriculum

drivers help us to close this gap between our children and others and are considered in all areas of the curriculum and within teacher's planning.

Curriculum drivers are embedded into every topic, so that children learn about and experience things which they may not otherwise have access to. When planning, all teachers must ensure that they design learning to broaden children's knowledge and experience of these elements so that these themes are developed coherently through the school.

- **Aspiration** – Our curriculum supports our children to aspire to something bigger, knowing that no door is closed and that there are many opportunities for them to achieve in a more connected world. It helps to build confidence in their own ability in a broad curriculum offer, so that all children know the sense of achievement and can be regarded as talented in at least one area.
- **Initiative** – Our curriculum provides opportunities for children to explore and imagine possibilities, think creatively and to reach their own solutions. It encourages children to apply their learning in innovative ways, challenges them to think and promotes independence of thought and action. It requires children to develop the skills of:
 - Adaptability**- being prepared to make decisions and modify approaches and outcomes as work progresses
 - Resilience**- the ability to persist when faced with setbacks
 - Motivation** – be self-motivated, keen to challenge own ability with enthusiasm
- **Diversity** – our school nurtures a strong sense of our community, however it is vital that our children are equipped to live successfully in an interconnected world. Valuing diversity means that we are comfortable with who we are as individuals and are able to accept and appreciate the differences between people. Through valuing diversity, we learn to respect and value difference in others. We aim for children to recognise and understand their responsibilities towards themselves and others.

Research, evidence and wider reading underpinning this policy

- Sweller's cognitive load theory
- Rosenshine's principles of instruction
- Cain and Oakhill's vocabulary instruction
- Fiorella and Mayer's generative learning practice

Curriculum Intent

The following curriculum principles guide our curriculum design (**intent**) and delivery (**implementation**) across all subjects.

At Lydden the curriculum is:

- rich in knowledge, skills and vocabulary, which are specified, taught, assessed and remembered by pupils;
- well-planned and sequenced so that key concepts are built on year by year;
- rooted in the strongest available evidence about how pupils learn and retain knowledge in the long term;
- centred around strong teacher instruction;
- underpinned by targeted use of assessment to support and progress learning; and
- supportive of teacher workload, wellbeing and professional development.

Knowledge

Each subject is unique, and includes its own substantive knowledge and disciplinary knowledge. Substantive knowledge - Key knowledge being taught specific to that topic at the time. E.g. The parts of a flower in Science. It relates to the core facts, vocabulary, ideas and concepts which are central to a subject.

Disciplinary knowledge- relates to the subject skills needed -how scholars and academics within each subject (or discipline) arrive at this knowledge – for example, how physicists use the scientific method to arrive at general principles through observation and systematic experimentation. We sometimes call this ‘working scientifically.....’

Conceptual Knowledge – the Golden threads which are revisited and built upon throughout the subject over time. E.g. the concept of settlement in History; the concept of place, space or scale in Geography.

Foundational Knowledge – the basic knowledge which is needed to access the new knowledge. These are referred to in each plan as the curriculum is cumulative and builds on what has come before.

What we use to support our teaching:

Curriculum Unity Schools Partnership (CUSP) is the main resource we use to support our curriculum. However, we have researched and embedded other curriculum packages to achieve the best possible standards in all subjects. For information about the Intent, Implementation and Impact in curriculum subjects which are not linked to CUSP see the subject specific policies.

- [English](#) - CUSP reading, CUSP writing, Monster Phonics
- [Maths](#) - White Rose
- [Science](#) - CUSP
- [Geography](#) - CUSP
- [History](#) - CUSP
- [Art and Design](#) - CUSP
- [Design Technology](#) - CUSP
- [Computing](#) – CUSP
- [Modern Foreign Languages](#) – Language Angels - Spanish
- PSHE - Jigsaw
- [Music](#) - CUSP
- [RE](#) – RE Today
- [PE](#) – National Curriculum

Long term sequence

Due to our mixed age class structure the children are taught in two cycles. Cycle 1 and Cycle 2. All children will achieve the expectations for each phase, ensuring that programmes of study have been completed by the time the children have finished the phase.

Our phases are:

EYFS

KS1 – Year 1 and Year 2

Lower KS2 – Year 3 and Year 4

Upper KS2 – Year 5 and Year 6

What we do to support mixed age teaching:

Strong start (disciplinary knowledge)

To support children's learning, every term starts with a 'Strong start' lesson, helping children to develop their disciplinary knowledge.

Reference lesson (foundational knowledge)

For each topic the children are taught there is also a reference lesson which secures foundational knowledge and starts learning off from a shared point.

Securing and Advancing

To support mixed age learning and our planned cycle. Children who may be learning a programme of study lower than their current year (e.g. a year 2 child learning the year 1 programme of study) will receive adaptations to the lesson which supports them to embed and advance their understanding. Similarly for a child who is learning a programme of study higher than their current year group (e.g. a child in year 1 learning the year 2 programme of study) adaptations are made to help them secure their knowledge.

Curriculum structure

At Lydden Primary, children are taught a broad curriculum. Each subject is unique and dedicated time is allocated to the teaching of national curriculum subjects discreetly. Relevant subjects are positioned to support and enhance learning so that pupils retrieve and transfer knowledge. Connections across subjects are made where purposeful.

Daily	Weekly	Modular (subjects interleaved)
		(Repeat twice in a six-week cycle)
English (reading, phonics, writing) Maths	Science PSHE PE Music RE MFL (Y3-6 only)	Art and Design Design and Technology Computing History Geography

Curriculum with Unity Schools Partnership (CUSP)

For reading, writing, science, geography, history, art, DT and music we use CUSP resources, which support a knowledge-rich curriculum structure that is coherent and cumulative.

Sequencing

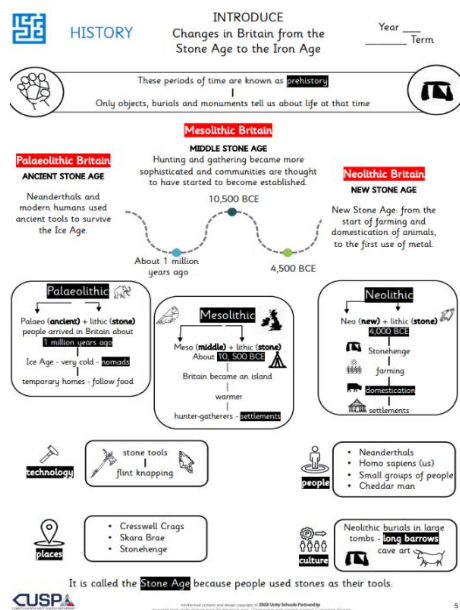
Each curriculum subject with CUSP has a long- term sequence which details how the subject is taught and progresses from EYFS to Year 6. This shows key substantive concepts as well as disciplinary knowledge which are taught. This helps both teachers and children to see the connections within each subject and enables them to build on what they have learnt previously.

AN EXAMPLE OF THE LONG-TERM SEQUENCE FOR HISTORY Year 1 – Year 6 for the Mixed Age Sequence						
SUGGESTED SUBSTANTIVE CONCEPTS						
Community	Knowledge		Invasion	Civilisation	Power	Democracy
EYFS	Cycle 1 (Year 2 Content)	Cycle 2 (Year 1 Content)	Cycle 1 (Year 4 Content)	Cycle 2 (Year 3 Content)	Cycle 1 (Year 6 Content)	Cycle 2 (Year 5 Content)
Understanding the world Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Events beyond living memory COMMUNITY POWER KNOWLEDGE DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion	Changes within living memory COMMUNITY KNOWLEDGE Nationality, Rights, Society	Britain's settlement by Anglo-Saxons and Scots INVASION POWER COMMUNITY Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King	Stone Age Bronze Age Iron Age KNOWLEDGE COMMUNITY POWER Settlement, Belief, Conflict, Trade, Trade routes	How did conflict change our local area in WW2 POWER INVASION DEMOCRACY COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War, Alley	Ancient Greece (Myths, Legends, Culture) POWER DEMOCRACY KNOWLEDGE CIVILISATION Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War
People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Significant historical events, people and places in our locality COMMUNITY KNOWLEDGE POWER Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement	Lives of significant people KNOWLEDGE COMMUNITY Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor INVASION POWER COMMUNITY Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion	Rome and its impact on Britain INVASION POWER CIVILISATION Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion	Windrush Generation COMMUNITY DEMOCRACY POWER Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality	Compare non-European society with Anglo-Saxons (Maya or Benin) CIVILISATION KNOWLEDGE POWER City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War
	Revisit events beyond living memory COMMUNITY POWER KNOWLEDGE DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion	More lives of significant people KNOWLEDGE COMMUNITY Explore, Rights, Freedom, Society, Frontier, Pioneer	Achievements of an ancient civilisation Egypt or Shang Dynasty CIVILISATION KNOWLEDGE POWER INVASION Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave		Ancient Greece (Place in time) POWER DEMOCRACY KNOWLEDGE CIVILISATION Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War	Five Significant Monarchs POWER INVASION DEMOCRACY Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law or Battle of Britain POWER INVASION COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom Laws, Military, Parliament, Prime Minister, Rights, War
SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN						
Historical enquiry						
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance	

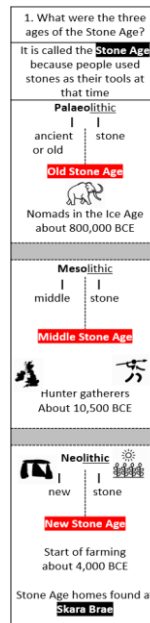
Short term planning

For each module, CUSP supports teachers with a rich range of planning and resources. The fundamental principle is that children are taught the content aligning to the knowledge organisers (used at the start of the topic and as a reference throughout) and knowledge notes (used as a reference point in the lessons). This helps teachers to plan and develop how they teach their lessons to meet the knowledge expected within the topic.

Knowledge Organiser



Knowledge Note



Curriculum Implementation

We have based our teaching pedagogy on several key theories. This policy gives a short explanation of each and how they underpin our practice. The following theories are relevant to our teaching pedagogy at Lydden (see Teaching and Learning Policy):

- Sweller's cognitive load theory
- Rosenshine's principles of instruction
- Cain and Oakhill's vocabulary instruction
- Fiorella and Mayer's generative learning practice

Teaching at Lydden

Based on our understanding of cognitive science and the theories for encoding information so it is stored in the long-term memory, our teachers employ a clear structure to each lesson to scaffold pupils towards success across the curriculum.

Lesson structure – Lydden Primary School			
		Connect	Explicit connection to prior learning
My Turn		Explain	Teaching through instruction
		Example	
Our Turn		Attempt	Learning through teacher-led, guided or independent practice
Your Turn		Apply	
		Challenge	

Cumulative Teaching Structure

To ensure children remember we simplify the information and shorten the amount of information that is presented at any one time. This may mean we present information and go through the teaching process above before introducing new information. We also revisit information at the beginning of each lesson to ensure the children can make connections with prior learning.

Curriculum Impact

At Lydden Primary School, we have a concise whole school shared definition of learning: 'Learning is a change in long term memory.' In order to identify the impact our curriculum is having on our pupils, teachers employ a range of assessment strategies both at the point of teaching and after.

Formative assessment

Formative assessment is the information teachers glean as teachers that closes the gap between where the pupil is and where they need to be. There is a very close link between curriculum design and assessment. Teachers at Lydden understand the cumulative model of our curriculum. They know what has been taught before, position prior learning and build on it with clear and precise explanations.

Teachers design tasks with clear purpose. They use quizzing cumulatively to support formative assessment. They plan for and explicitly address common misconceptions. The high-quality use of a range of responsive teaching techniques is at the forefront of all aspects of teaching and learning at Lydden so that teachers are able to evaluate and respond to the needs of pupils fluidly.

These include:

- Deliberate practice and rephrasing of taught content
- Cumulative quizzing within the learning sequence
- Retrieval practice, including just two things (self-testing)
- Vocabulary use and application
- Summarising and explaining the learning question from the sequence

Cumulative end goals

The curriculum is taught cumulatively over a phase so children achieve the expectations in the national curriculum in KS1 after completing the 2- year cycle for Year 1 and Year 2. As a result, we use cumulative end points, which show all the learning the children are expected to achieve in that phase for one subject no matter which year group they are. The example below shows cumulative end points for KS1 cycle 1 (Year 1 content) for both Year 1 and Year 2 children.

	BIOLOGY	PHYSICS	CHEMISTRY
	Pupils develop an understanding of the concept of BIOLOGY through:	Pupils develop an understanding of the concept of PHYSICS through:	Pupils develop an understanding of the concept of CHEMISTRY through:
Seasonal changes and daily weather <i>Physics</i>	- knowing and explaining what an animal is and what a plant is - knowing and explaining how seasons influence plants and animals - knowing and identifying the common features of fish, amphibians, reptiles, birds and mammals	- knowing and explaining the order of seasons - knowing and explaining the changes within each season including months of the year - knowing different patterns of weather and explaining, for example, how rain can occur in all seasons	- knowing the properties of everyday materials, such as wood, plastic, glass, metal, water and rock - knowing and explaining the difference between an object and the material from which it is made, such as metal and a spoon
Animals, including humans <i>Biology</i>	- knowing, explaining and grouping animals by the types of food they eat - knowing and explaining the places (habitats) that fish, amphibians, reptiles, birds and mammals live - knowing and locating the main body parts of a human	knowing that the earth rotates and explaining how day and night occurs	knowing and explaining the properties of materials, such as hard / soft, stretchy, / stiff, rough / smooth, bendy / rigid, waterproof / not waterproof, absorbent / not absorbent, opaque / translucent / transparent
Everyday materials <i>Chemistry</i>	- knowing the five senses and explaining how they help compare different textures, sounds and smells - knowing and identifying the basic structure of plants and trees, such as roots, bulbs, stem, leaf, flower, fruits, trunk, branch and crown		
Plants <i>Biology</i>	- knowing and identifying the common names of wild and garden plants - knowing and identifying explaining different trees in the locality, such as oak or Scots Pine... - knowing and explaining the difference between evergreen and deciduous trees, including the influence of seasons		

Feedback

See our Feedback and Marking policy which is specific about our approach to using feedback to move learners' forward.

Summative assessment

The aim of summative assessment is 'to provide an accurate shared meaning without becoming the model for every classroom activity' (Christodolou, 2017). In order to achieve this, summative tests are taken by children in Key Stage 2 twice a year, November and June.

If our curriculum is effective, it will lead to improvements on summative tests over time.

SEND

The curriculum at Lydden is inherently designed to support pupils with SEND and enable them to achieve as highly as other children in the school. We achieve this predominantly through universal quality first teaching.

This includes:

- High expectations and aspirations for all learners
- A carefully structured and sequenced curriculum, specifically designed around how pupils learn
- Pre-planned and focused direct vocabulary instruction
- Modelling and demonstration
- Chunked instructions which are supported by visuals and gestures
- The use of manipulatives and multi-sensory approaches to enhance the curriculum
- Review, recall, repetition and retrieval
- Frequent formative assessment as teachers check for understanding
- Accurate and regular feedback

However, we also recognise some pupils need provision 'additional to' quality first teaching in order to reach their potential as scientists. This includes:

- Carefully considered scaffolding
- Pre and post-teaching
- Pre-planned management of cognitive load
- Explicit instruction and modelling
- Structured challenge, without ceilings
- Alternative ways of recording
- Additional targeted adult support

Subject leaders

All teachers are responsible for co-ordinating curriculum subjects. Their role is to analyse the intended content of their subject, know what is being delivered and when, and understand the impact of the provision. Each teacher may lead up to three subjects due to the small number of teachers in the school.

Monitoring and review

Robust self-review is important to ensure effective delivery of the curriculum, focusing on intent, implementation and impact. The headship team, alongside subject leaders routinely monitor learning across the curriculum and plan to make improvements.

The governing body scrutinize the application of this policy by undertaking subject specific reviews on a termly basis.

