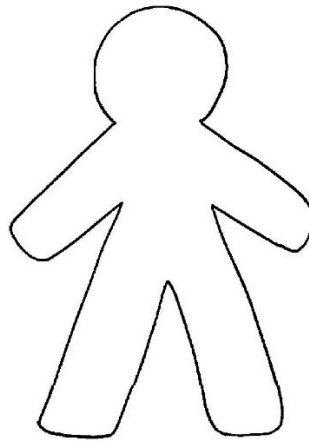


**Our vision for the Federation of Kirkby Malzeard and St Nicholas C of E Schools.**

**We believe that our children should have the aspiration and opportunity to ‘Live life in all its fullness’ John 10:10 and ‘Shine like stars in the sky’ Philippians 2:15. To have the courage to act with kindness, patience, love and peace in all the communities they serve in.**

Our vision has our children at its heart. The vision has been designed in response to consultation with all stakeholders – our children, our parents and other adults in our school and wider community.

Our curriculum is a key driver for the vision. To allow our vision for our children to be realised, our curriculum has been designed carefully by closely analysing our children's needs and strengths. Together as stakeholders in school, we reflect on our community and the variety and richness of experiences this offers our children, on our children and families strengths and the values their families hold that are important to them, on the challenges our children may face, the limitations that could be in place for them and the support they may need to overcome these. Our curriculum is a journey and never a finished article. It is reviewed at least annually to ensure it is still meeting the needs of our children in an ever changing world.



Positive things for our children

Challenges for our children

### **Curriculum Intent - our golden threads:**

Our curriculum is based on a consideration of the contextual needs of our cohorts and families, our local context and government requirements in addition to curriculum research; this has helped shape our vision and intent. To achieve our vision, where our children can 'Live life in all its fullness' John 10:10 and 'Shine like stars in the sky' Philippians 2:15, we believe that our children need to be the following:

- Life-long readers
- Confident communicators
- Spiritually, mentally and physically healthy
- Creative
- Curious
- Able to understand and embrace the wider world

And therefore, these are **the golden threads** that run through our curriculum.

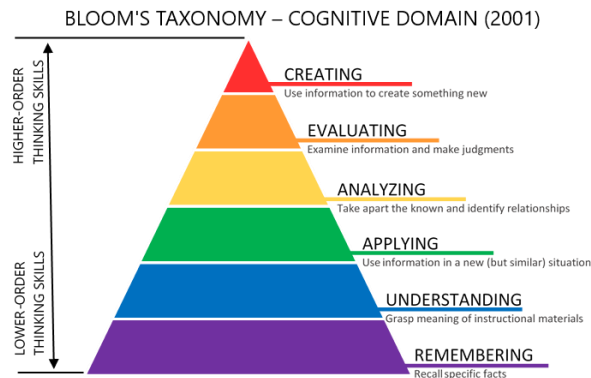
**Our golden threads** ensure that whilst meeting the formal requirements of the NC, we also enrich our learning offer and develop children's cultural capital by ensuring our children are exposed to engaging, rich and varied opportunities that will enable them to develop the essential knowledge, skills, understanding and cultural capital; our intent is to build the foundations for later life through a broad and balanced curriculum.

**Each golden thread is allocated one half term in the academic year** where our curriculum offer and enrichment experiences are planned carefully to exploit the chosen thread, whilst still delivering a robust, coherently sequenced curriculum

## Curriculum Design Rationale

In order that our children secure the knowledge and skills needed to be successful learners our curriculum design is underpinned by four key principles:

1. We always start with the child and their experiences: what they know and is familiar to them. We then move outwards until we reach the wider world and wider world views.
2. We always work from knowledge acquisition to application, in carefully sequenced learning journeys which build systematically on previous learning. This ensures both an inclusive and ambitious approach for all our learners.



3. **We work to a four year plan in KS2 for Science, Geography, History, Art and DT with concepts in these running over a year, rather than a terms over a series of years:** This ensures that our curriculum is systematically, cohesively and robustly planned and delivered to our children in a manner in which helps them to immerse themselves in a subject for deeper learning. (This also negates the effect of the impact of changing class structures). It also allows us to make pertinent links between interdisciplinary knowledge across our long term plan to allow the children to frame their learning within a larger concept in order to help them to retain this.
4. **We work to a two-year plan for PSHE, RE, Computing, French and Music** as these disciplines contain more age specific knowledge and skills. Computing, French and PSHE are all delivered across the federation in two year group structures.

**Please see each subject's rationale for more information on this**

## Our curriculum implementation principles

Our curriculum:

### Has clear rationale for mixed age classes

- Does not provide a different curriculum for lots of pupil groups; focuses on mastery though create, evaluate, apply and analyse, not excessive differentiation

### Focuses on key knowledge and mastery

- Focuses on the key knowledge – teaching less but better.
- Builds knowledge deliberately and systematically;
- Starts with knowledge acquisition and moves to knowledge application
- Does not move on too quickly but allows time for deliberate practice
- Clear strategies to challenge and support pupils within this using blooms taxonomy

### Is concept driven not content driven:

- Explicit acknowledgement of what we are learning today
- Explicit acknowledgement of how what we are learning today, or in this term/learning journey fits into the bigger picture of our learning
- Makes pertinent links within and across different subjects
- Underpinned by a conscious understanding of why we are learning this, why we are learning this now and what previous knowledge is needed for our children to be successful.

### Prioritises thinking rather than task

- Offers opportunities for pupils to analyse, create, demonstrate, prove and model to deepen thinking
- Is not content or activity driven.

### Uses high quality materials – fit for purpose

- Materials are carefully chosen to encourage thought – to lead to deeper understanding
- Offer a sense of achievement in exploring, acquiring or deepening knowledge - **not work sheet completion.**

Employs techniques which will deliberately help children transfer learning to long term memory

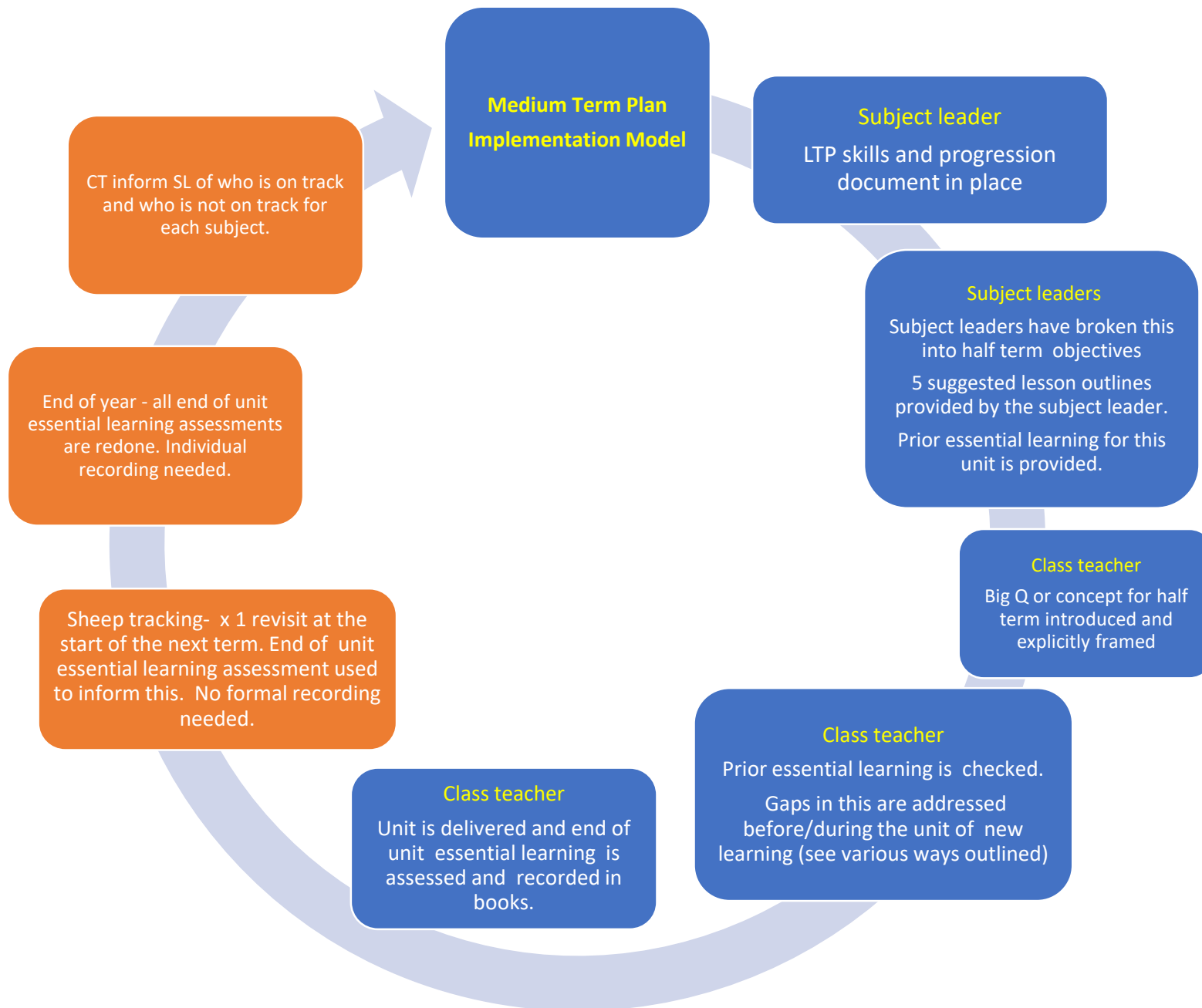
- Opportunities for deliberate practice
- Recall of previous knowledge at planned key points
- Conceptual links made to bigger picture
- Small steps of learning introduced so as not to overload working memory
- Retrieval practice, low stakes quizzes and other recall techniques
- Option to block subjects

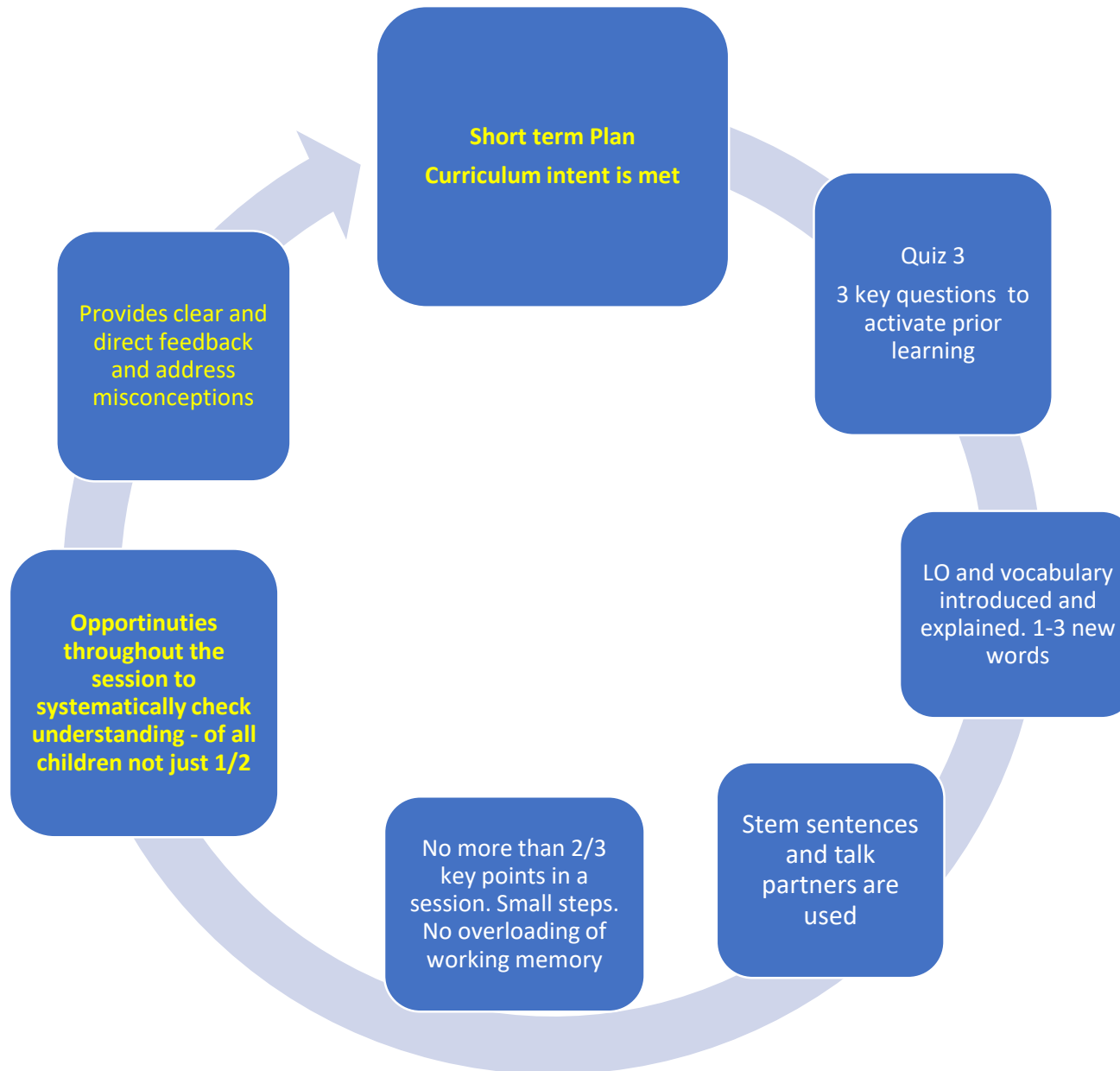
Is responsive

- Pre assessments are used and gaps are plugged prior to new learning
- Systematically check understanding during lessons or sequences of work – verbal questioning, elaboration, discussion, **ABC – agree, build upon, challenge – good way to scaffold responses or Jane Considine**
- Addresses misconceptions
- Provides clear and direct feedback
- Adapts teaching in light of this without unnecessary elaborate or individualised approaches
- Addresses bespoke issues to our pupils

Puts a high value on the acquisition and understanding of vocabulary

**The diagram below provides the key elements of Quality First Curriculum Implementation.**





# BLOOM'S TAXONOMY DIGITAL PLANNING VERBS

## REMEMBERING



Copying  
Defining  
Finding  
Locating  
Quoting  
Listening  
Googling  
Repeating  
Retrieving  
Outlining  
Highlighting  
Memorizing  
Networking  
Searching  
Identifying  
Selecting  
Tabulating  
Duplicating  
Matching  
Bookmarking  
Bullet-pointing

## UNDERSTANDING



Annotating  
Tweeting  
Associating  
Tagging  
Summarizing  
Relating  
Categorizing  
Paraphrasing  
Predicting  
Comparing  
Contrasting  
Commenting  
Journaling  
Interpreting  
Grouping  
Inferring  
Estimating  
Extending  
Gathering  
Exemplifying  
Expressing

## APPLYING



Acting out  
Articulate  
Reenact  
Loading  
Choosing  
Determining  
Displaying  
Judging  
Executing  
Examining  
Implementing  
Sketching  
Experimenting  
Hacking  
Interviewing  
Painting  
Preparing  
Playing  
Integrating  
Presenting  
Charting

## ANALYZING



Calculating  
Categorizing  
Breaking Down  
Correlating  
Deconstructing  
Linking  
Mashing  
Mind-Mapping  
Organizing  
Appraising  
Advertising  
Dividing  
Deducing  
Distinguishing  
Illustrating  
Questioning  
Structuring  
Integrating  
Attributing  
Estimating  
Explaining

## EVALUATING



Arguing  
Validating  
Testing  
Scoring  
Assessing  
Criticizing  
Commenting  
Debating  
Defending  
Detecting  
Experimenting  
Grading  
Hypothesizing  
Measuring  
Moderating  
Posting  
Predicting  
Rating  
Reflecting  
Reviewing  
Editorializing

## CREATING



Blogging  
Building  
Animating  
Adapting  
Collaborating  
Composing  
Directing  
Devising  
Podcasting  
Wiki Building  
Writing  
Filming  
Programming  
Simulating  
Role Playing  
Solving  
Mixing  
Facilitating  
Managing  
Negotiating  
Leading