

CONISTON PRIMARY SCHOOL

Curriculum
and
Pedagogy
2024-2025



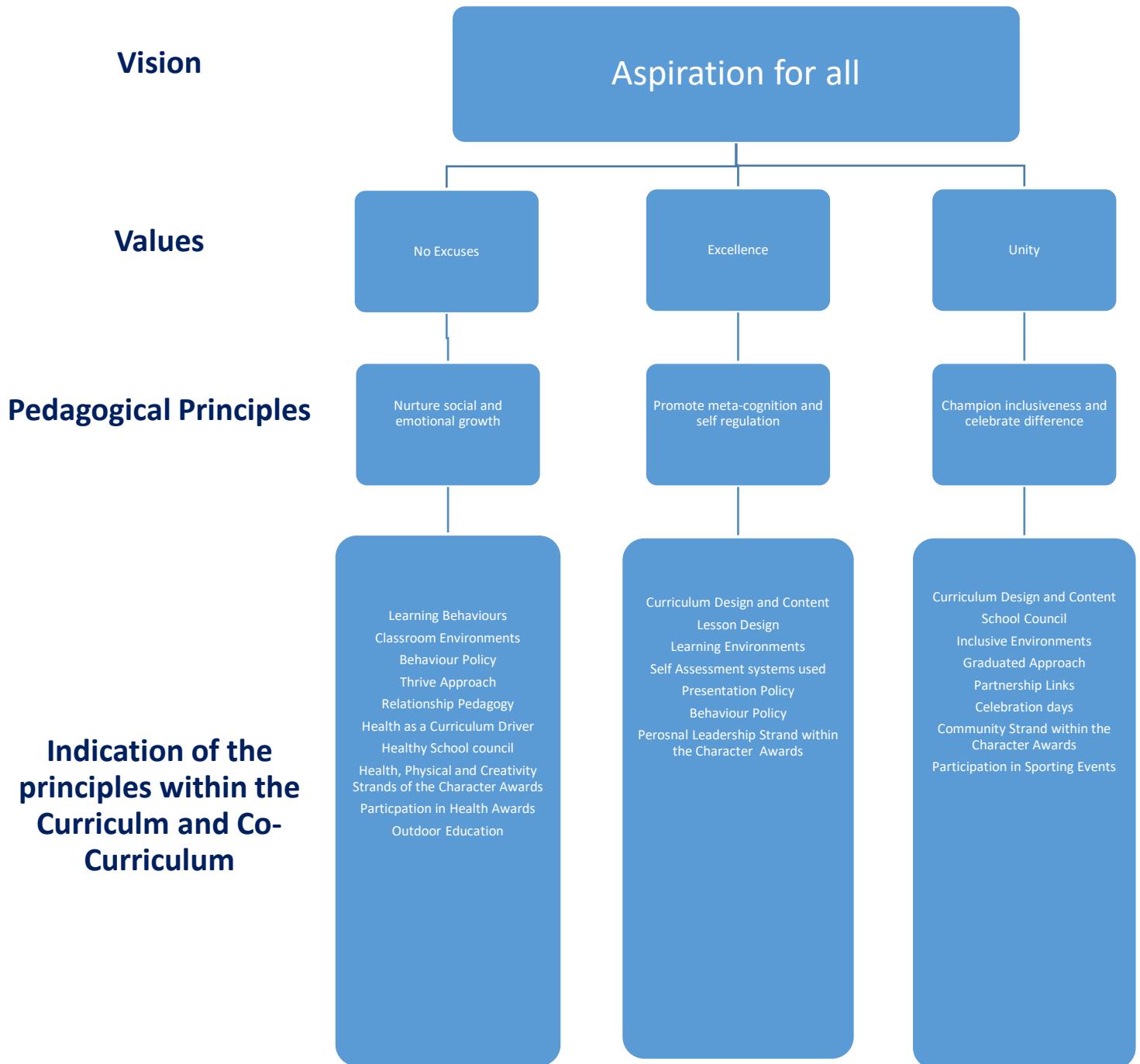
1. Pedagogical Principles
2. Curriculum Intent
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5. Classroom Environment
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Pedagogical principles

Vision and Values

To raise the aspirations of our learners and their families and enable them to realise our values of *excellence*, *no excuses* and *unity* we will: nurture social and emotional growth alongside academic success; be proactive in promoting metacognition, self-regulation and independence and throughout the learning process we will champion inclusiveness and celebrate differences while recognising the importance of our local community.

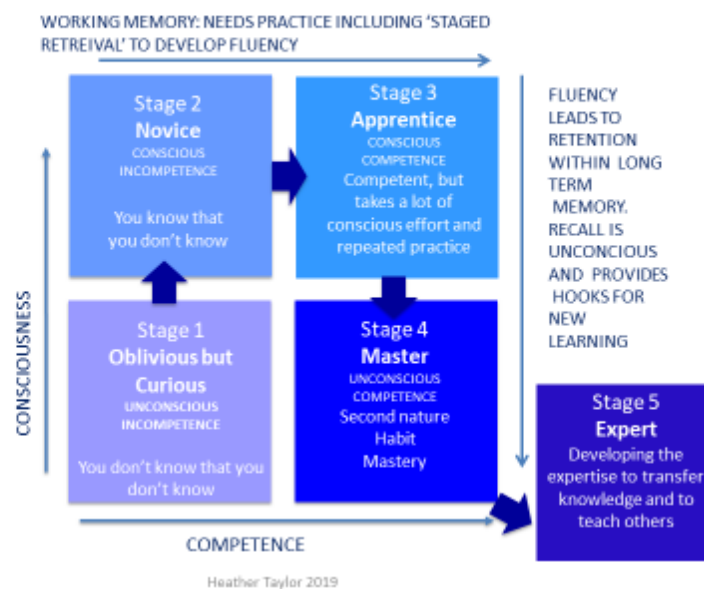




Curriculum Intent

In line with our vision, our aim for the curriculum is for it to create aspirational learners who can confidently engage in subject specific thinking. We aim to achieve this by creating knowledgeable learners. Knowledgeable learners are able to hook back to prior knowledge that is stored in long term memory and develop links to new schema. A schema is an interconnected web of knowledge that resides in our long-term memory. As you encounter new knowledge, it will connect with an existing schema and so the schema becomes bigger. The bigger the schema becomes, the easier it is to retrieve from the long term to the working memory. Creating these schemas allows learners to flexibly retrieve important aspects of their knowledge with less effort meaning they then have the capacity to engage in subject specific thinking lessons which develops and advances their disciplinary knowledge and in turn raises their aspirations. This is what happens as we move from a novice to an expert.

Why do knowledgeable learners find learning easier?

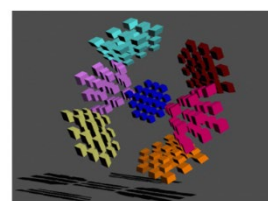


Curriculum Design

Links to activate schema

To achieve this curriculum intent, we have designed a 'Connected Curriculum' that has the acquisition of knowledge at its centre. The curriculum design has been influenced by key concepts within each subject. We revisit these concepts throughout the primary phase to allow children to make connections and links to previous learning and build conceptual understanding within the subject discipline. These concepts for each subject are outlined in greater detail in their own subject handbook.

For maximum impact, we have designed a curriculum that also utilises links across subjects to ensure there is maximum opportunity for knowledge obtained to be recalled and new learning to be built on existing schema. Teachers know what learning (from across all areas of the curriculum) has come before and what learning will come after, enabling them to utilise the knowledge that is in the children's long-term memory.



Detailed, subject specific knowledge

A three dimensional approach; from subject specific to a plethora of schemas



A range of schemas that optimise the connections and interrelationships across subject domains.



Drivers

To enable the realisation of our intent, there are three main global themes that drive aspiration and provide further opportunities to connect the curriculum. These themes reoccur across year groups and in and across all subject areas. This means the children can link between their current, previous and future learning and become experts within these global issues. These drivers are;



Sustainability

•By promoting sustainability children will understand that how we use and share the Earth's resources affects the health of the planet and of everyone with whom we share it – now and in the future. It will encourage children to aspire to be the ones who can make the difference and make the world a better place.



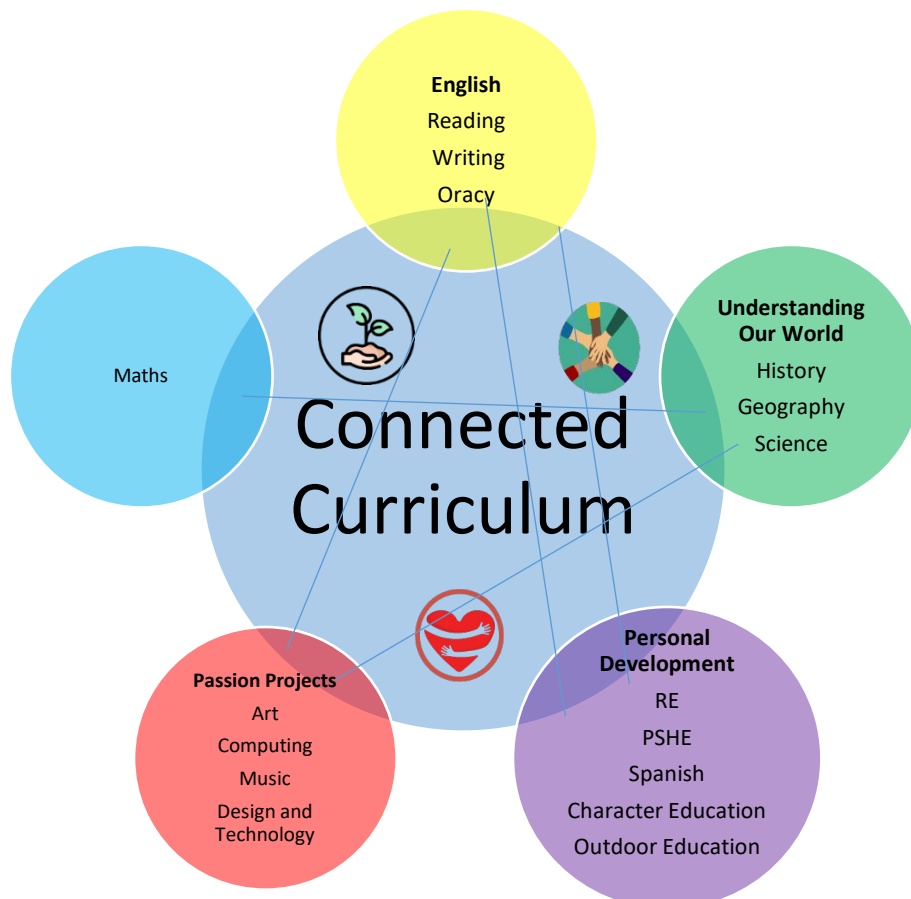
Health

•By promoting health we will develop the knowledge, attitudes and skills needed for healthy choices that support lifelong learning. It will inspire children to contribute to creating a safe, caring and empowering environment; one that they aspire to be a part of.



Diversity

•By promoting diversity children will recognise and celebrate differences in gender, culture, class, nationality, religion, ethnicity and language. They will understand that these are all key factors in shaping your own and other identities. As a result, they will engage positively with other identities and cultures, and aspire to recognise and challenge stereotypes and make the world a more equal place.





Mapping Knowledge

With subject specific concepts, our drivers and the National Curriculum expectations in mind, we have mapped out knowledge that we want the children to know in each curriculum area so the teachers know what knowledge has come before, what knowledge the children need to know and what knowledge comes next. Our definitions of the different types of knowledge can be found below:

Substantive Knowledge		Disciplinary Knowledge
This relates to established facts, ideas and concepts within any given subject		This relates to subject specific thinking. It is learning how experts in that field work and how they may establish or use the substantive knowledge
Declarative	Facts that can be stated verbally	• Geographical enquiry • Historical enquiry • Scientific enquiry • Problem Solving and Reasoning • Writing Composition • Design processes • Theology • Critical thinking
Semantic and conceptual	Facts that students can understand and explain	
Procedural	The knowledge of how to do something and the steps involved	
Theoretical	Involves a person understanding why particular methods are used and followed	
Practical	Knowledge on how the theoretical knowledge learnt needs to be implemented	

Units of work

For each subject we have created units of work that carefully map out the substantive knowledge that we want the children to learn. These knowledge organisers inform the teacher of relevant knowledge the children already know and what new knowledge the children must obtain by the end of the unit in order to engage with subject specific thinking. On these organisers we have also made direct and explicit links to other subjects to support and reinforce new learning.

Each subject also has its own associated disciplinary knowledge mapped out. It specifies the disciplinary knowledge that children should know in order to behave as a subject specialist and how this knowledge can be applied within the unit of work.

Within these units we have also made links to our character and outdoor education programmes, which both focus on the personal development. More information on these programmes can be found in personal development handbook.

[illegible]

Animation: Stop Motion			
What I already know • I know how to create multiple animations of an image and edit these together • I know how to create a simple stop motion animation • I know to explain how an animation flip book works	What I will know by the end of the unit • I know how to create animations of faces to speak in role with more life-like realistic outcomes • I know how to improve stop motion animation clips with techniques like onion skinning • I know how to use animation tools in presenting software to create simple animations		
Talk like an animator Words I already know: Filters, Stickers, Scene Stop motion, ghosting, timing, cartoon Words I will know: Frame, framerate, layout, onion skinning, trim	First application of knowledge Children create a stop motion animation using two or more Lego figures	Refine and Evaluate ST5 I can create a stop motion animation I can use the ghosting tool to help improve my animation I can delete images and rearrange pictures in my project I can save and export my work I have kept the iPad in the same place throughout. I can add a title and voice over	Second application of knowledge Geography - To create an stop motion of river and deposition or the water cycle

[illegible]

Year 4: Block 1 (Statistics)	
Declarative Knowledge A 1 <u>digit</u> number shows ones A 2 <u>digit</u> number shows tens and ones A 3 <u>digit</u> number shows hundreds, tens and ones 1,3,5,7 and 9 are odd numbers 0,2,4,6 and 8 are even numbers	
Place Value Objectives (Small Steps) - Interpret charts - Computation, sum and difference - Interpret line graphs - Draw line graphs	Links to Wider Curriculum Unit 11- Temperature charts Unit 14- State of Matters Line graphs

[illegible]

Year 4: Writing Unit 2 - Fiction	
Genre: Narrative – Setting and Character Driving Text and Media: The Promise by Nicola Davies	
Sequence of objectives that link - To balance dialogue and description - To use actions to convey characters - To use speech and dialogue to convey a character - To describe - To all an attachment.	Knowledge Previous Knowledge to be applied: - Punctuating speech - Subordinating conjunctions to express time, place and cause (i.e. where, while however, then, before, after, though, until) - Connectives between a list of adjectives - Front phrases expanded by prepositional phrases - Add of detail to build on previous sentences - Steps of making
Genre Focus Grammar Power Formed – A simple compound and complex sentences – fronted adverbials can show time or manner (how) Fronted adverbials are one of the start of a sentence. Fronted adverbials are followed by a comma (e.g. <i>At the weekend, I went to the park.</i>) Similes – A simile compares what you are describing with something else. Front phrases – Front phrases come before, while, before, where – until tells you when something happens, while tells you when something happens, before tells you when something happens, when tells you when something happens	
Cohesion focus - To vary how sentences start - To ensure linking between sentences and paragraphs through the use of grouping related ideas and fronted adverbials	
Outcomes and Cross Curricular application First – Personal writing and character development story Setting – Setting illustrations after creative impacts of Climate Change	
Genre: Persuasive Driving Text: The Promise by Nicola Davies, What a Waste and the Grants to Grants Through	Year 4: Writing Unit 2 - Non Fiction
Sequence of objectives that link - Analyse a range of persuasive texts and identify the difference between those that are aiming to inform and those that are trying to persuade - Understood how to use persuasive techniques – focus on power of 3, rhetorical questions and how to use practical writing for a wider range of contexts - Consider how the order in which points are presented affects the effectiveness of the evidence. Explore the persuasive language and formal conventions to link ideas - e.g. Furthermore, in addition - Elaborate a point into a paragraph. With a relevant argument, evidence and guide how to make a point and elaborate it by linking sentences to it and using evidence to make a full paragraph - To write an effective introduction for a formal persuasive letter. - To write a strong conclusion for a formal persuasive letter. - Plan arguments, linked facts and evidence and persuasive techniques for a formal persuasive letter. - Write a formal persuasive letter	Knowledge Previous Knowledge to be applied: - front phrases expanded by prepositional phrases to describe activities - Use verb selected noun phrases to add detail and appeal - Use of adjectives and adverbials and co-ordinating conjunctions - Use of connectives to link between ideas - Use of question marks for rhetorical questions
Grammar Focus and Purpose - Varying the use of simple, compound and complex sentences in a non-fiction context. - Use of conjunctions and adverbial phrases to formally link ideas - Rhetorical questions, hyperbole, imperative and power of 3	
Cohesion focus Using cohesive techniques to ensure linking between sentences and paragraphs.	
Outcomes and Cross Curricular application	

Writing Unit of Work



Curriculum Delivery

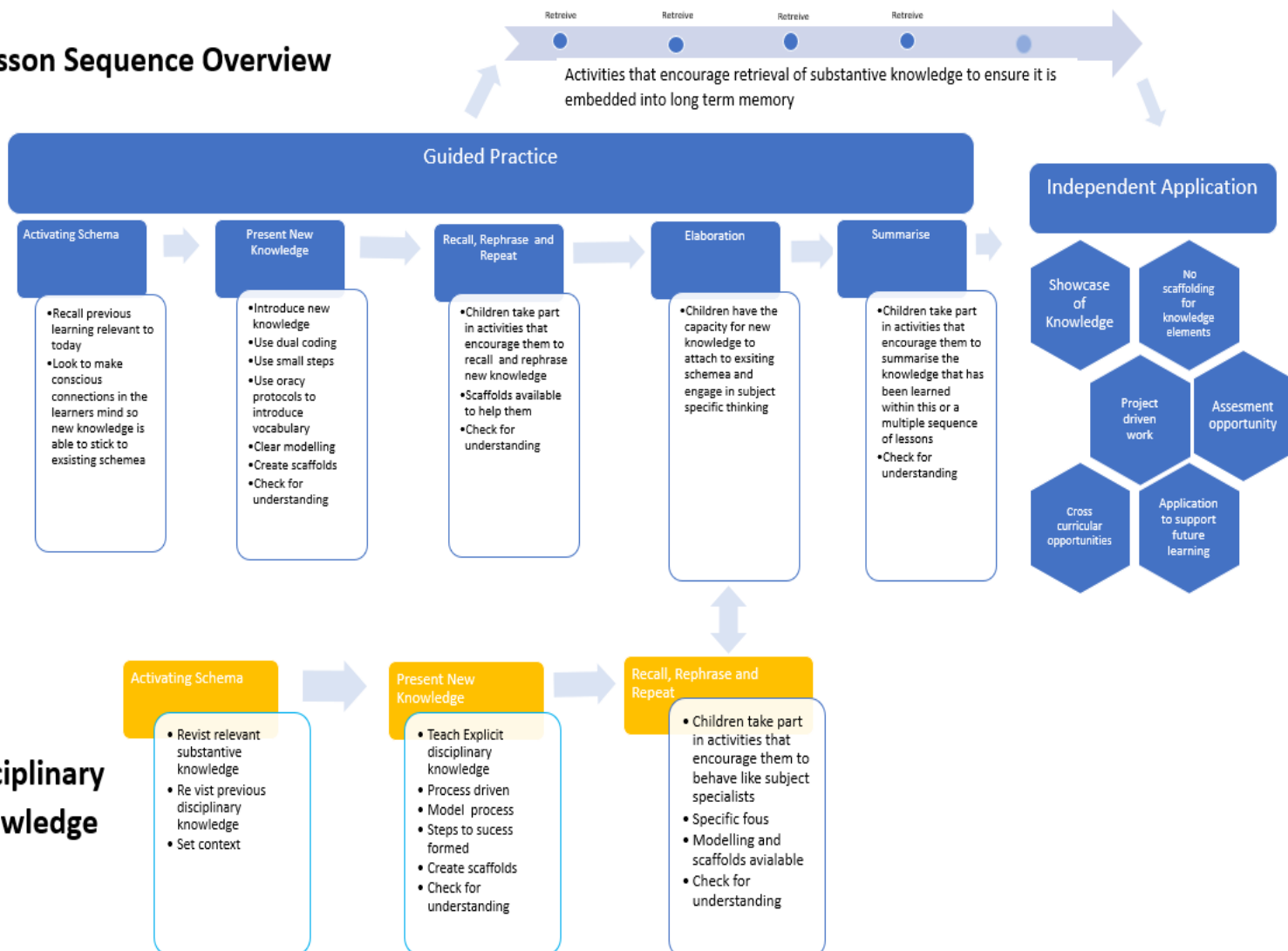
Lesson Sequence

We believe that developing children's substantive knowledge is key in enabling them to engage in subject specific thinking. Creating these schemas allows learners to flexibly retrieve important aspects of their knowledge with less effort meaning they then have the capacity to engage in subject specific thinking lessons which develops and advances their disciplinary knowledge and in turn raises their aspirations.

Understanding what stage the children are at is key to the type of activity that the children may do within or across a series of lessons. We have designed a general learning sequence that we use as a framework for all subjects that we teach. This is then adapted for each subject and can be found in each subject handbook.

Lesson Sequence Overview

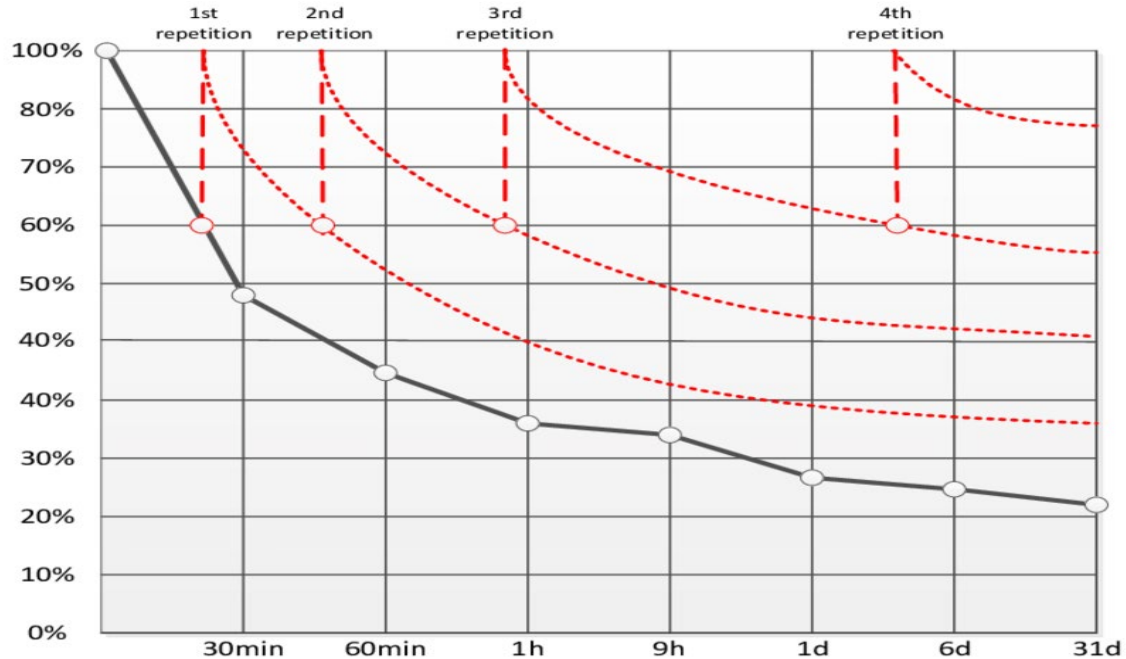
Substantive Knowledge



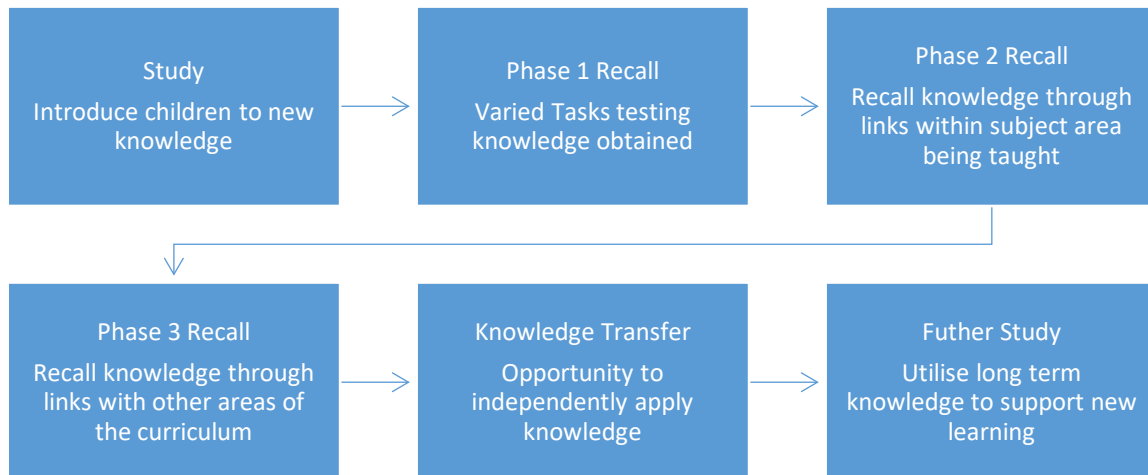


Recall of Knowledge

Recall of knowledge is critical for robust, durable, long-term learning. Every time a memory is recalled, that memory becomes more accessible in the future.



Therefore, teachers plan well sequenced lessons which provide opportunities for recall of the knowledge learned. Our Lesson sequence and curriculum design allow for different stages of this recall.



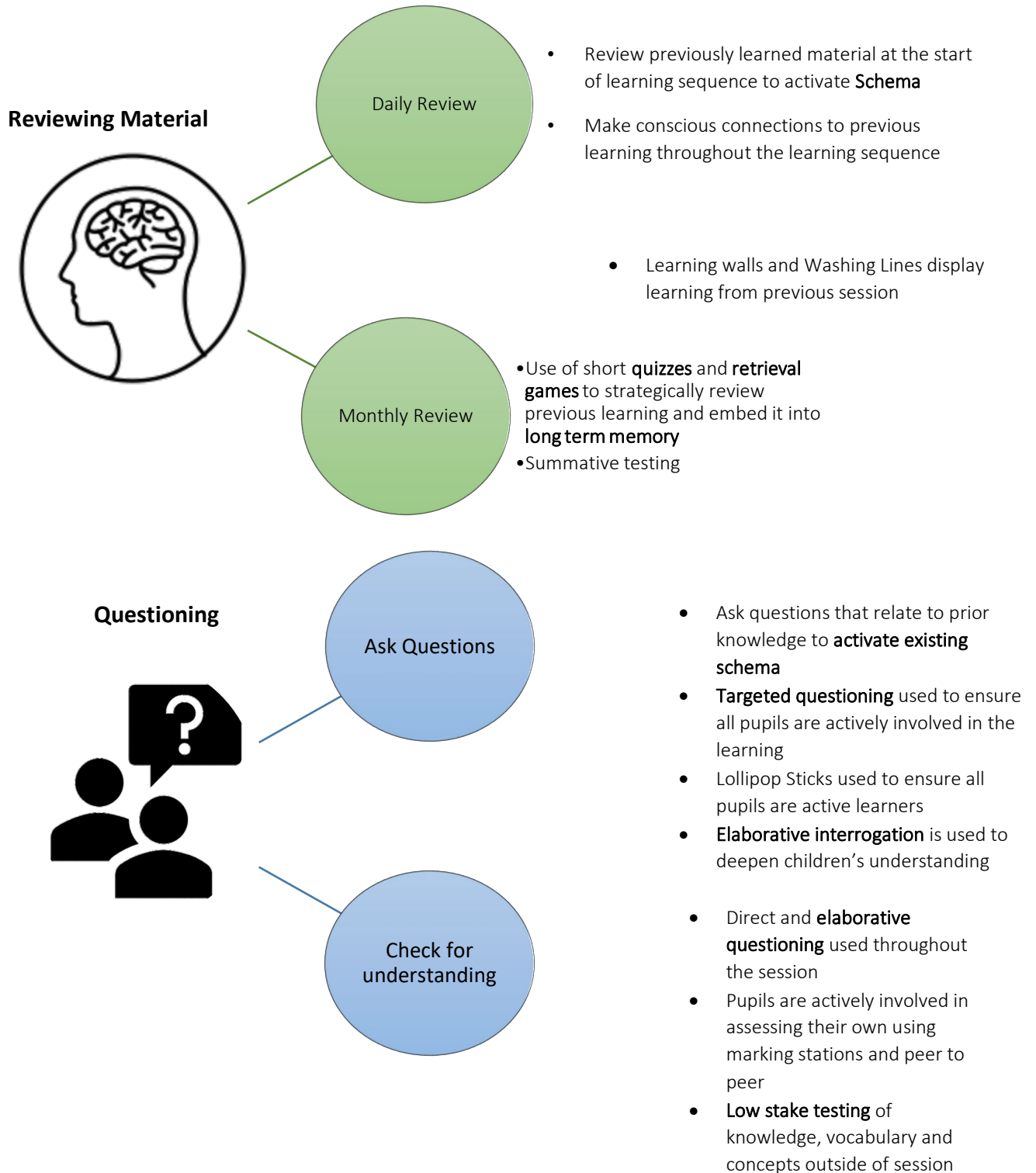
Recall Sessions

We have also built in daily recall sessions into our timetable to ensure there is opportunity to practice spaced retrieval. This involves repeatedly coming back to knowledge that is being learned in short sessions that are spaced out over time. These sessions are an important component in ensuring retention of knowledge.



How the Knowledge is taught

To ensure the children obtain, retain and then utilise the knowledge taught we use Rosenshine's principles of Instruction as a framework for good teaching to support our learning sequence.





Stages of Practice



Guided Practice

- Learning broken down into **small steps**
- Close monitoring and **feedback** (led by both teacher and pupil) is given to ensure progress
- **Scaffolded** through worked examples and familiar resources
- STS visible in all classrooms

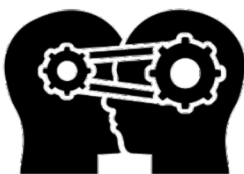
Obtain a high Success Rate

- Responsive feedback and live marking within session
- **Adaptive Teaching** based on **Assessment for learning**
- Supportive **classrooms environments** to support learning
- Opportunity for **continued retrieval** built into timetables
- AFL catch-up sessions

Independent Practice

- Opportunities planned for **application of knowledge** in subsequent learning
- Cross curricular opportunities
- Passion projects

Sequence, concepts and modelling



Present new Learning in small Steps

- New material is **modelled** a step at a time to reduce **cognitive overload**
- **Dual coding** and the **cone of learning** is considered when introducing new learning
- New vocabulary is explained, practised and displayed when introduced

Provide Models

- **Concrete examples and models** used to introduce children to new concepts
- 'I do, we do, you do' approach used when modelling new material
- **STS and Worked examples** are available in the classroom for children to refer to

Provide Scaffolds for difficult tasks

- **Cognitive support** given to help learners achieve small steps
- Scaffolds are used to develop **experts and mastery**
- **Adaptive teaching** used to assess when to add and remove scaffolds



Classroom Environment

Cognitive overload occurs when the three types of cognitive load—intrinsic, extraneous, and germane—overwhelm a learner. When an individual is bombarded with competing cognitive signals, they struggle to filter relevant information from other stimuli. Therefore, our classroom environments are designed to reduce this cognitive overload by: reducing distractions; providing cognitive aids to offload some of the demands of learning and provide scaffolding to assist the learning process. More information on our classroom designs can be found in our Classroom Environment Guide.



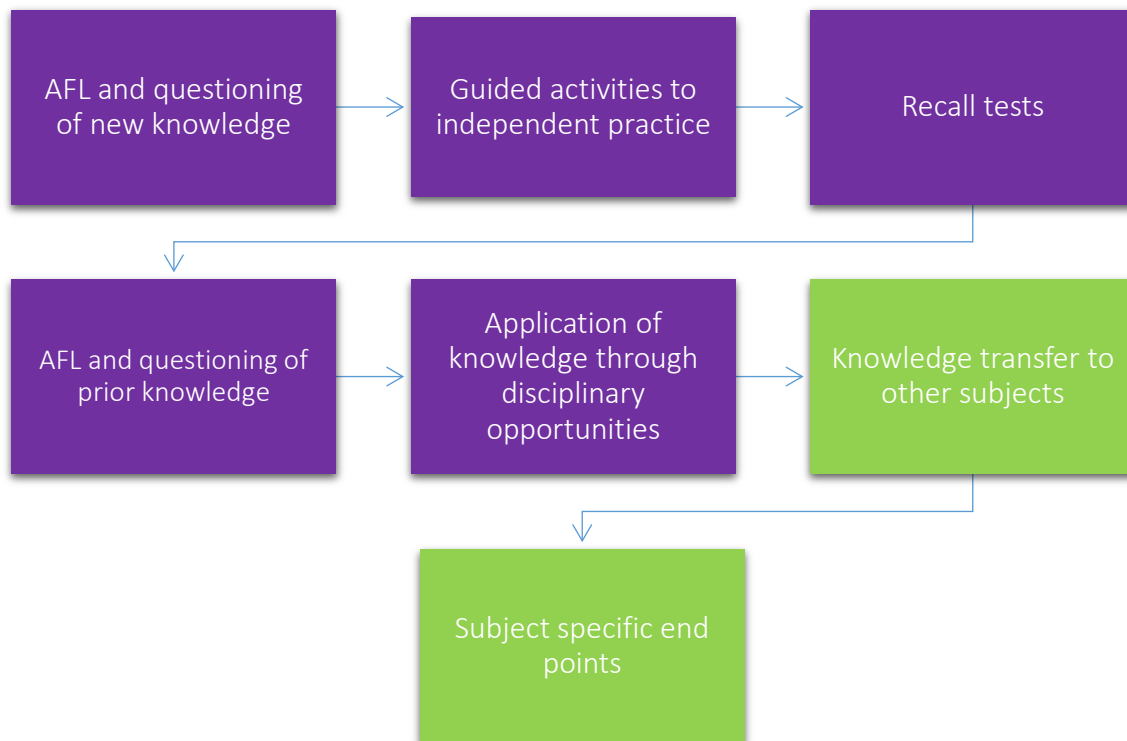
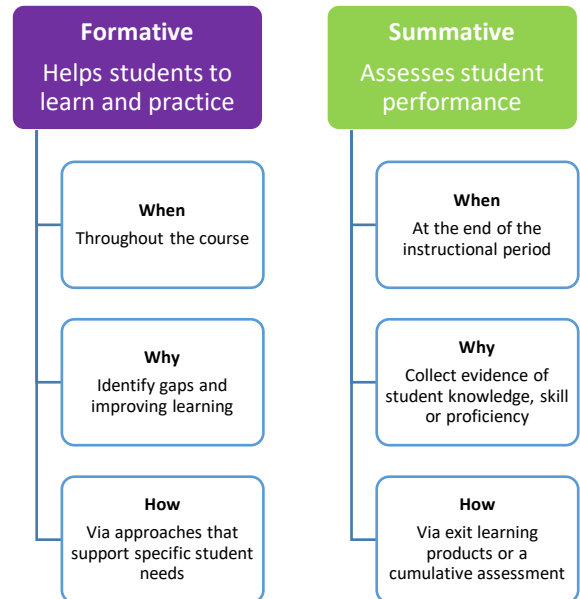


Assessment of Knowledge

Our robust curriculum intent and design with explicit themes and knowledge that we want the children to learn is crucial to our assessment system which ensures by the time they leave the Primary phase of education pupils can access the curriculum in Key Stage 3 and beyond as they develop expertise as subject specialist.

Our model of assessment considers both formative and summative assessment. Formative assessment helps to inform planning and teaching – without proper formative assessment, we don't know if pupils are ready to progress to the next stage in their learning. Summative assessment enables analysis of how effective our curriculum is in relation to its original intention- are the children learning more, remembering more and behaving like subject specialists?

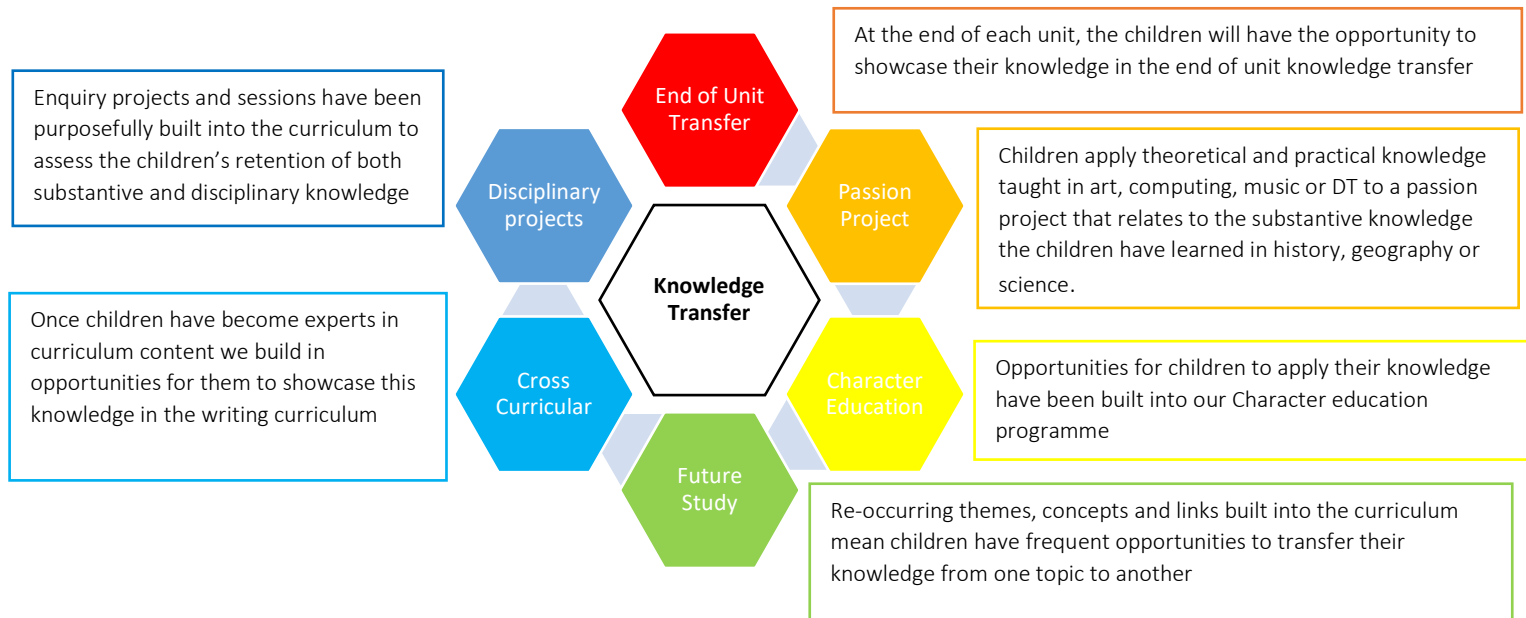
The diagram to right classifies the differences between formative and summative assessment and the model below identifies where the opportunities for these are within are sequence of learning.





Knowledge Transfer

Knowledge transfers provide the children with the opportunity to showcase their knowledge. These projects also act as a platform for children to pursue areas of the curriculum in an extended fashion. This is enabled through projects that encourage them to practice higher order skills such as articulation, collaboration, organisation and reasoning. These projects will make links to the real world and by taking part in them the children will develop their confidence and aspiration to succeed.



Subject specific end points

Each subject has its own standardised end points. These standardised judgements enable subject leaders and the senior leadership to track pupils progress; compare groups and cohorts of children and evaluate the effectiveness of the curriculum design. For Maths, Reading and Grammar our end points are Test base merit assessments and for writing we assess against the national standards. For all other subjects we have used the expectations within the National Curriculum to develop assessment points for the end of each phase. These are a set of statements that teachers use to assess individual learners against each subject. These statements have been written to assess the culmination of their substantive and disciplinary knowledge.

Lower Key Stage 2	The Children can use historically accurate terms to talk about the passing of time. They can name and contrast different time periods and know what is the same and different about them. They can sort pictures, photos and objects from British history into these relevant time periods and explain how they know. They can place different periods from British history on a timeline and discuss which ones came before and after. The children can name a number of different reasons why different groups of people have invaded throughout history and explain the chronology behind these invasions Children can identify how different invasions of Britain were able to happen referring to the geography, transport and armies of the invaders They can discuss the impact each of these periods had on one another and the legacy they have left today. The children can recognise the Key features of a civilisation with particular reference to Ancient Egypt. Children can begin to recognise how the geography of a place impacts on the success of the civilisation- with particular reference to Ancient Egypt and Stone Age Britain The children can compare and contrast two different cultures that occurred simultaneously recognising that different societies made advancements at different rates Children can use a range of sources to find out more about the past; selecting and recording information relevant to the study. Children can devise their own historically valid questions based on a current study and then use the internet and text books for their own personal research The children can begin to evaluate the usefulness of different sources and identify and give reasons for the different ways the past is represented They can communicate their knowledge through discussion, pictures, drama, making models, writing and ICT
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Example of End point Documentation (Lower KS2 History)



Judgements

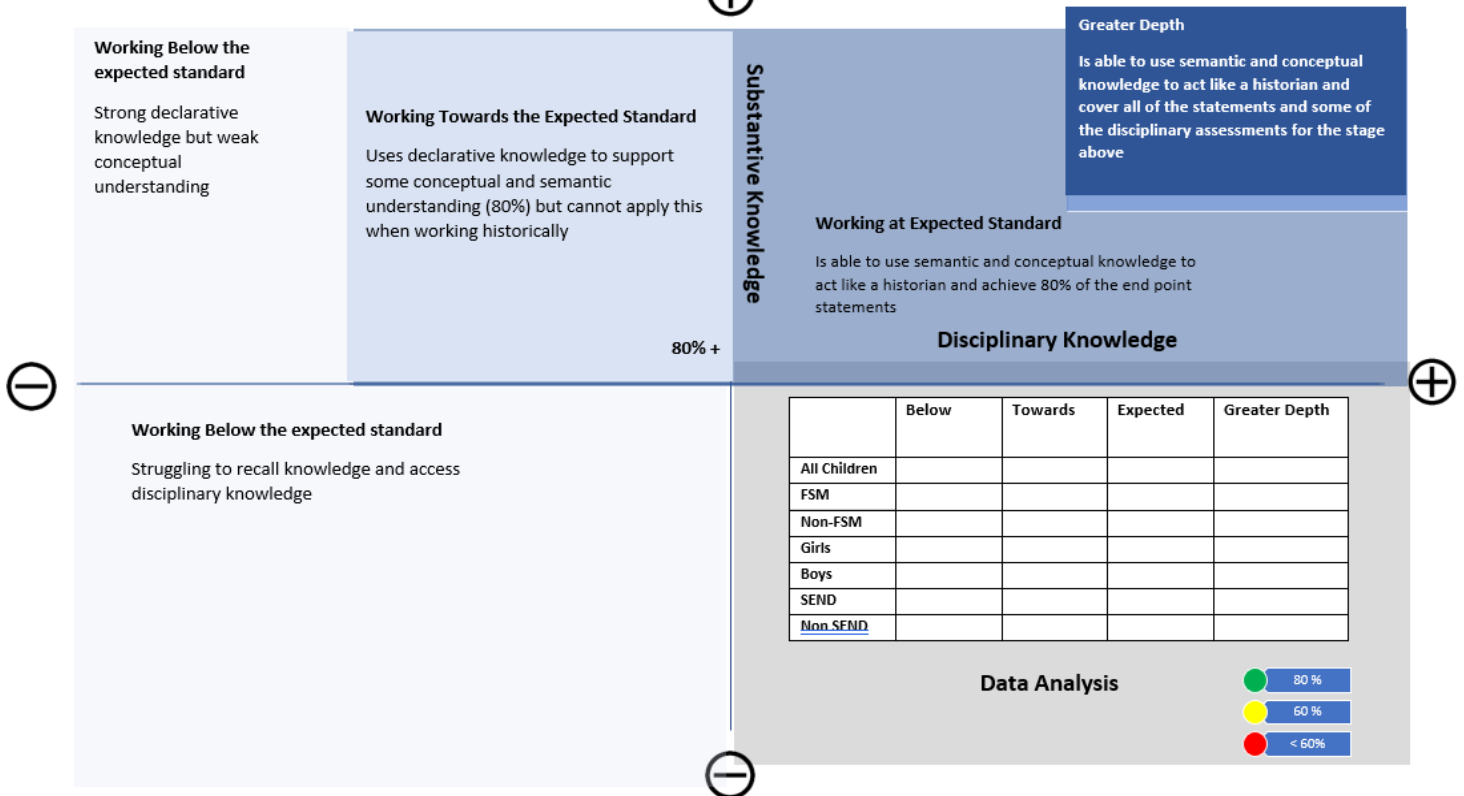
Teachers then use all of the components within our model of assessment to help them to make a judgment on the children's attainment level within each subject. They map children onto the quadrant based on both their substantive and disciplinary knowledge.

The figure below shows criteria for each section of the grid.

Foundation subjects Assessment



YEAR:





Outcomes

Through our robust curriculum which is: rooted in our pedagogical principles, driven by our intent and delivered through our consistent lesson structures and approaches all children at Coniston will become:

Successful learners	Who...	• have enthusiasm and motivation for learning • have determination to reach high standards of achievement • are open to new thinking and ideas • use literacy, communication and numeracy skills • think creatively and independently • link and apply different learning • understand themselves as a learner
Confident individuals	Who...	• have self-respect • have a sense of physical, mental and emotional wellbeing • pursue a healthy and active lifestyle • communicate their own beliefs and view of the world
Responsible citizens	Who...	• respect others • participate responsibly in political, economic, social and cultural life • understand different beliefs and cultures • develop informed, ethical views of complex issues
Effective contributors.	Who...	• have an enterprising attitude • are resilient • take the initiative and lead • apply critical thinking in new concepts • solve problems

We believe having these high expectations of our learners is fundamental in the learner's future life outcomes.

