

# KINGSMOOR'S CURRICULUM STATEMENT



## INTENT

Kingsmoor's curriculum has been designed and constructed with our school vision at its heart:

*'An inspirational school where we all want to work, learn and grow to become the best we can be.'*

It is the school's intent to inspire each individual pupil by immersing them in high quality lessons which ignite interest and curiosity; lessons that provide a wealth of knowledge and opportunities beyond the National Curriculum to spark future interests and aspirations.

Our curriculum is underpinned by our school's code which epitomises our school values:

### **Kindness, Respect, Resilience and Tolerance**

We aim for these values to be central to our school's ethos – an underline current which is subliminal to all learning and the attitude of pupils and staff in every Kingsmoor classroom.

### **Our locality**

Kingsmoor's locality and community play an important part in our curriculum design. We recognise the wealth of rich opportunity which is right on our doorstep: Bawdrip church, the King's Sedgemoor drain (where our school emblem, the Kingfisher, can be observed) to the wonderful walks and history of the village and surrounding areas.

### **Creativity and positive enrichment**

Creativity and providing positive enrichment opportunities are also central to how our curriculum has been constructed. Kingsmoor Primary School is passionate about widening each pupil's learning prospects beyond the National Curriculum, ensuring every child is provided with opportunities to develop their cultural capital, increase curiosity and develop confidence to innovate, discover, create and share. We strive to provide enriching experiences today with the aim to inspire them tomorrow. (See implementation – Friday activities and Mystery Mondays.)

### **Habits of mind**

As a school, we are aware that every pupil can face challenges and problems at some point during their Kingsmoor journey and into their adult lives. Our curriculum is therefore specifically designed to support every pupil in their social, emotional and academic journey with the implementation of the 16 Habits of Mind (Costa and Kallick). Kingsmoor strongly feel that all pupils can succeed if they are supported and prepared with necessary skills to overcome problems and challenges. Our children are encouraged to develop a positive mind-set which promotes self-belief and sets high aspirations.

 <p><b>1. Persisting</b> Stare it out! Persisting in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p><b>2. Managing impulsivity</b> Take your time! Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p><b>3. Listening with understanding and empathy</b> Understand others! Directing mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p><b>4. Thinking flexibly</b> Look at it another way! Being able to change perspectives, generate alternatives, consider options.</p>
 <p><b>5. Thinking about your thinking</b> (Metacognition) Know your knowledge! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p><b>6. Striving for accuracy</b> Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p><b>7. Questioning and problem posing</b> How do you know? Having a questioning attitude; knowing what data are needed &amp; developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p><b>8. Applying past knowledge to new situations</b> Use what you learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p><b>9. Thinking &amp; communicating with clarity and precision</b> Be clear! Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, omissions and exaggerations.</p>	 <p><b>10. Gather data through all senses</b> Use your natural pathways! Pay attention to the world around you Gather data through all the senses: taste, touch, smell, hearing and sight.</p>	 <p><b>11. Creating, imagining, and innovating</b> Try a different way! Generating new and novel ideas; fluency, originality.</p>	 <p><b>12. Responding with wonderment and awe</b> Have fun figuring it out! Finding the world awesome, mysterious and being engaged with phenomena and beauty.</p>
 <p><b>13. Taking responsible risks</b> Venture out! Being adventurous; living on the edge of one's competence. Try new things constantly.</p>	 <p><b>14. Finding humor</b> Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p><b>15. Thinking interdependently</b> Work together! Being able to work in and learn from others in respectful situations. Team work.</p>	 <p><b>16. Remaining open to continuous learning</b> Learn from experiences! Having humility and pride when admitting we don't know; resisting complacency.</p>

### **Knowledge-rich and culturally rich**

Careful planning of the Kingsmoor curriculum ensures that the knowledge imparted to our pupils is repeated and revisited during their time at Kingsmoor, ensuring opportunities are given to develop each child's understanding and recall of the knowledge taught. We are mindful that our curriculum needs to be versatile in order to respond and adapt to local, national or world- wide events. It provides significant, beneficial learning opportunities for our pupil's supporting their spiritual, moral, social and cultural development.

Kingsmoor aims to develop a knowledge-rich curriculum where pupils and staff **value knowing and understanding**. Knowledge is taught with the intention of remembering it, embedding it into the pupil's long term memory through deep and enriching learning. Research supports Kingsmoor's staff in their understanding of knowledge and how it becomes embedded into the long term memory. Staff are aware of the different working memories and our curriculum provides opportunities for all with strong emphasis on the semantic memory.

**Declarative/Semantic:** Semantic memory retains facts, concepts, meaning and knowledge. Linking new content to prior knowledge and later content to earlier content supports the growth of the semantic knowledge.

**Non-declarative/procedural:** When things are learnt by following a procedure i.e. handwriting, maths fluency, phonics.

**Episodic:** The part of the brain that remembers the times, places and emotions that occur during events and experiences i.e. memorable days/events which create an emotional response in our pupils

Kingsmoor pupils will be prepared for their future with lessons from the past, building on previous knowledge acquired, **forming a basic understanding to advancing and finally deepening their understanding**. Pupils are immersed in learning opportunities which encourage them **to acquire, to practise and to deepen understanding**.

### A love of language

Kingsmoor's curriculum is heavily supported through high quality texts, a visible passion amongst staff and a buzz around language which inspires and motivates all pupils to explore vocabulary with confidence. Key vocabulary is determined through the planning process which is subsequently built upon and revisited through the pupil's Kingsmoor journey.

### Progression of Kingsmoor's curriculum

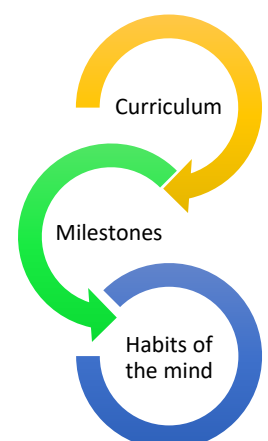
Kingsmoor Primary's ambitious curriculum has been specifically designed to enable children to re-visit and embed skills, knowledge and themes throughout their time at our school. The medium term plans are sequentially planned from EYFS to Year 6 to allow pupils to apply what they have remembered into the next stage of their learning, deepening their understanding and strengthening learning skills to support pupils to become life-long learners.

Kingsmoor's curriculum has been coherently planned to sequence concepts in all curriculum areas that enable pupils to progress through 'Milestones'. Taking root from *Chris Quigley Education (Essentials Curriculum)*, pupils access threshold concepts and skills to develop their knowledge, skills and understanding as historians, geographers, artists, scientists etc. Classes follow a progression document for each subject which states the core knowledge/skills which will be learnt that year. The teaching ensures pupils are able to build and reflect on the prior knowledge taught and are given regular opportunities to check their understanding and ability to recall core knowledge learnt.

Kingsmoor's curriculum is coherently planned and underpinned by our **curriculum driver, 'A big question', which allows exploration and sparks curiosity**. A key driver in our curriculum model is to develop our core values of **kindness, respect, resilience and tolerance and to develop the 16 habits of mind**.

### Kingsmoor's curriculum sets out:

- a) a clear list of the breadth of topics that will be covered in our long term plan
- b) the 'threshold concepts' pupils should understand within each curriculum area
- c) milestones/specific core knowledge ensuring a criteria for progression within the threshold concepts
- d) 'Basic' 'Advancing' 'Deepening' giving a clear criteria for depth of understanding.



The diagram below shows the model of our curriculum structure:

a	Curriculum breadth EYFS	Curriculum breadth Years 1 and 2			Curriculum breadth Years 3 and 4			Curriculum breadth Years 5 and 6		
b	Threshold Concepts									
c	Early learning goals/EYFS framework	Milestone 1			Milestone 2			Milestone 3		
d	EYFS profile Expected	B Year 1	A Year 1/2	D Year 2	B Year 3	A Year 3/4	D Year 4	B Year 5	A Year 5/6	D Year 6

a. The curriculum breadth for each year group ensures each teacher has clarity as to what to cover as well as providing the key knowledge within subjects. It also provides for pupils' growing cultural capital.

b. Threshold concepts are the key disciplinary aspects of each subject- the essence of the subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic.

c. Milestones define the standards for the threshold concepts. They identify progression in the threshold concepts. Our Milestones are numbered and stated clearly in medium term plans to ensure standards are revisited and built upon across the year groups. Kingsmoor **subject progression documents** state what is to be taught in each year group.

d. Depth: we expect pupils in Year 1 of the milestone to develop a **Basic** (B) understanding of the concepts (the fundamental foundations) and an **Advancing** (A) or **Deep** (D) understanding in Year 2 of the milestone. Phase one (Years 1, 3 and 5) in a milestone is the knowledge building phase that provides the fundamental foundations for later application. Learning at this stage must not be rushed and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. We are aware that for some pupils in these year groups, an advancing understanding of the knowledge will also be evident and opportunities planned to support their development.

**Basic** (B) – 'Acquiring' knowledge: name, describe, follow instructions, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.

**Advancing** (A) – 'Practising' knowledge acquired: apply knowledge to solve problem, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.

**Deep** (D) – 'Deepening understanding' of the knowledge learnt: solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove, communicate.

## IMPLEMENTATION

Kingsmoor's 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. An interleaved curriculum works on the basis that different topics are woven together, switched between and revisited at

intervals throughout the year. Progress may seem slower than with block learning, but long-term retention of information should be improved through regular recall.

3- **Retrieval** of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to these three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time.

### Planning - Long term plans

Each key stage's curriculum is formulated into a long-term plan which states an arching theme/topic for each term or half term. For History and Geography, these follow a yearly rolling programme in EYFS and KS1, where the school has single year groups, and a four yearly rolling programme in KS2 where classes are mixed. For specific foundation subjects, the KS2 classes are planned for on a two year rolling programme. Kingsmoor encourages a cross curricular approach where appropriate knowledge and skills learnt are transferred across subjects. The additional foundation subjects have their individual long term plans and in some cases do link across other curriculum areas. The cycle is fluid allowing for teachers to engage in specific cultural or global events E.G. Olympic games. Kingsmoor progression maps for each curriculum area specifically state the threshold concepts, core knowledge, vocabulary and key texts that will be taught across the school adding greater detail to the milestones. Lesson sequencing through medium term planning and the delivery of subjects is designed to revisit pupils' knowledge and enable them to deepen their understanding of taught concepts.

### Medium term plans

Teachers plan learning in their key stages by producing a medium term plan which links to the over- arching themes in the long term plan. Units of work in History, Geography and RE are sequenced and centred round the **curriculum driver, 'A Big Question'** and link to the **Habits of Mind**. This sequencing allows for conceptual flow as well as high expectations of the standards students should reach. It is therefore vital, that medium term planning should aim for depth before speed. This requires teachers to give students a wider range of problems to explore within a topic and gives them the opportunity to apply knowledge to unfamiliar scenarios to test depth of understanding (basic, advancing or deepening.)

Reading underpins learning across the curriculum. Teachers identify the key vocabulary, phrases and writing stems across lessons and allow for reading resources to link with these. Children are actively encouraged to engage with texts that link to the themes of our topics.

Teachers are encouraged to design learning around links to prior core knowledge, reference to threshold concepts and milestones previously taught, identification of relevant vocabulary previously taught and new vocabulary to build upon. Links are also made to the locality and possible reading materials which can be used to support key areas of learning. Lessons for each curriculum area are sequenced clearly with summative assessment tasks clearly marked in to identify progress and next steps of learning. **Proof of Progress tasks (POP Tasks)** are used to assess pupils understanding and ensure core knowledge is being retained across all areas of the curriculum.

### Habits of Mind

*'The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.'* (Costa & Kallick:2000)

Kingsmoor's staff have carefully considered which habits should be focused on at which stage of our children's development. The habits are built upon as they progress through their school years, eventually leaving Year 6 with a firm understanding of all 16 habits and how they can draw upon all of these as they progress into secondary school and in their futures.

When planning, staff are encouraged to match the Habits of the Mind stated above to areas of the curriculum in order to develop pupils' mind sets, interdependence and continuous learning. Every half term, the whole school has

one habit that is referred to and acknowledged during assemblies. Children celebrate success by receiving certificates linked to these areas.

### Enriching our Curriculum

From EYFS through to Year 6, opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- Visitors, including artists, craftspeople, actors, musicians, members of the church, scout and cub groups;
- The use of the school grounds, the locality and the wider environment; Forest School, cycle paths, trips to park
- Educational visits;
- Support of parents.

Many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

Teachers work hard to use the school environment and locality as a stimulus which will enhance learning across the curriculum. Activities are designed with the school's site in mind: use of the nature area, walking around the local village in order to develop mapping skills, poetry inspired by walks along the river, visiting the church. Where possible, topics are linked to the impact on the local area. e.g. What did Roman Somerset look like? How did the expansion of the railways impact on our area? How was the battle of Sedgemoor won and lost?

In addition, at various points during the year, children have the opportunity to experience visits from theatre companies, outside agencies such as Pete the Poet, focusing on British values and cultural diversity, Jamaica day. These are carefully selected in order to have a greater impact on the children and are followed up by the teachers as part of their classroom activities.

### Friday activities

Friday activities are an integral part of the Kingsmoor curriculum. The activities are centred around six curriculum areas: **performance, outdoor activities, arts and Crafts, design and technology and computing, health and well-being, problem solving and strategy.**

They enable children to become immersed in a wider range of experiences which are not directly linked to the National curriculum. Activities are aimed at EYFS/KS1 and KS2 children and have included sessions such as photography, dance, learning the recorder/ukulele, designing digital wrapping paper, putting up tents, orienteering, welly walks, cycling off site, sensory rooms, mindfulness, karaoke, origami, cross stitch, board games, gardening, cookery, Christmas crafts, first aid, making bird feeders, parachutes! There are no limits on the type of activity and it enables the teachers, Governors, parents and volunteers to be welcomed into our school to share talents they may have and to create memorable learning experiences with our children. We aim to inspire our pupils and to develop future aspirations.

In addition to the 16 Habits of mind, the Friday activities specifically focus on the Chris Quigleys 5 Rs. In the two week Friday sessions, which take place every half term, the children aim to: **take risks, be reflective, develop relationships, be resourceful and become resilient** alongside learning a new skill/craft.

### Mystery Mondays

Mystery Mondays enable Kingsmoor pupils to **focus on being an independent learner**, to have confidence in their own ideas, passions and abilities and be given the freedom and opportunity to steer their learning in the direction they want it to go. Taking place on the first Monday back after every half term, (Oct/Nov, Feb, May/June), each year group are given a stimulus to learn from and present to the school at the end of the day. Sometimes, the stimulus can be based on a whole school theme, for example, the seven modern wonders of the world, seven different religions, seven different artists. Other times, each year group is presented with a different object/picture or ideas. All stimuli given are thought provoking and enable the children to respond in a variety of ways - **artistically, dramatically, creatively, poetically, musically, factually, scientifically, mathematically, technologically**. They are encouraged to respond and present their findings in a way that inspires them and enables them to feel proud of their achievements.

### SMSC and Promoting British Values

In November 2014, the Department for Education published strengthened guidance on improving the spiritual, moral, social and cultural (SMSC) development of children, including the requirement for schools to promote a set

of fundamental British values with the aim of ensuring learners leave school prepared for life in modern Britain. We aim to prepare children for life in modern Britain through our inspiring curriculum, promoting British values which include democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our SMSC audit and policy clearly states how we further enhance these important values throughout the Kingsmoor curriculum.

### Curriculum subjects

An overview of each curriculum area taught at Kingsmoor can be found on our website. Please click on each curriculum subject area for a specific breakdown of individual subject's intent and further information on our implementation. Chris Quigley's progression maps for each curriculum area are available to view in school should you require this information. This is unable to be displayed publicly due to copyright reasons.

### IMPACT

Kingsmoor's curriculum is clearly constructed with long term goals (end of Key Stages) but also incremental milestones at the end of EYFS, Year 2, Year 4 and Year 6. The curriculum we offer is broad and rich, providing all our pupils with the cultural capital and experiences they need to aspire them for their future. Statutory tests are undertaken and our results are above the national average.

Our assessment procedures establish each child's level of understanding and knowledge gained at the end of each milestone with our aim being for the vast majority of pupils to acquire **sustained mastery** of the milestone they have worked in. Some pupils will have a **greater depth of understanding** of the threshold concepts within the milestone. We track carefully through our assessment system to ensure pupils are on track to reach the expectations of our curriculum, identifying gaps in their learning and understanding and adapting our teaching to meet each individual child's needs. Each lesson ensures pupils have an opportunity to revisit prior knowledge: what did you learn last lesson, last week, term, year? The aim being to consolidate learning and understanding.

The impact of our school's curriculum is monitored carefully. Pupil progress meetings are held termly and are collaborative, involving the subject leads and class teacher. This enables knowledge and experience to be shared amongst our practitioners in order to aid each pupil's development. Subject leaders also monitor how their subject is being delivered across the school, observing lessons, looking at pupil's work and talking to the children. This helps to inform our next steps in school development. The planning of our curriculum has been collaborative with all teachers involved in establishing the core knowledge/skills to be learnt and understanding what has been taught before and the links across the year groups.

Supportive interventions are employed to have good impact on a pupil's development. We are mindful when these interventions take place and ensure they are valuable and worthwhile for each pupil.

***Our overall aim is for all pupils to leave Kingsmoor with a sense of belonging to a tight-knit community where they have the confidence, knowledge and skills to make decisions, self-evaluate, make connections and become lifelong learners as per our vision statement stated on our website.***