



Our Curriculum

Intent

The core intention of our curriculum is for children to develop a **deep body of knowledge and skills** through engaging and memorable learning experiences which encourage all children to ask 'big' questions and develop independence and resilience in their learning.

Children will learn through a thematic, enquiry based curriculum that still maintains the **integrity of subject disciplines**. The curriculum will support children to develop a very **rich vocabulary**. Through clear, planned **progression**, the curriculum has woven strong between **knowledge, skills, vocabulary** and **concepts** throughout all the enquiries studied. The curriculum has strong links with the **local area** and the UK and makes links to significant people and places within the locality.

Our curriculum prepares children to live in their world and to be able to contribute as **knowledgeable and responsible citizens**. Our church values and British values are integral throughout the curriculum and contribute to the **legacy** that we give to the world through the generations of children that journey through our school. All of our children are entitled to an education that builds **cultural capital** and gives them access to the knowledge and skills they need to succeed.

Implementation

In primary schools within The Priory Learning Trust (TPLT), we **teach** the National Curriculum 2018 through 21 x 12 week learning enquiries over seven years; three per year for each year group. At Pawlett Primary School Academy this is organised on a two-year rolling programme and in Years 4, 5 and 6 we revisit Cycle A following similar themes and concepts in an alternative context. This ensures that we delve deeper and secure knowledge and understanding.

	Learning Enquiry One	Learning Enquiry Two	Learning Enquiry Three
EYFS /Year One Cycle A	Who can be a superhero? <i>(History)</i>	How does your garden grow? <i>(Science)</i>	Would you be friends with a pirate? <i>(Geography)</i>
EYFS /Year One Cycle B	What's around me? <i>(Geography)</i>	What's it made of? <i>(Science)</i>	Whose footsteps do I follow? <i>(History)</i>
Year Two/Three Cycle A	Who is the greatest explorer? <i>(Geography)</i>	Who made the most difference? <i>(History)</i>	What is life? <i>(Science)</i>
Year Two /Year Three Cycle B	Who settled here first? <i>(Geography)</i>	Could you live without Electricity? <i>(Science)</i>	How did things grow in a desert? <i>(History)</i>
Year Four/Five/Six Cycle A (1 & 2)	What would Britain be like if the Romans (1)/Vikings (2) hadn't invaded? <i>(History)</i>	What does it mean to be human? evolution(1)/lifecycles(2) <i>(Science)</i>	Is the natural world dangerous? volcano(1)/earthquake(2) <i>(Geography)</i>
Year Four/Five/Six Cycle B	Why do we remember? <i>(History)</i>	Who holds the power? <i>(Geography)</i>	Where is space? <i>(Science)</i>
Whole School Curriculum X 2 weeks	How green is our planet? Renewable energy, recyclable material, human impact on planet (for example - Mayans/Hinckley Point/Somerset levels/Peat/Recycling)		

Impact

The impact of our curriculum will be measured by ascertaining how much children know and can do from one learning enquiry to the next We will evaluate what knowledge and understanding our children have gained against age related expectations.

'Learning is defined as an alteration in long term memory. If nothing has been altered in long-term memory-nothing has been learned'

Sweller et al

Assessment will be part of everyday classroom practice combining a responsive teaching approach with time given to children to make improvements and correct misconceptions. At the end of each learning enquiry a dedicated week is allocated for summative assessments which will include nationalised tests, self and peer quizzes etc.