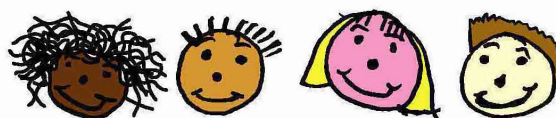


Bowes Primary School



Bowes Curriculum

Curriculum Model

Basic Principles

- Learning is a change to long-term memory.
- Our aims are to ensure that pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of semantic and procedural knowledge.

In Practice

1. **Curriculum drivers** shape our curriculum breadth. They are derived from an exploration of the backgrounds of our pupils, our beliefs about high quality education and our values. They are used to ensure we give pupils appropriate and ambitious curriculum opportunities. The Bowes drivers are: Achievement for all and Character.
2. **Cultural capital** gives our pupils the “essential knowledge to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.”
3. **Curriculum breadth** is shaped by our *curriculum drivers, cultural capital and subject topics*.
4. Each subject is organised around a **Schema**, made up of **Threshold Concepts and Knowledge Categories**.

Threshold Concepts are the “big ideas” that shape pupils thinking within each subject. The same Threshold Concepts are explored in each subject’s units of work and pupils gradually increase their understanding through continually revisiting them.

Concepts need knowledge to make sense, which is taught through each subject’s **units of work**. To help pupils form knowledge in a meaningful, structured, sequenced and coherent way, we present knowledge through “**Knowledge Categories**.” Like Threshold Concepts, Knowledge Categories are revisited, but with less frequency.

E.g. History

Threshold Concepts: Investigate and interpret the past; Build an Overview of world history; Understand chronology; Communicate historically.

Knowledge Categories: Settlements; Society; Artefacts.

5. For each of the Threshold Concepts there are three **Milestones**. Each milestone includes the semantic and procedural knowledge pupils need to understand the Threshold Concepts, providing a progression model.

6. Memory / Depth of Learning:

Working memory is limited. If cognitive load is too high pupils are rushed through content. This limits the acquisition of long-term memory.

In order for pupils to become **creative thinkers** and have a greater **depth** of understanding they must first master the basics, which takes time.

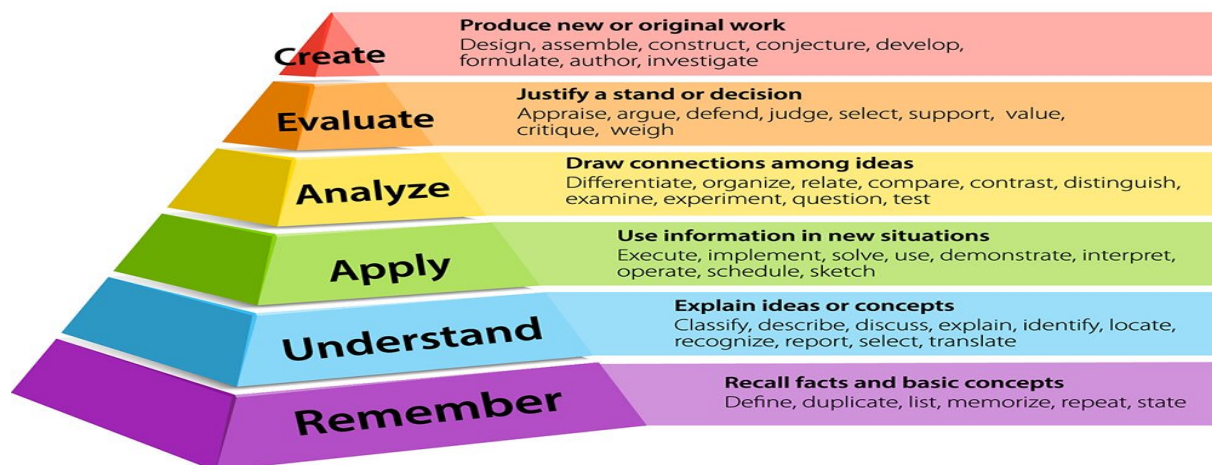
Therefore, within lessons, and within each Milestone, pupils gradually progress in their semantic strength and procedural fluency through three cognitive domains: **basic, advancing and deep**.

Basic: Standard. Basic, routine, fundamental foundations (*Blooms: Remember*)

Advancing: Application of the fundamentals (*Blooms: Understand/Apply/Analyse/Evaluate*)

Deep: Inventive application of the fundamentals (*Blooms: Create*)

Bloom's Taxonomy



As part of our progression model we use a different **pedagogical style** in each of the cognitive domains of basic, advancing and deep. For example:

Basic: Providing: direct instruction.

Advancing: Providing opportunities for pupils to: explain, organise, compare, contrast etc

Deep: Providing opportunities for pupils to: Investigate, explore, suggest, consider. develop, etc.

Implementation

7. Our curriculum design is based on evidence from four main principles from cognitive science:

- Learning is most effective with **spaced repetition**.
- **Interleaving** helps pupils to discriminate between topics and aids long-term retention.
- **Retrieval** of previously learned content is frequent and regular, which increases storage and retrieval strength.
- **Self-regulated learning** (Cognition, Metacognition, Motivation) supports learning, memory and achievement.

8. Our content is **subject specific** and we make links within subjects to strengthen **schema**.

9. In addition, and where appropriate, links between subjects are made to form “themes,” to support engagement, relevance and meaning to the curriculum. We call the thematic approach our “**Learning Quest**.”

10. **Lessons/units of work** are designed to “flow” and build on previous learning, working to clearly defined outcomes, where pupils are able to articulate their learning and recognise and celebrate their achievements. (“*Unit overviews*”)

11. To secure learning, each lesson will be created around the “**4 Fs**,” Focus, Flow, Feedback, Fun.

12. **Continuous provision**, in the form of daily routines compliments the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content (e.g. telling the time; knowledge of the seasons, spelling, phonics, arithmetic, key vocabulary).

13. **Knowledge organisers** are used in Geography, History, and Science to define the knowledge, skills and vocabulary being taught/learned. Organisers are used to help pupils assess and support their learning.

14. The teaching, modelling and use of explicit **subject vocabulary** is a key part of every unit of work in each subject, developed over time.

15. **Long term subject maps and long term year group overviews** identify coverage, structure and sequence of each subject, identifying subject links where appropriate.

16. “**Humanities links**” (History, Geography) and “**Science and Humanities links**” identify retrieval opportunities and connections to support learning into long term memory.

Impact

Assessment of the acquisition of knowledge, skills and understandings is conducted through a variety of approaches:

- Short quizzes at the beginning and end of a unit of work
- Questioning
- Observation
- Book looks
- Pupil discussion
- Summative tests