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Thornborough Infant School

You Matter.
You Master.
You're Marvellous.

Curriculum Overview

Our Curriculum

What is a Knowledge Rich Curriculum?

Recent Ofsted research defined a ‘knowledge-rich’ approach as one in which curriculum leaders are clear on the “invaluable knowledge they want their pupils to know”.

Education Endowment Foundation

At Thornborough we have taken this approach to our teaching and learning to ensure our children are ready for their next steps. Whether this is a new year group or a new school, we will prepare and ready them for their lifelong learning journey.

The National Curriculum was introduced in 1988 as part of The Education Reform Act. It is a set of subjects and standards set to ensure all children within the education system are treated equally and taught fairly with their learning. This is the knowledge... our National Curriculum, how we teach it, is down to us.

During their academic year, children at Thornborough, are taught a creative and progressive curriculum. This means, that by the end of the specific year, each child will have subject specific knowledge, that they understand and can apply independently to their learning. This knowledge is embedded, transferable and continued to be ‘built on’ from Reception to Year 1; Year 1 to Year 2.



Children in Reception begin their 'knowledge journey' and are enriched with quality sequential teaching and learning. Knowledge grows in Y1 and Y2, whilst all the time building and revisiting prior and existing knowledge. Children are continually 'looking back' at prior knowledge which supports their future learning when 'looking forward' and developing new knowledge.

Component and Composite Knowledge



Research has shown the crucial importance of focusing on knowledge when planning a curriculum. Our curriculum at Thornborough is clear in ensuring that our children are taught what they need to know and how to do it, because it is essential that pupils have the right knowledge to perform complex tasks – **skills**.

The building blocks of curriculum content are known as the '**Components**' and the more complex performances are called '**Composites**'. Pupils need to be taught the 'building blocks' of a subject in order for them to achieve the composite task.

Quality sequential teaching and learning at Thornborough will enable our pupils to call upon their knowledge, to remember, and to practice the components that will enable them to achieve the composites of a subject.

Curriculum: What is taught

We teach a knowledge rich curriculum that is topic based. During their academic year, children at Thornborough are taught a creative and progressive curriculum. This means, that by the end of the specific year, each child will have subject specific knowledge, that they understand and can apply independently to their learning. This knowledge is embedded, transferable and continued to be 'built on' from Reception to Year 1; Year 1 to Year 2.

Pedagogy: Teaching activities or HOW curriculum content is taught

Our pedagogy is child focused and nurturing. We ensure our learning environment is calm and safe, and through our teaching and learning, we have high expectations for our children. We use the 'spacing, interleaving and retrieval' approach to teaching and learning. We teach sequential lessons to ensure our children's knowledge grows to complete the skills 'composite' of a specific. This approach supports long term memory and knowledge retrieval.

We ensure a quality continuous provision environment too, with nature and our outside world having an important, positive and creative place in our classrooms.

Assessment: Desired outcomes and measures of those outcomes

Teacher assessment happens continuously at Thornborough and our small classes allow our teachers to 'Assess for learning' with confidence and care. We want our children to use and gain knowledge now, but also, to be ready for their next steps. Whether this is a new year group, a new school, and ultimately, further education, we will prepare and ready them for their lifelong learning journey.

'Progress is knowing more and remembering more of the curriculum'

Knowledge Organisers

Our pupils will have a 'Knowledge Organiser' at the start of every half term. This 'organiser' will support the unit of work both visually and with quality text, as a creative aide memoire. The children will actively and independently use their 'knowledge organiser' to develop and deepen prior and future learning.



The Three I's...

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage...(intent)

For translating that framework over time into a structure and narrative, within an institutional context... (implementation)

For evaluating what knowledge and skills pupils have gained against expectations... (impact)

Curriculum Intent – what we intend to teach our children

- To deliver an ambitious, sequential, inclusive, and creative knowledge rich curriculum whereby pupils systematically acquire knowledge and progress.
- Topic based learning that is teacher led, but also promotes and ensures ‘pupil voice’ is heard, listened and acted on within the teaching and learning.
- To ensure the learning environment reflects our curriculum and school ethos.

Curriculum Implementation – our teaching and learning.

- To look at the ‘whole’ journey of each child – to plan and teach with progression in mind.
- To ensure we teach a high quality, knowledge rich curriculum that endeavours to minimise ‘gaps in knowledge’ or ‘cumulative dysfluency’ for our children.
- Our pedagogy to teaching and learning using ‘spacing, interleaving and retrieval’ in a calm, yet ambitious learning environment.
- To use ‘knowledge organisers’ to support each child’s learning.

Curriculum Impact – how will our children know they are learning?

- Daily teacher assessment with children that includes quality dialogue between adult and pupil; peer and peer – ‘Back and Forth’ communication.
- Pre and Post assessment across the curriculum to ensure our pupils are knowing and remembering more.
- Our teachers – using the planning and assessment to ensure there are no ‘knowledge gaps’.
- Pupils’ books to use as a resource for their knowledge and learning.
- Pupil feedback and pupil assessment.