

## **Ambition – Belief – Compassion – Pride – Respect**

**It is important to us that we develop the potential of the child through personal empowerment**

We want all children to understand and demonstrate our underlying principles of Ambition, Belief, Compassion, Pride and Respect. We want our curriculum to enable children to become successful, confident, motivated and responsible individuals with a wealth of knowledge about the world around them.

We want all children to develop their full potential in a structured, caring and purposeful learning environment.

We want all children to understand the connections that exist between new learning and existing knowledge through an awareness of carefully chosen connections.

### **At Peters Hill Primary School the curriculum is designed to:**

Recognise all pupils as individuals and encourage positive self-worth and self-esteem.

Promote curiosity, enthusiasm and engagement through a range of topics and themes.

Encourage resilience and confidence to face challenges and tackle problems.

Foster logical, creative and deep thinking to solve challenges and problems.

Develop Independence and promote responsibility for learning.

Nurture respect for others and value differences within our school community.

Grow an awareness of civic responsibility and global citizenship.

Develop a strong awareness of prior learning and the links that exist to new knowledge.

Develop new learning and understand the impact on ourselves, the school and the wider community.

## **What is Curriculum and why is it important?**

### **We aim to:**

Develop a deep body of knowledge

Build knowledge up over time

Improve curriculum knowledge and expertise

Prevent curriculum narrowing

Support social justice issues

Focus on subject disciplines

Develop depth and breadth of content

Have curriculum as a progression model

Have a clear purpose for assessment

Continuously review and evaluate our curriculum design

Have clear curriculum leadership and ownership

Consider our local context and filling gaps from pupil backgrounds

### **We aim to be clear that:**

‘Curriculum’ represents what is taught (The Content).

‘Teaching activities’ represents how the curriculum content is taught.

‘Assessment’ represents the desired high-level outcomes and measures of these.

### **At Peters Hill our definition of curriculum progress is:**

Knowing more and remembering more.

Alteration in long term memory.

A very rich knowledge of vocabulary.

The development of pupils ‘schema’ of understanding across topics and themes.

### **We aim to:**

Avoid Knowledge deficits that build up over time.

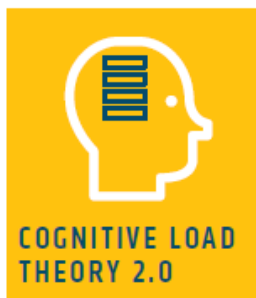
Connect old knowledge to new knowledge.

Have evidence that the key content has been learned.

Strive for good teaching that ensures pupils make effective connections

## Cognitive Load Theory – the long term memory

At Peters Hill we aim to commit learning to a pupils long term memory. In order to do this we are aware of the principles of the cognitive load theory and the importance of ensuring that all children are able to make connections to prior knowledge when facing new learning. To ensure this is prioritised across all subjects we ensure that topics and themes are sequenced under selected ongoing themes 'Pathways'. As such we expect children to not only understand the subject they are learning about but also the 'Pathway' area that it is sequenced within e.g. A child may be in a History lesson in year 4 but should also understand that they are thinking about the pathway sequence in 'British History'. Therefore 'British History' is the common connection between prior and new learning. Key connections are established for all subjects in all areas.



Cognitive Load Theory proposes humans have a limited, short term working memory but an unlimited long term memory. The retention and connection of information in the long term memory transforms our ability to function.

Cognitive Load Theory is most applicable when information is new to pupils, complex and they are at a novice stage in their learning. When this is less true the theory is less applicable as the limits of working memory are unlikely to be reached.

### IMPLICATIONS FOR TEACHING & COURSE DESIGN

#### EXPERTISE REVERSAL

As multiple interacting elements of knowledge become organised and linked together, as a pupil's learning increases, the positive effects of instruction designed for novices disappear or even reverse.

#### Worked Example Effect

Provide pupils with a fully worked through solution they can study

#### Completion Problem Effect

Partial solutions to a problem are provided with pupils required to complete the missing stages

#### Goal Free Effect

Provide pupils with open ended problems rather than those with a specific end point

#### Isolated Elements Effect

Present the elements of information/tasks individually first

#### Variability Effect

Replace a series of similar problems with ones that differ from each other; pupils identify similarities and differences

#### Collective Working Memory Effect

Collaborative tasks increase the cognitive resources available to solve complex problems

#### Self Explanation Effect

Supports the studying of worked examples; pupils use provided prompts to explain the approach/thinking in the solution

#### Self Management Effect

Pupils are explicitly taught how to design materials to study, in line with cognitive load theory.

#### Imagination Effect

Pupils mentally practice the concept or procedure; pupils need a secure prior knowledge of the concept or procedure

#### GUIDANCE FADING EFFECT

Over the course of an extended programme pupils' become more expert; information and activities that are effective for novices become a distraction and place unnecessary extraneous cognitive load on more expert learners.



#### Reference:

Sweller, J., van Merriënboer, J. and Paas, F. (2019). Cognitive Architecture and Instructional Design: 20 Years Later. Educational Psychology Review.

## Curriculum Pathways

We want all children to leave school with key knowledge that prepares them for the next stage in their education and allows them to embrace life's opportunities to the full. Our curriculum is designed to develop key knowledge in the following subject areas and strands. Our knowledge and skills are developed sequentially to ensure that new learning is linked to prior learning through key connections:

	Reading	Writing	Maths	Science	History
<b>Pathways</b>	Decode Comprehend Detect Language Respond Read	Spelling Organisation Purpose Word Grammar Handwriting	Place Value Time Tables Multiplication Division Fractions Decimals Percentage and Ratio Problem Solving Number Measures Perimeter and Area Statistics Shape Position	Physics Biology Chemistry Investigation skills Key Scientists – who they were and what they did?	World History British History Ancient History Local History Key People in history – who they were and what they did?
	Geography	Art	DT	RE	Music
<b>Pathways</b>	Locational knowledge Place knowledge Human and Physical Geography Geographical Skills	Elements of Art Types of Art Works of Art Famous Artists	Developing, planning and communicating ideas Working with tools, equipment, materials and components to make quality products Technical knowledge Evaluating processes and products Food Mechanisms Textiles Structures Electrical Systems	Christianity Judaism Islam Sikhism Hinduism Buddhism	Singing Listening Controlling pulse and rhythm Exploring sounds Controlling of instruments Composition Reading and Writing notation Performance Evaluating
	Computing	PE	PSHE	MFL	Drama
<b>Pathways</b>	Data Handling Programming Technology in our lives E-Safety Multimedia	Gymnastics Dance Games OAA Athletics	Health and well being Relationships Living in the wider world	Listening and Responding Speaking Reading and Responding Writing	Making Appraising Shakespeare

All curriculum subjects have a progression of expectations for each pathway across the school and key concepts that link learning together.