



Isambard Kingdom Brunel Primary School

Curriculum Aims and Principles:

At IKB you will see that we have shared values across the curriculum, our teaching and how our children learn. Wherever you go, you will see this through planning, lesson delivery, assessment and regular reviews of the curriculum. Our curriculum incorporates carefully selected knowledge and skills which are brought to life in a way that is meaningful and exciting for pupils; promoting a life-long love of learning. It also provides the cultural capital that they will need to be successful in learning as well as in their future lives, in the communities that they serve.

The curriculum has been organised in a way which enables pupils to revisit and master knowledge and build depth of understanding as well as to help pupils learn more and remember more. We achieve this through regular review and revisiting of core knowledge and key concepts. Children will forge strong pathways in their schema which will help them to understand and make sense of new knowledge and skills. Through the way our broad and balanced curriculum is organised, we help children make meaning of the world around them, develop their vocabulary and broaden their horizons. Each subject is knowledge rich, with content carefully selected and deliberately ambitious. Our curriculum is coherent and well planned, building on what has come before and encourages all children to be **curious** about their learning as well as what learning is following in the future.

Lessons follow a clear sequence allowing opportunities for deliberate practise and memory **recall**; **challenge** for all children is central to what we believe is key. We encourage children to make connections across subjects, content, time and place. Transference of knowledge from short term to long term memory through learning schema is aided through the use of knowledge organisers, purposeful working walls, carefully selected resources, regular retrieval practice and home-school learning links.

Promoting **consistency** across IKB allows children to focus on their learning and enables teachers to develop their practice. This happens through a variety of ways including the way in which the learning environment is organised in each classroom, the approach to teaching and learning e.g. Talk for Writing / Mastery approach to maths/ IKB STEM approach and in the design of our **mastery** curriculum. We place a strong emphasis on providing our children with rich experiences, such as trips and school visitors to complement our curriculum. While this is important for all our children, it is especially so for our disadvantaged learners to provide greater life experience.

Assessment opportunities are carefully planned so that they are purposeful, support learning and provide information about children's learning of the curriculum and whether the delivery of it is effective. Assessment is crucial to the evaluation of the effectiveness of lesson delivery and the impact of the curriculum as a progression model. Our approach includes regular informal assessments alongside formal assessments, including using pupil voice as a means to avoid assumptions about what children know and understand. A programme of continuous quality assurance is in place, both within IKB and the trust, to ensure that the curriculum intent and implementation is effective.

We believe in an inclusive approach, underpinned by our mastery curriculum. We work hard to remove any barriers to learning and enable all children to reach their potential. Our approach to supporting children who may need help to access the curriculum begins from the moment a child

begins at IKB. Our staff are trained to identify learner needs and we work closely with external educational professionals and The Castle Partnership Trust professionals to ensure that all children receive the support they need. Our teachers ensure that all learning opportunities are clearly differentiated so that all children are able to access the curriculum alongside one another. Where necessary children will receive extra support through pre-teaching and post-teaching strategies used to make sure they have the foundation knowledge and skills to succeed in accessing learning rather than having to continuously be catching up.

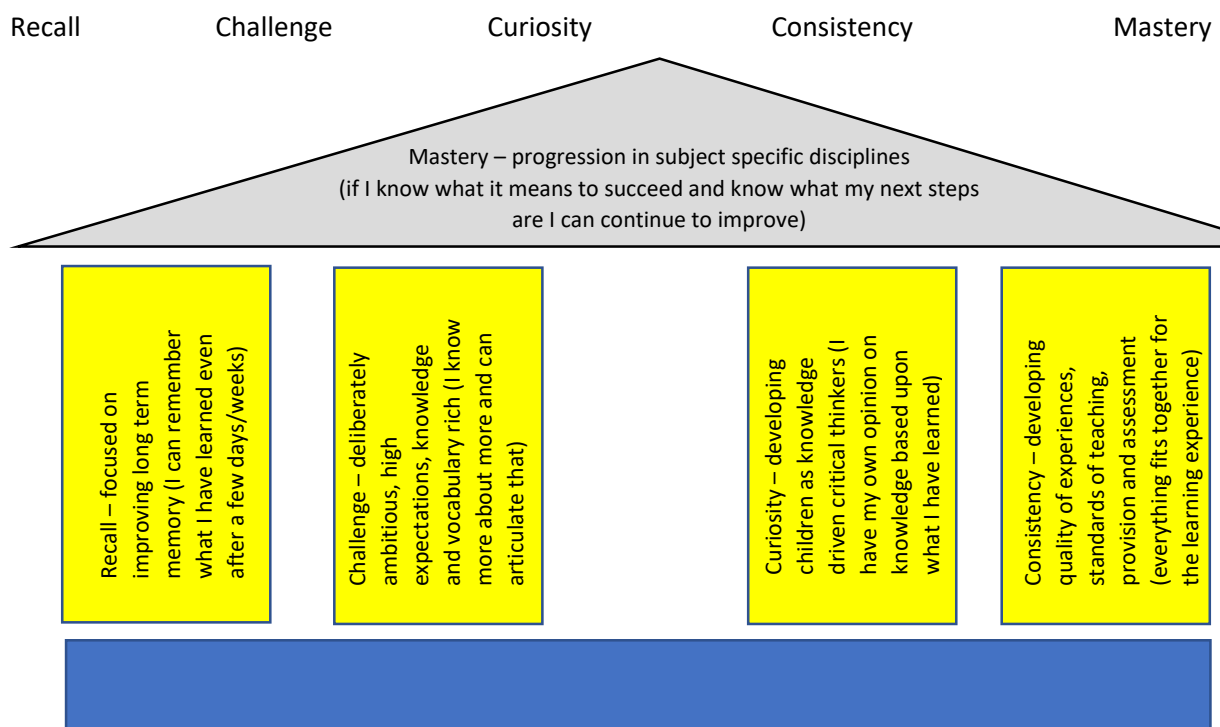
Our curriculum inspires learning both inside and outside the classroom and promotes our belief that all children are lifelong learners who will ask questions, are independent and collaborate well. Through the curriculum we reinforce our IKB values:

‘Every child achieves; Every child belongs; Every child participates’ - these underpin all that we do in developing and implementing our curriculum with moral purpose and core values.

We also ensure that all children will leave our school with our IKB attributes which are aspirational and make them an asset to society, whether that be on a local or much wider level, and provide the foundations for future learning and achievement. Our IKB attributes include:

- We are positive - in our relationships with others and values that we share
- We are engaged - in our classroom and outdoor learning and in wider school activities
- We are responsible - for the way we conduct ourselves in school and among the community
- We are respectful - to everyone we meet and to the property and resources that we share
- We are resilient - when things might not go the way we wanted and come back stronger
- We rise to challenges - to learn more about ourselves and to strive for further achievement

The IKB Curriculum Pillars:





Recall – focused on improving long term memory (I can remember what I have learned after a few days/ weeks)

We know that long-term memory is, theoretically, limitless and because of this we have high expectations for our children’s learning. We acknowledge that teaching needs to build up pupils’ store of knowledge in long-term memory because progress is knowing more and remembering more.

We carefully order and connect our curriculum as we recognise that strong sequencing is essential for knowledge to be stored in long-term memory as children make links and remember key knowledge long-term:

- Our knowledge rich content is organised in a way to ensure that it builds year on year and constructs firm foundations from which children can build conceptual understanding.
- Our curriculum is sequenced within each year, to build and revisit knowledge, using assessment to help children to recall and apply knowledge they have learnt.
- Within the medium term, we plan sequences of lessons that build on previous knowledge. Careful curriculum thinking ensures the right components are embedded in long-term memory to enable pupils to perform more complex tasks (composites). We judge challenge in terms of curricular goals rather than general categories of activity used in a lesson.
- Within individual lessons, activities focus pupils’ thinking on the learning goals and avoid overloading their working memory. Our lessons are broken down into relevant components which will be mastered in order for the children to meet their composite learning goals. Our lessons incorporate fundamental knowledge and skills, allowing the children to build on firm foundations.

Throughout our teaching, we make links to past and future learning explicit and link it to a current learning. We use repeated recall to develop fluency. We help pupils see ‘big ideas’ and threads through the curriculum, ensuring this happens when new material is encountered. We also make connections across subjects, as part of the wider curriculum.

Challenge – deliberately ambitious, high expectations, knowledge and vocabulary rich (I know more about more and can articulate that)

We recognise that knowledge begets knowledge. Learners connect what they learn to what they already know. Because of this, our decisions about what we want children to learn matter, and so the knowledge content of our curriculum is carefully chosen by our curriculum team and subject leads. We are passionate about ensuring that knowledge is at the heart of our curriculum development. We want the curriculum to be filled with high quality opportunities to engage in ambitious knowledge and vocabulary that challenge the stereotypical narrative about gender, civilisation, roles, class and geography portrayed through modern day misconceptions.

The knowledge has been carefully selected and chosen purposefully to contextualise and develop the children’s understanding of the world we live in. We plan for a breadth of content but we want children to have more than a general sense of a topic; we want them to gain and retain specific and rich subject knowledge. Knowledge acquisition is built upon or assimilated with existing schema. We recognise that “sticky knowledge” is crucial for children turning new knowledge into more knowledge. We plan for this, respecting the difference between core knowledge (the most important knowledge that we want children to remember) and Hinterland knowledge (the knowledge we teach that makes it memorable) and considering when both are appropriate. We recognise that factual knowledge must precede skill because thinking well (critically, analytically, evaluatively) requires knowing a rich background of contextual facts - our children need these to think about.

This will be aided by ambitiously selected subject rich vocabulary that will expand the children’s oral dictionary and enable them to use high levels of technical terminology to communicate the knowledge they have gained. This knowledge and vocabulary will not be assumed as embedded and there will be



regular interactions with the children and conferencing to assess their vocabulary and knowledge verbally in order to continually develop subject and curriculum learning content.

Curiosity – developing children as knowledge driven critical thinkers (I have my own opinion on knowledge based upon what I have learned)

Through our curriculum we want the children to be challenged to not only learn, but to think. All aspects of the knowledge within our curriculum has been designed to challenge stereotypes, common misconceptions and outdated views, supported by clear knowledge through an enquiry-based approach. This is to allow the children to not just use the knowledge to improve their understanding but be able to then give their perspectives and viewpoints based on what they have learned and what they believe.

Every topic will be started with a hook that will engage and challenge the children's basic understanding and any existing misconceptions. Through carefully constructed sequences the children will have the opportunity to not only articulate and present the facts they have retained but also where their opinion lies and form their own view of the world.

The further aim here is to equip children with the knowledge and understanding so they are increasingly able to be curious and critical thinkers. Able to weigh and contrast evidence and to ask enquiry questions. The aim is to develop young citizens who will not take at face value information they receive – a critical attribute in the 21st century and digital age, questioning everything so they can be the creator of the next idea that changes the way we live and exist within the modern world.

Learning to think critically may be one of the most important skills that today's children will need for the future, but critical thinking can only take place within a broad and secure knowledge base in a range of subject areas. In today's global and rapidly changing world, children need to be able to do much more than repeat a list of facts; they need to be critical thinkers who can make sense of information, analyse, compare, contrast, make inferences, and generate higher order thinking skills.

We want our curriculum to inspire the children to develop a lifelong interest and curiosity for learning. To inspire curiosity, we plan exciting hooks in each unit including visits and visitors, educational trips and interesting resources. We use stories as a teaching tool, both to respond to children's curiosity and because we know that they are especially memorable.

A rich, meaningful curriculum mobilises young people and facilitates social change. Through our plans and teaching, we link our curriculum to the children's context and their lives in Wellington and Somerset. We recognise that children learn more when they see themselves in their learning, and we plan our curriculum to embrace diversity and provide a sense of belonging and identity for all of our children. Our teachers are asked to change and tailor plans for the individuals in their class. This not only ensures that we build on the children's pre-existing schema but also encourages each child to make meaning of the world and grow their own sense of self and identity, whilst developing respect for others.

Consistency – developing quality of experiences, standards of teaching, provision and assessment (everything fits together for the learning experience)

“We want children to connect the past, present and future. To link the then time to the now time with a view to impacting on future time.” (Debra Kidd)

We want the children to be exposed to clear progression through subject specific curriculum areas. Our curriculum allows cohesion between the subjects. Each element of knowledge and sequence of learning have been carefully designed to immerse the child in a topic whilst ensuring that knowledge progression within all curriculum areas is clear. Fundamental assessment and next steps are made within all subjects to ensure children are able to say what is needed to improve in any area. The curriculum will enable all children to access and relate to the knowledge being delivered and engage



and enjoy learning. The children will leave IKB with a universal understanding of each curriculum area in its individuality but also in how they cohesively come together to enhance conceptual understanding. By breaking knowledge down into explicit parts, we are able to demonstrate our mastery approach to learning by ensuring that every single component of knowledge is afforded the time and focus to be mastered. By using knowledge organisers as a method of developing consistent domain knowledge before a topic begins we are then able to clearly establish gaps in learning that can be targeted through pre-teaching to enable all children to fully engage with the learning process.

Mastery – progression in subject specific disciplines (if I know what it means to succeed and know what my next steps are, I can continue to improve)

“Powerful knowledge is powerful because it provides the best understanding of the natural and social worlds that we have and helps us go beyond our individual experiences... knowledge is powerful if it predicts, if it explains, if it enables you to envisage alternatives.” Michael Young (2014).

“Because I know these things, I can think about them. And because I can think about them, I can draw links between them and combine them in interesting ways.” Didau, ‘Making kids cleverer’ (2019).

We acknowledge the difference between substantive knowledge (the ‘facts’ of a subject), disciplinary knowledge (what we know about where these facts come from) and procedural knowledge (how to do things), incorporating them all into our plans. We have placed a high importance on ensuring progression is central to our curriculum development. Each subject is very different in its pedagogical theory and approach and we want to reflect this in the way we show knowledge progression in our curriculum. We teach each subject discretely with an emphasis on children understanding what it is to be a historian, scientist, geographer and musician, for example. We have organised our curriculum so that the subjects are in blocks and taught collectively with other subjects, allowing us to focus on key knowledge, skills and vocabulary of the specific subject. This ensures that the unique contribution that individual subjects make to a child’s knowledge and understanding of the world is foremost in our curriculum thinking, but also inspires and equips children to deepen their own thinking. We want to ensure that the knowledge, subject specific skills and the vocabulary are sequenced with a purposeful aim to continue to build on from the children’s current schema. By applying a spiral approach focused on fluency of knowledge we can ensure that recapping prior knowledge and overlearning typifies the way we carefully layer new knowledge seamlessly from what has been previously learnt in each subject. Our curriculum aims to establish learning from relevant starting points and develop the children’s knowledge progressively further so they can access learning beyond their own experiences (mastering it).