



Pear Tree Community Junior School Curriculum

Curriculum Statement

'Our task is to educate their whole being so they can face the future' Ken Robinson

Pear Tree Community School Curriculum is knowledge and vocabulary rich. The depth of knowledge learned and development of pupil vocabulary will ensure high standards or academic achievement.

The use of Knowledge organisers for the core subjects and termly topics will ensure clarity on what pupils must know whilst ensuring a deep understanding of the topic. These Knowledge organisers will allow pupils to acquire knowledge and skills, which are secure, applied over time and taught through different contexts to develop understanding and a change in long-term memory. Knowledge organisers will set out the '*Pear Necessities*' and be used to track pupil's attainment and set individual targets for English and maths.

Carefully planned topics, centred on high quality texts, ensures a broad and balanced curriculum that develops the pupils cultural, mathematical, scientific, historical and geographical knowledge. Alongside this carefully planned enrichment, activities develops the pupils' cultural capital.

A well-designed and planned PSHE and wellbeing curriculum will sit alongside and interlink with the school curriculum allowing our pupils to grow spiritually, morally, socially and culturally and ensure they are aware of how to keep themselves safe.

Our curriculum will ensure that: With Trust and Care we will grow and flourish.

Intended, enacted, assessed, and learned

The curriculum can be divided into four categories: intended, enacted, assessed, and learned curricula (Porter, 2006)

Intended curriculum The knowledge and skill targets for the enacted curriculum, often captured in content standards or other similar documents. At Pear Tree we will be clear to identify the knowledge and the skills that we wish our pupils to be taught through the enacted curriculum.

Enacted curriculum The knowledge and skills actually delivered during instruction in the classroom and other learning settings, and how it is taught. We will produce Knowledge organisers that allow us to understand and assess what the learned curriculum will be and ensure the depth not breadth of study.

Assessed curriculum The knowledge and skills that are assessed to determine achievement. The assessments to ensure pupils knowledge and understanding increases, will be in the form of termly formative assessments and regular low stakes quizzes/multiple choice tests.

Learned curriculum The knowledge and skills students actually acquire. Links will be made and material from previous topics will be reviewed and assessed throughout the year. We will use **FACT**: Facts, apply in context, connect to other ideas/previous learning, Test.

What is a knowledge-rich curriculum in principle?

There are four components:

Knowledge provides a driving, underpinning philosophy:

The *key learning* of each subject is given high status; the specifics of what we want students to learn matter. Skills and understanding are seen as forms of knowledge. Acquiring powerful knowledge is seen as an end itself; there is a belief that we are all empowered through knowing things and that this cannot be left to chance.

The knowledge content is specified in detail:

Units of work are supported by statements that detail the knowledge to be learned – something that can be written down. We do not merely want to ‘do the Romans’; we want children to gain some specified knowledge of the Romans as well as a broad overview. We want children to know specific things about plants, animals and about The Amazon Rainforest, WWII, Ancient Greece and the Victorians.

We want children to have more than a general sense of things, we want them to amass a specific body of knowledge that is planned. Units of work are not defined by headings but by details.

Knowledge is taught to be remembered, not merely encountered:

A good knowledge-rich curriculum embraces learning from cognitive science about memory, forgetting and the power of retrieval practice. Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail; to be stored in our students’ long-term memories so that they can later build on it forming ever wider and deeper understanding. This requires approaches to curriculum planning and delivery that build in spaced retrieval practice, formative low-stakes testing and plenty of repeated practice for automaticity and fluency.

Knowledge is sequenced and mapped deliberately and coherently:

Beyond the knowledge specified for each unit, a knowledge-rich curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure understanding. Attention is also given to known misconceptions and there is an understanding of the instructional tools needed to move students from novice to expert in various subjects.

Knowledge Organisers

A knowledge organiser (KO) is a planning, teaching and assessment tool, which precisely defines the content of a particular topic or unit of work. Children are expected to learn everything on a knowledge organiser off by heart. There are a few essential features which all good KOs should adhere to:

- It should fit on one side of A4 paper.
- It should be ‘chunked’ into clear sections (including ‘vocabulary’).
- Each item of knowledge (or ‘fact’) should be numbered.
- Each fact should be short and clear (no rambling explanations).

A knowledge organiser does not replace a medium term plan or individual lesson plans. However, it does set the agenda for what your lessons are likely to include. The knowledge organiser should be lean and set out the most critical knowledge necessary to have a proper understanding of the topic.