

Contents

Aims

Curriculum Drivers

SHINE

Key Concepts

Planning Sequence

1. Curriculum Drivers
2. Key Concepts
3. Rosenshine's Principals
4. Long term planning
5. Checking for coverage
6. Medium term planning
7. Short term planning
8. Y1 Continuous Provision
9. Vocabulary

Teaching

10. Sequence of lessons
 - a. Hooks, experiences and launching the Project
 - b. Teaching Knowledge Areas
 - c. Publishing and Presenting
 - d. Revisiting Knowledge
 - e. Retrieving knowledge
 - f. Elaboration of knowledge
 - g. Scaffolded support
11. AFL
 - a. Feedback
 - b. AFL via retrieval

Environment

1. Project Display
2. Books to support knowledge

Aims

The aims of the wider curriculum at Millside Spencer Academy, is to provide opportunities for all children to develop as resilient, curious and empowered learners.

Through our SHINE values, there is a high focus on making a positive contribution to their community and wider society.

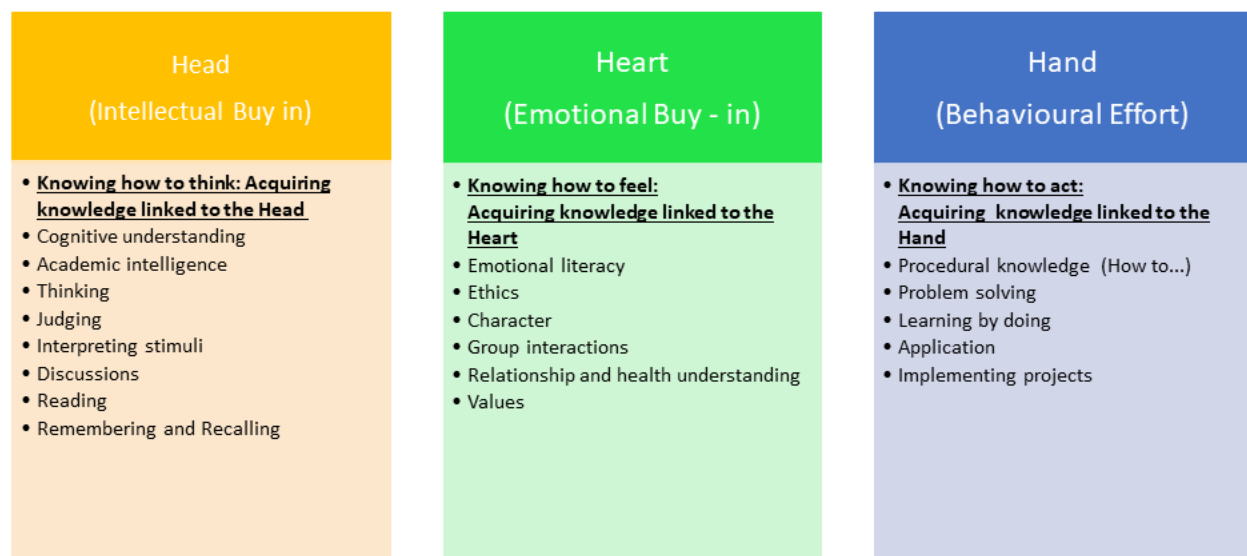
By developing children's moral, spiritual, social and cultural understanding, they will leave Millside with high aspirations and be well prepared for life in modern Britain.

The primary focus of our curriculum is to encourage a sense of personal pride in our achievements through challenge and enrichment opportunities.

We provide a highly inclusive environment with a broad and balanced curriculum, where all achieve and SHINE through a love of books.

Curriculum Drivers

Our curriculum is a 'Knowledge-engaged' model based on three concepts.



The Head – A Knowledge Concept – 'Head Knowledge' or 'Declarative Knowledge' is the explicit knowledge we teach children at Millside Spencer Academy

which once learned children come to definitely know or declare, for example "A spider has 8 legs". Declarative knowledge is thought of as 'knowledge about' or answers to the what, when, where or who type of questions.

The Heart – In the same way as our academic curriculum is built of concepts, so is our emotional literacy. Through this we develop children's character, embodying values such as empathy, resilience, respect and tolerance.

The Hand – Hand knowledge or procedural knowledge is the implicit knowledge of how to perform a task. This type of knowledge is hard to explain as it is stored subconsciously through our muscle memory; consolidating a specific skill through repetition.

Children need all of these to be developed alongside each other to grow into the well-rounded citizens of the future we aim for them to become. Therefore, you will see through our curriculum how we utilize all three in harmony to achieve this.

Global Themes

Our SHINE curriculum is designed for our children and school context. Global themes revisited every year allow children to explore concepts at a deeper level and to apply their knowledge in different contexts. These themes will also be visited in our weekly Monday assemblies and during Pupil Leadership meetings.



SHINE

We want to enable every member of our school community to SHINE.

Our SHINE values are -

S Successful

H Happy

I Independent

N Nurturing

E Enthusiastic

Our values are reflected through a school community that:

- Is aspirational and celebrates the **success** of everyone
- Promotes **happiness** through being kind, supportive and empathetic towards others
- Works together to achieve **independent**, life long learners
- Promotes a **nurturing** environment which develops positive, tolerant, resilient citizens
- **Enthusiastic** learners, everyday!

These are the values we look to promote in our children. We celebrate these values during our SHINE assembly on a Friday where children receive a SHINE award for demonstrating a certain value during that week.

Long Term Planning

Our curriculum is taught on a two year cycle enabling progression and challenge for all pupils as they progress through the school. Projects are subject specific and last 6 weeks regardless of the length of half terms, see LTP for further details.

Checking for Coverage

Objectives from the National Curriculum have been taken for each subject and allocated to each topic to provide a broad and balanced curriculum for all year groups, which builds progressive skills and knowledge of which the children can base their future learning. Subject leaders closely monitor their subject to ensure that there is a consistent approach across the whole school. They look closely at the objectives for each topic to ensure that key skills are developed and that pupils have time to apply prior learning to new experiences. Our curriculum is

designed to enable the children to know more and remember more. Our clearly sequenced lessons are designed to allow children to store, retain and recall knowledge. Children are given opportunities to repeat and use their new knowledge in order to retain in their long term memory, see CWSA Progression Document.

Medium Term Planning

All teachers complete Medium Term Plans (MTP) following the process below;

- 1) Create a **Knowledge Organiser** for the individual Project, so that they are clear what knowledge, key questions, vocabulary, key texts and content needs to be covered in order for pupils to achieve the objectives that have been set on the LTP.
- 2) The Knowledge Organiser provides an overview of the Areas of Knowledge that will be covered across the 6-week block. From the Knowledge Organiser staff plan a sequence of lessons for each knowledge area. This information will then be recorded on the MTP clearly identifying how the Curriculum Drivers (Global Theme) can be incorporated into each lesson.
- 3) Each lesson will have subject specific vocabulary that will be taught/revisited.

Short Term Planning

There is no expectation for staff to produce a daily plan, but the delivery of lessons should be carefully considered to ensure maximum engagement and appropriate challenge. Each lesson should be supported with a power-point/IWB presentation a variety of resources and scaffolded support where appropriate.

Vocabulary

Key vocabulary for the project can be found in the glossary section of the Knowledge Organiser and on the MTP. Teachers decide where the vocabulary fits into the different areas of knowledge and record it on to the medium-term plan and ensure it is highlighted during the sequence of lessons for that area of knowledge. The vocabulary should be included on working walls and explored during lessons and revisited at regular intervals.

Teaching

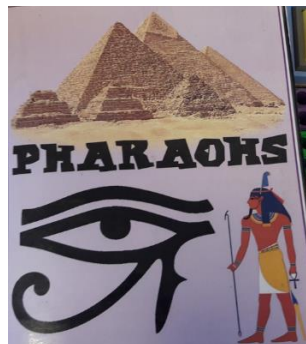
Sequence of Lessons

Each project will consist of a series of questions that will be answered over a period of time, some areas of knowledge will be completed within one lesson and others over a series of lessons.

Presentation in books

Pupils books will move with them as they progress through so, so that they can refer back to previous topics that have been taught. Each topic will have the following:

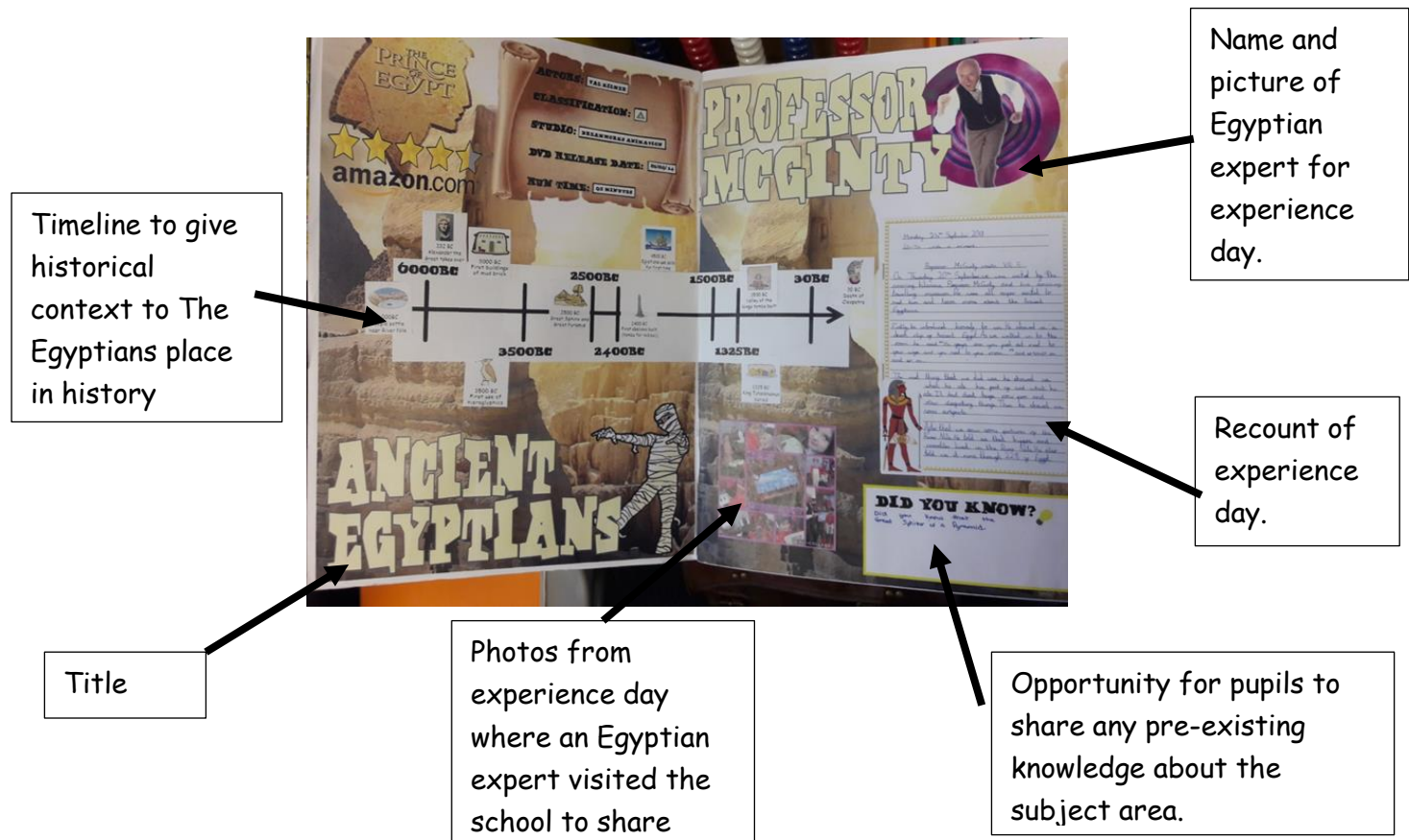
- 1) An opening page for the unit, which will consist of the title of the project and pictures e.g.



- 2) The Knowledge Organiser (which should fit on to an A4 sheet) will be glued on to the next page.

Hooks, Experiences and launching the Project

The opening lessons for each project consists of a hook or experience to enthuse and engage pupils in the upcoming project. Hooks and experiences can also be trips linked to the project or visits from Subject Specialists who can bring the Project to life. The opening lessons are also an opportunity to put the Project into context and find out what knowledge the pupils already have. The hook and experience lessons can be documented through various ways over a double page spread e.g.



Teaching Knowledge Areas

For the remainder of the Project, each knowledge area will be taught over a series of lessons and will be presented over a double page spread. During these lessons pupils will have the opportunity to acquire knowledge and develop their understanding and skills. Children will have the opportunity to publish and present the knowledge in an engaging and creative way. Below are a number of examples of how Knowledge Areas can be published and presented over a double page spread.

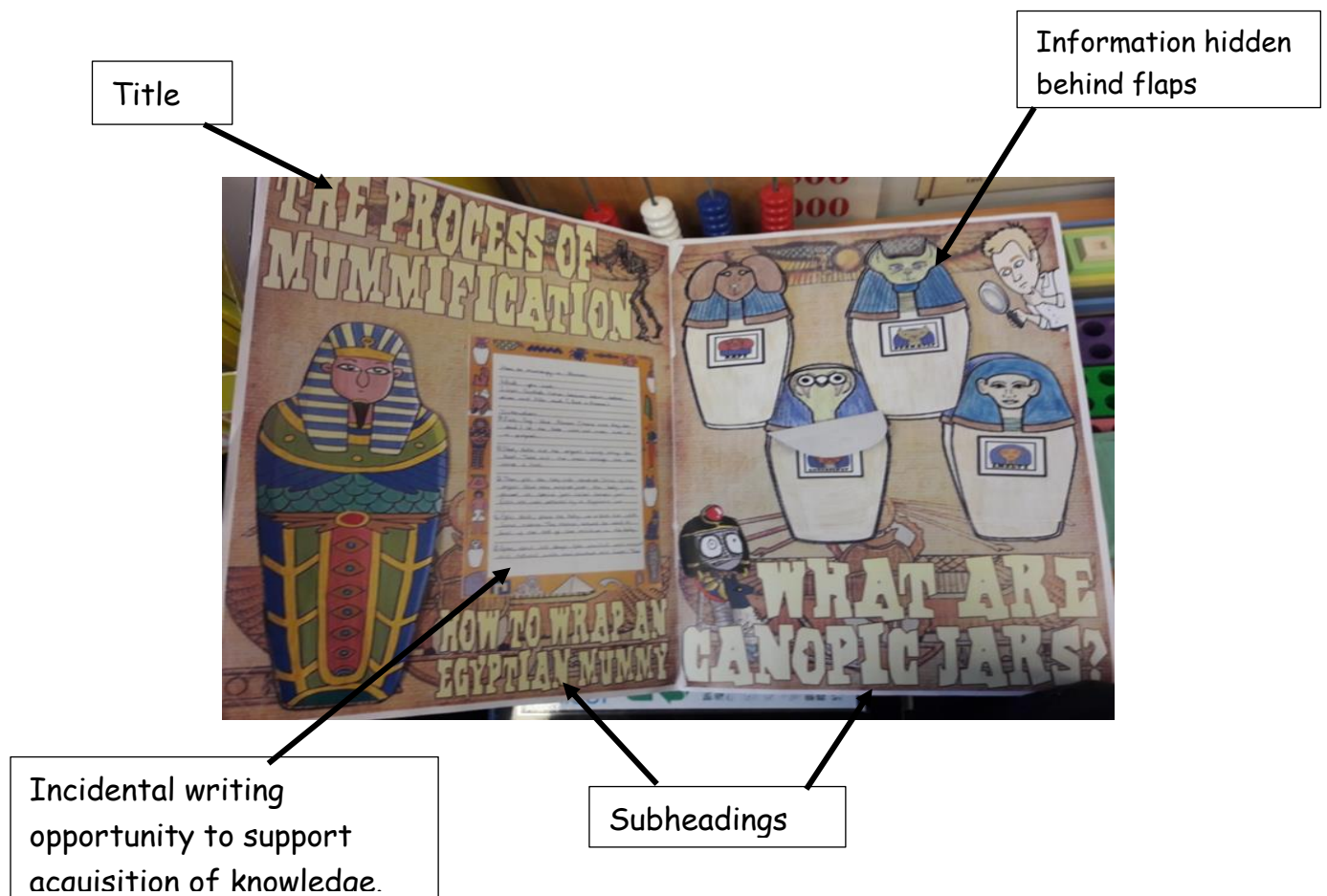


Publishing and Presenting

By publishing and presenting learning in a way that is engaging and creative, pupils will deepen their understanding and have a greater chance of committing the knowledge to their long term memory.

Presentation pre-requisites:

- An area of knowledge should span a double page spread in an exercise book
- An area of knowledge will need a title and subheadings if necessary
- Work should be presented neatly
- Space can be used creatively



Revisiting knowledge after a gap, to help pupils retain it in their long-term memory. Learning everything to do with a topic during a single time period is not as effective as distributed learning.

Spaced review involves revisiting a topic after a 'forgetting gap' and strengthens long term memory.

A simple way to manage this is to build in **review time**.

Teachers are expected to regularly review learning:

- At the start of the next lesson
- At the end of each week
- At the end of each month
- At the end of each topic

This also links with **retrieval practice**: combining spaced review and retrieval practice can lead to great benefits in retention in the long-term.

Retrieving Knowledge

Regular retrieval has been highlighted as a method to promote acquisition of core knowledge and efficient recall in the knowledge-led schools.

Retrieval practice involves retrieving something you have learnt in the past and bringing it back to mind. Retrieval can be used to review past learning before introducing new related learning. Below are a range of strategies that are used to support retrieval:

- Weekly low-stakes quizzes
- Using flashcards to support knowledge retrieval
- Question and answers between pairs
- Completing a scaffolded concept map,
- Encourage pupils to elaborate and explain knowledge, events, concepts etc in their own words...
- Combining words and visuals to encourage elaboration of knowledge.
- Exit tickets at the end of lessons (children can only go to lunch, break if they answer a certain question that requires them to retrieve knowledge)

Any activity that requires pupils to draw on past knowledge helps them commit knowledge to their long term memory. The key is that pupils are drawing on their long-term memory as much as possible, although they can look at sources and their work from previous lessons to help them fill in any gaps and to give themselves feedback.

Retrieval practice needs to occur a reasonable time after the topic has been initially taught. Research shows that longer (at least a week) intervals are more effective.

Elaboration of Knowledge

Pupils are encouraged to elaborate on what they have learnt. This approach supports learning by integrating new information with existing prior knowledge, helping to embed it in the long term memory.

This can be achieved through:

- Explaining learning and knowledge to peers, teachers, other classes
- Showcasing knowledge in assemblies
- Encouraging pupils to ask and answer 'Why?' and 'How?' questions e.g. 'Tell me how this circuit works?' 'Why is the bulb brighter when....?'

Scaffolded Support

Initially, the teacher will provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.

How can we scaffold learning in wider curriculum subjects?

- key vocabulary relevant to the topic on the page
- structured strips on the writing template or at the side if they will not fit, so that they can guide the children through the task.
- post it notes with key prompts or questions to guide through the task
- sentence starters that will help pupils structure their ideas

Festival of Passover What is Passover? Passover is... celebration Jews Israelites freedom slavery	When is Passover celebrated? Passover is celebrated... What is the name of the meal Jews eat at Passover? The meals Jews eat at Passover is... Seder	 How would Jesus have felt when Judas betrayed him and why? Jesus would have felt  How would Judas have felt when he betrayed Jesus? Judas would have felt	Think this area most important to understand... Think this area least important to understand...
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Vocabulary
shocked sad unhappy ashamed disappointed afraid scared guilty

Using your research and new vocabulary, answer the following question:
Why were the Vikings so successful at invading and settling in the Kingdom of England?

The Vikings were so successful at invading because...

Vocabulary
warrior
raid
armour
settle
trade

AFL

Feedback

Verbal feedback is given during lessons and work in books is acknowledged by the start of the next lesson. Any misconceptions or mistakes in learning are addressed and corrected e.g. timeline in the wrong order, wrongly labelled diagrams etc. Extended pieces of writing are marked in accordance with the Feedback and Marking policy.

AFL via retrieval

In order to effectively embed knowledge and assess how much knowledge the pupils have retained, knowledge retrieval activities should be planned into the learning journey.

Retrieval Activities to assess previous knowledge area

After each knowledge area is completed, pupils will be assessed on what they can remember the following week.

Year Group	Possible retrieval activities after each knowledge area
EYFS	Flashcards Sorting/matching activities Whole class discussion
Year 1/2	Flashcards, Sorting Activity, Concept Cartoon/Discussion mat, Scaffolded labelling, Multiple Choice Quiz
Year 3/4	Flashcards, Sorting Activity, Concept Cartoon/Discussion mat, Quiz-Quiz-Trade, Scaffolded labelling, Multiple Choice Quiz
Year 5/6	Low Stakes Quiz, Flashcards, Frayer Model diagram, Quiz-Quiz-Trade, Scaffolded Concept Map

End of project assessments

At the end of each project, children will have the opportunity to retrieve and revisit the knowledge they have been learning.

Quizzes and concept maps should be presented in Project books to mark the end of the Project.

Year group	End of Project Assessment
EYFS	N/A
Y1/2	Multiple Choice Quiz Quiz - Quiz - Trade
Y3/4	Low Stakes Quiz Quiz-Quiz-Trade Scaffolded Concept Map
Y5/6	Low Stakes Quiz Quiz-Quiz-Trade Scaffolded Concept Map

See the Guide to Retrieval Strategies in Teaching and Learning Guide folder for examples of the retrieval strategies.

Environment

Displays/working walls

For each Project there should be a display to support learning, develop enquiry and showcase examples of outstanding work.

Display Non-negotiables:

- Title
- Subject Specific Vocabulary
- Pictures to engage
- Questions that children will be able to answer progressively throughout the Project
- Space to showcase examples of outstanding work



Books to support knowledge

At the start of each project teachers will choose a selection of books and literature that will support the acquisition of knowledge for that project. These books should be accessible for pupils and available for them to read either in the reading corner or displayed on a surface near the Project display.

