



Our Curriculum at The Unity Federation

Introduction

More than anything we want our children to be happy and thrive in a constantly changing world. Our curriculum is taught with consideration of the needs of all our learners and local context.

Our curriculum is built upon the Early Years Foundation Stage Framework and the National Curriculum. However, it is further enriched to our bespoke approach, inspired by the Chris Quigley Essentials Curriculum, which aligns with the aims and values of our school and effectively meets the needs of all our children and families.

It includes not only the formal requirements but also an abundance of extra-curricular activities and theme approaches that we carefully plan in order to enrich the children's experiences. We place a strong emphasis on securing basic skills of reading, writing and mathematics.



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Intent

Our Statement

Our curriculum is designed to cater for the range of needs that our children bring to our schools. We adopt fully inclusive practice which means all children are able to access the curriculum we offer, regardless of their learning requirements.

The breadth of our curriculum is designed with three main goals in mind:

1. To give our pupils appropriate experiences to develop as confident, responsible citizens
2. To provide a coherent, structured academic curriculum that leads to a sustained mastery for all and a greater depth of learning for those who are capable.
3. To provide a rich 'cultural capital'



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Key Drivers

As a staff team we have chosen elements to embed across our curriculum that reflect the values and ethos of our school. We believe that by embedding these elements into our curriculum we will be able to provide our children with a rich education of knowledge and skills, developing well rounded children who are ambassadors of our global community. It is with these drivers are children are able to achieve our federation vision: Have Faith, Flourish and Fly High.

Diversity

Our curriculum represents the diversity of our world. We give opportunity for children to learn about different countries and cultures in a variety of ways. It is our intention that children learn to respect, embrace, understand and learn from different cultures as well as value their own and know the importance of celebrating their unique self.

Empowerment *Have Faith*

We believe that in order for our children to feel empowerment they need to *have faith in themselves in order to achieve highly. Through the education they receive in our schools we want our children to develop the self confidence and resilience to achieve their absolute best academically and emotionally to become well rounded individuals. We teach children how to empower themselves with knowledge, vocabulary and emotional literacy.*

(At Colkirk and Sculthorpe Church of England Primary Academies) Our Christian ethos is embedded into our daily life. Through worship, teaching and living Christian values the children learn ways in which having faith in God can support and empower them throughout their lives.

Curiosity *Flourish*

We provide opportunities for our children to *flourish by sparking their curiosity. We encourage our children to ask questions, to explore and investigate so as to deepen their knowledge. The experiences we provide our children create awe and wonder of the world around them so that they grow up as inquisitive life long learners. Our enrichment activities develop curiosity further by helping children create links to their classroom learning.*

Aspiration *Fly High*

Our intention is for our children to leave our schools with high aspirations for themselves and the society that they live in (*fly high*). *We show children the purpose of what they are learning so that they are engaged and they can make connections with prior learning and experiences. We believe it is with this deep knowledge, cultural capital is increased and enables our children to have high aspirations now and in the future.*



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Our curriculum is based on carefully sequenced learning – a progression model where children build upon previous learning. We plan for progress in all subjects and assess pupil progress in core subjects.

a	Curriculum breadth for Reception, 1 and 2	Curriculum breadth for Years 2, 3 and 4	Curriculum breadth for Years 4, 5 and 6
b	Threshold Concepts		
c	Milestone 1	Milestone 2	Milestone 3

The diagram above shows the model of the curriculum structure. Due to the nature of our small class sizes we do have to change the configuration of classes each year and different year groups are taught together. We then make the necessary adjustments to the curriculum and will cross over milestones in this consideration.

- a) The curriculum for each year group is designed to provide teachers with clear guidance on what needs to be covered. In addition to delivering key knowledge within subjects, it also fosters the development of pupils' cultural capital. Our skillful teachers carefully scaffold and extend the crossover years to ensure that all learning needs are met and that knowledge and skills are effectively developed.
- b) Threshold concepts are the key disciplinary aspects for each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic.
- c) Milestones define the standards for the threshold concepts.

As children enter a new milestone we build knowledge that provides the fundamental foundations for later application. Learning at this stage must not be rushed and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. If all of the core knowledge is acquired quickly, teachers create extended knowledge.

Nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore, answers two main questions:

'How well are pupils coping with the curriculum content?' and 'How well are they retaining previously taught content?'



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IMPLEMENTATION

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

1. Learning is most effective with spaced repetition
2. Interleaving helps pupils to discriminate between topics and aids long-term retention
3. Retrieval of previously learned content is frequent and regular which increases both storage and retrieval strength

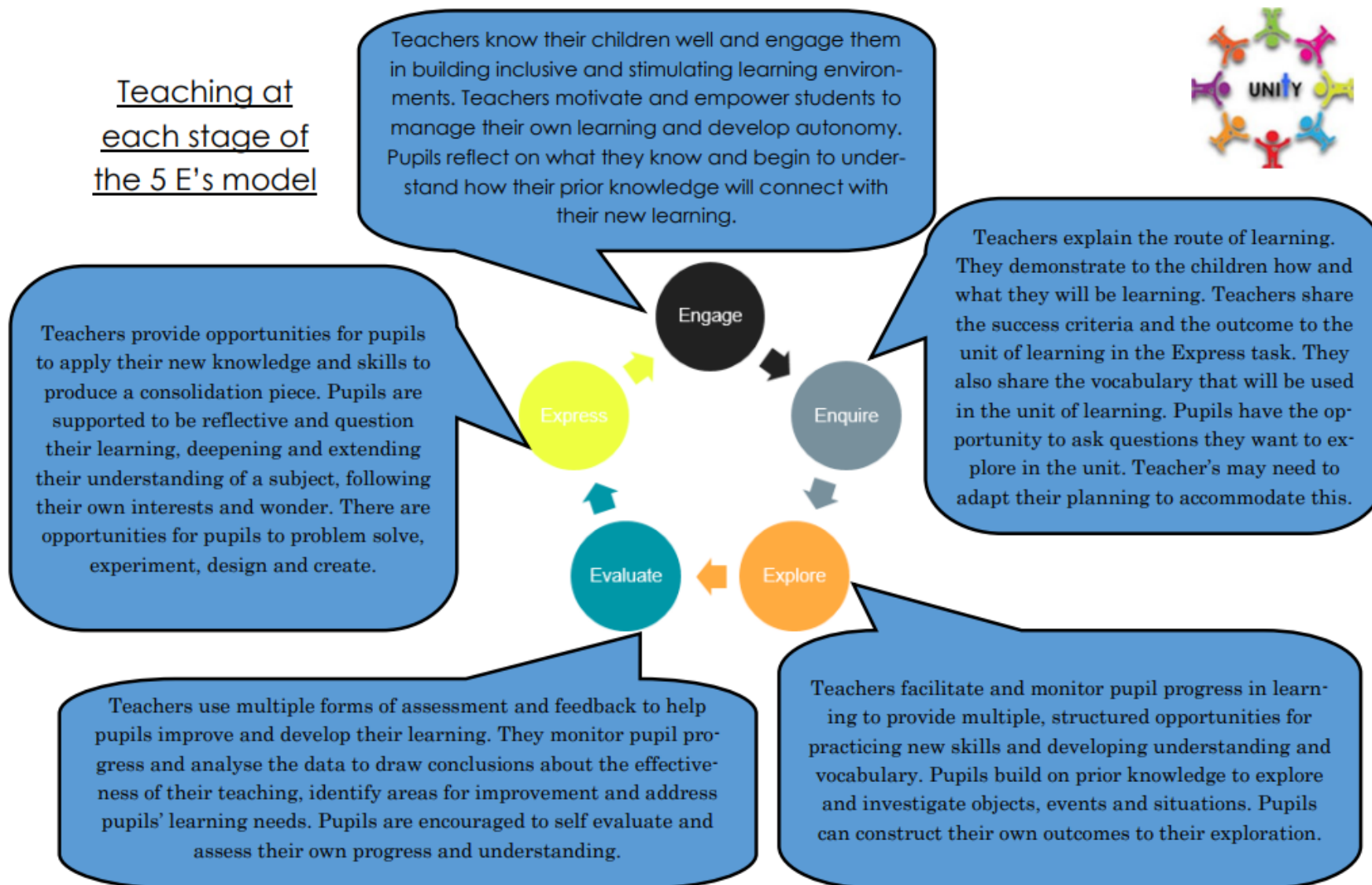
In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Some of our content is subject specific, whilst other content is combined in a cross-



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Teaching at each stage of the 5 E's model





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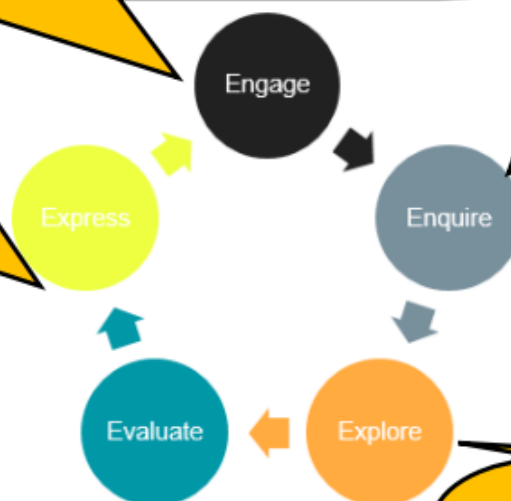
A wow starter: a trip, a visitor, a film, music, an exciting (investigative) activity, artefacts.

A task for children to apply and demonstrate their knowledge: a hot task, a project, a double page spread, a piece of writing, drama, a problem solving activity.

Class discussion or assessment activity plus looking at children's learning—what do we know now? How has learning moved on? Are they ready to complete the express task?

Class discussion or cold task, discussion of vocabulary, explanation of the route of learning, where is this going to end? Children share their questions.

"Do less better"
Teach the children in carefully planned lessons what they need to know in order to apply their knowledge and address any misconception.





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Teaching at
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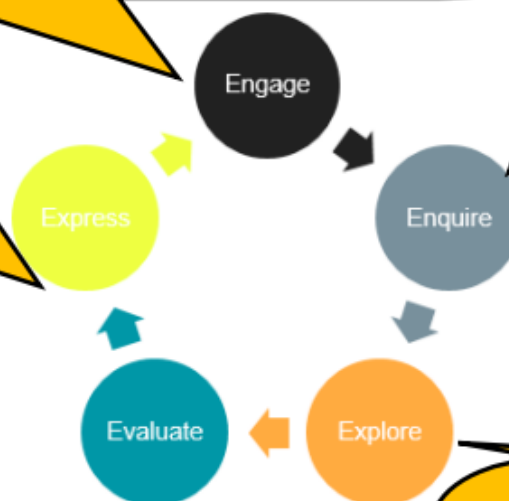
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IMPACT

The impact of our curriculum is that by the end of each milestone that the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations of our curriculum.

To further enhance the curriculum, we sometimes have whole school topics or theme days throughout the year that allow for further in-depth development of knowledge, concepts and understanding across all subjects and link to community and current affairs.