



## **Mill Hill Community Primary School** **Curriculum Statement**

**Be happy today...**

**Be fulfilled in the future...**

**Be able to make their world an even better place...**

### **Intent**

We believe the purpose of education is to help shape citizens of the future and enable them to make a positive contribution to our society and the wider world. Our curriculum has been designed to be ambitious for our pupils, and to impart knowledge and understanding, which allows us to build essential knowledge and skills which we prioritise in the classrooms.

The breadth of our curriculum is designed with 3 goals in mind:

1. To give pupils tangible experiences to develop as confident, responsible citizens;
2. To provide a rich 'cultural capital' and give our children the language knowledge to understand it;
3. To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

### **Implementation**

#### **1. Appropriate experiences – Ignition**

We have developed 'Ignition' days as a driver to shape our curriculum. Igniting each topic gives our children experiences and understanding from which the rest of our work can be based. Re-ignition days are used to keep the curriculum practical, relevant and based within first hand experiences.

These ignition experiences alongside high quality texts feed our English curriculum and drive our wider curriculum (supported by Focus Education materials)

#### **2. To provide a rich 'cultural capital' – vocabulary to describe their world and their understanding of it**

Cultural capital is the background knowledge of the world pupils need to infer meaning, from what they read and to create schema to allow them to learn more. It includes vocabulary, which in turn, helps pupils to express themselves in a sophisticated mature way.

#### **3. A Coherently planned curriculum**

Underpinned by our 3 drivers, our academic curriculum, sets out:

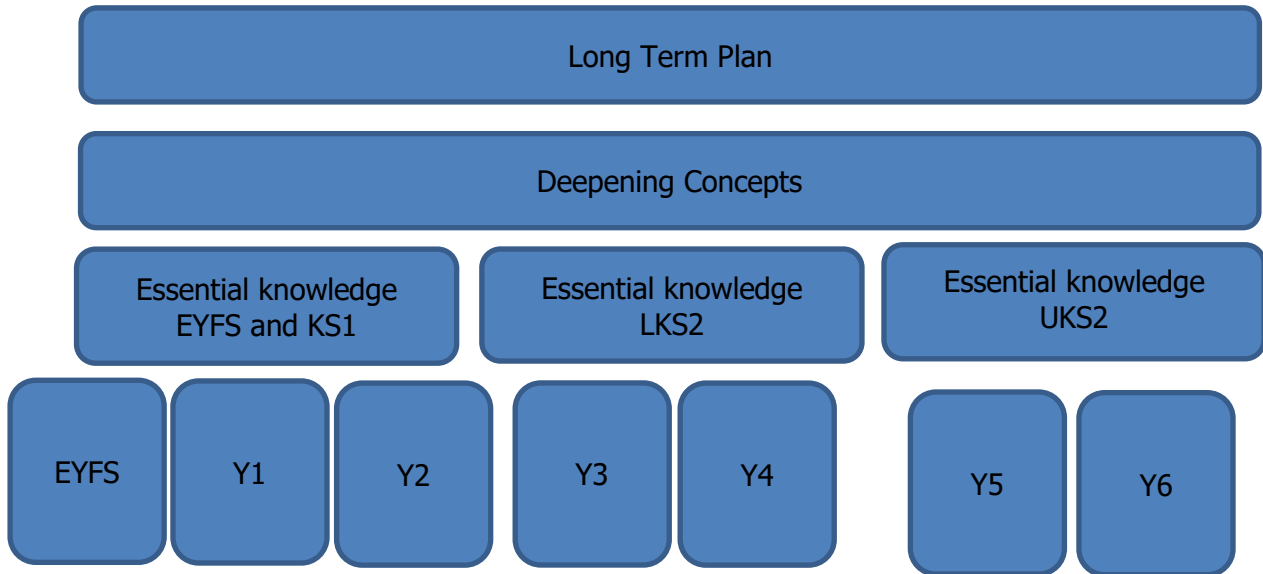
- a) A clear list of the breadth of topics that will be covered



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- b) The 'deepening concepts' / essential knowledge / skills pupils should understand / master
- c) Criteria for progression within the essential skills
- d) Criteria for depth of understanding

The diagram below shows a model of our curriculum structure.



Children under 5 years old go into our Nursery and Reception class (EYFS). The EYFS group, follow a different curriculum to the rest of the school known as the Early Years Foundation Stage. Our EYFS curriculum feeds into our Y1-Y6 curriculum.

We aim to make learning difficult to resist. Our curriculum is about providing children with excitement and inspiration to learn. We build learning experiences which excite, inspire and challenge pupils. This approach enables a sense of purpose which is deepened by participation, contribution and collaboration from **all** children.

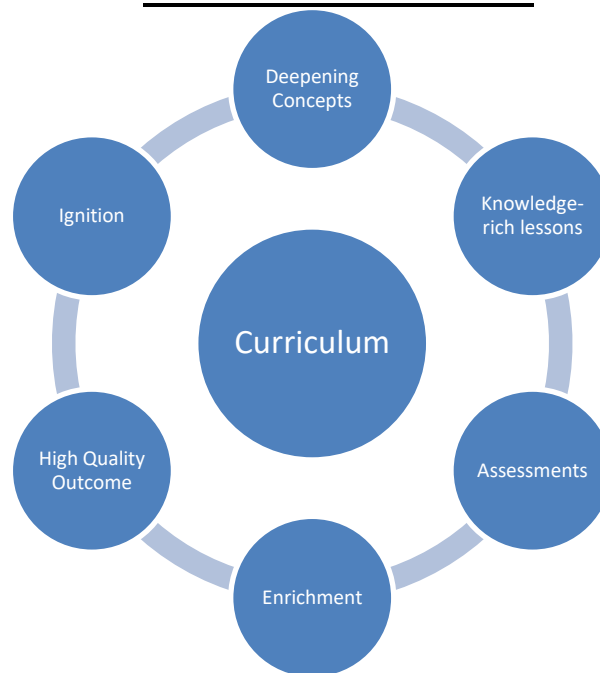
### Curriculum Design

Our wider curriculum design is based around high quality texts and draws on Focus Education resources. Through this:

1. Subject skills and knowledge are coherently sequenced and delivered through a range of engaging learning projects.
2. Authentic cross curricular links enrich learning and enable the delivery of a broad balanced curriculum.
3. Day-to-day planning, teaching narrative and lesson delivery are supported by high-quality, knowledge-rich resources which set out the key knowledge and skills children need as they progress across the curriculum.



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### Deepening Concepts:

The deepening concepts underpin each subject and give children the opportunity to revisit key skills in a number of contexts, utilising the spacing effect, to ensure they are retained and built on in the long term.

Mill Hill Community Primary School's deepening concepts applicable to all ages:

<b>History</b> <ul style="list-style-type: none"> <li>To understand chronology</li> <li>To communicate historically</li> <li>To investigate and interpret evidence</li> <li>To make connections in World History</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>To investigate place</li> <li>To investigate patterns</li> <li>To communicate geographically</li> </ul>	<b>PSHCE</b> <ul style="list-style-type: none"> <li>To understand my own health and wellbeing</li> <li>To develop and understand relationships</li> <li>To develop skills to support living in the wider world</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>To code</li> <li>To communicate</li> <li>To connect</li> <li>To collect</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>To design for a purpose</li> <li>To master practical skills</li> <li>To evaluate effectiveness</li> </ul>	<b>Art and Design</b> <ul style="list-style-type: none"> <li>To master practical skills</li> <li>To design for a purpose</li> <li>To make and create</li> <li>To evaluate effectiveness</li> </ul>
<b>R.E.</b> <ul style="list-style-type: none"> <li>To make sense of beliefs</li> <li>To make connections</li> <li>To understand impact</li> </ul>	<b>P.E.</b> <ul style="list-style-type: none"> <li>To develop an understanding of how to lead a healthy lifestyle</li> <li>To master practical skills</li> <li>To connect and apply skills</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>To compose</li> <li>To transcribe</li> <li>To perform</li> <li>To describe</li> </ul>
<b>Science</b> The organised study of the natural world based on facts learned through careful experiments and observations.	<b>Physics</b> - The study of matter, forces and energy. <b>Chemistry</b> – The study of the substances that make up matter and how they can be combined together. <b>Biology</b> – The study of the natural world and all living things that live in it. <b>Key Skills</b> covered: <ul style="list-style-type: none"> <li>To predict and seek patterns</li> <li>To observe and record accurately</li> <li>To conduct fair tests</li> <li>To identify, classify and group</li> <li>To question, research and explain</li> </ul>	



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#### **Ignition and Enrichment:**

Ignition and enrichment is a key aspect of our curriculum. As well as motivating students through joyful and exciting experiences, evidence suggests that emotion can be extremely powerful in encoding memories more robustly and to add to the content being learnt. These can take the form of trips, visitors, celebration exhibitions, first hand experiences and independent learning outside of lessons and the classroom. We believe that *if a child hasn't experienced it, they can't write in a quality way about it.*

#### **Knowledge-rich Lessons:**

Our knowledge lessons ensure that the substantive content included within the knowledge organiser is brought to life, taught to the whole class utilising explicit instruction with plenty of opportunities for independent practise and application.

#### **Assessments / Quizzes:**

Low stake multiple choice quizzes are efficient, effective and motivating for pupils, whilst providing teachers with the vital information about what pupils have misunderstood, and/or what they are struggling to remember. These questions can be easily recycled using retrieval (memory) quadrants, utilising the spacing effect and ensuring content is retained for the long-term, and not forgotten soon after the lesson or unit has ended.

#### **Impact**

##### **High Quality Outcome:**

At the end of each unit, pupils produce a high quality outcome. In Art and Design, and Design and Technology, this may be complimented by a written evaluation. In History and Geography, this may involve an extended piece of writing which draws on the skills the children have learned. This ensures that pupils are able to synthesise and elaborate on all of the knowledge that they have acquired through the unit, whilst also setting them up for success in secondary school.

We measure the impact of our curriculum in the following ways:

- The quality of standards achieved against the planned outcomes;
- Assessments at the end of each learning cycle to demonstrate acquisition of new learning;
- Pupil discussion about their learning;
- Independent learning carried out by the children, beyond lessons;
- Termly assessment and tracking of individual pupil's progress in each Curriculum Subject;
- The annual tracking of standards across the curriculum
- Core knowledge / developmental knowledge is monitored to ensure coverage



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Due to the curriculum they experience, our children leave us with a broad, rich and deep knowledge of the curriculum studied. They are able to transfer the skills that they have mastered into wider contexts and are prepared for the next stages of their education.

Children leave us as citizens of the future, able to make a positive contribution to our society and the wider world, drawing on their experiences and building on the foundations established during their time at Mill Hill Community Primary School.

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