Curriculum is organised around threshold concepts – the big ideas in each subject. Threshold concepts come up time and time again in many topics and so prove useful in helping students to assimilate new information into growing schema.

Each subject schema is under-pinned with a sequenced skills and knowledge framework or progression map that provides subject endpoints or progress points. These follow 2 year cycles so we can be sure that children are secure in what they know and can do before introducing something new. The aim is to help children build a deep body of knowledge that enables them to perform increasingly complex skills.

The long term plan is devised so that there are clear subject links within a unit, enabling children to make connections in their learning. Each unit has a curriculum subject as a ‘driver’ but also covers other subjects.

Reinforcing our strong belief in fostering enquiry, all units have an over-arching question as a title and each lesson has a threaded question: all of which are used to assess pupil progress.

The units have a subject focus e.g. history but also provide a context for other subjects such as art, DT, music

**National Curriculum Programmes of Study**

Progression map for each subject

Long term plan for each year group

Long term plan for each subject

Medium term plans – Year group question linked to 6 over-arching questions

6 carefully sequenced knowledge-led lessons enhanced with enrichment lessons eg. fieldwork, visitors, trips, art & craft, experiences

One lesson in sequence could allow the children/ class to follow their own line of enquiry

Additional lessons should allow the children to use and apply the knowledge and skills they have been taught in real-life or imaginary scenarios

Key knowledge, key vocabulary, influential people, a driving text identified

Remarkable lives (influential people) are used in all subjects. These are selected to span different eras and link directly to the unit of work pupils are learning. By incorporating a range of people (e.g. historians, scientists, entrepreneurs, etc.) new learning is put in a real-world context, developments within a subject historically are seen and children are given an insight into how their learning impacts on the world around them and aspires them for future careers.

Each unit of work has a high-quality, age appropriate driving text assigned that is used as a catalyst to impart curriculum knowledge and promote questioning. The texts have high quality visuals and a serious tone. Quality texts provide the big picture, complex ideas, enriching vocabulary and are inclusive for all.