

# Cavalry Primary School

## Our Curriculum Intent

Our curriculum intent for each subject and each year group is set out in our schemes of work. These are accessed by teachers through our shared online drive, and also in hard copy via our white schemes of work folders.

From 2018 onwards we have worked through a process of checking and updating our schemes of work, with teachers working in cross phase teams (curriculum working groups) to focus on each subject in turn.

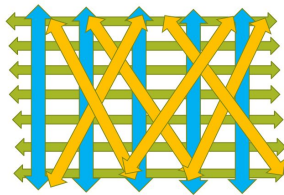
In this process we have been guided by our overarching school curriculum aims:

*Inspire    Enrich    Achieve*

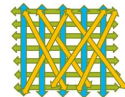
Through staff training, we have taken into account the importance of building long term memory for key knowledge, so that children over time know more and can remember more. This has led us to develop knowledge organisers for some subjects and include retrieval practice regularly in our lessons.

We have referred to the three dimensional curriculum model developed by Clare Sealy:

Building a curriculum for long term learning



A 3D curriculum



- Is more memorable because knowledge is revisited
- Is more memorable because examples chosen build useful schema
- Leads to deeper understanding through examples chosen to challenge and transform schema

Vertical links: within a subject over the years



Horizontal links: between subjects in a year



Diagonal links: between subjects and year groups



We have also used the principles of curriculum design below (Dylan William 2013) to inform our planning:

Balanced	We want our curriculum to promote the spiritual, moral, cultural, mental and physical development of children. We want it to prepare students for opportunities, responsibilities and experiences for life after school?
Rigorous	We want to offer a rigorous curriculum which develops disciplinary habits of mind – powerful ways of thinking are developed through sustained engagement with the discipline.
Coherent	Children often see coordinates in Maths as unrelated to map references in Geography, when the underlying ideas are identical. We want to make real connections between the different curriculum subjects through ‘horizontal and diagonal’ links in learning.
Vertically integrated	We want our curriculum to promote progression in learning? It needs to be clear how material taught at one point in time builds on material taught earlier and feeds into what is taught later. These are the vertical links in learning.
Appropriate	Evidence suggests that students in lower sets receive a curriculum that is less rich. We want to make sure that there is an appropriate level of challenge as we take into account the needs of our children.
Focused	We want to make clear what the ‘big ideas’ of the subject are. This is a difficult task and requires profound subject knowledge and substantial experience. We approach this through ‘big questions’ and enquiry based learning.
Relevant	This is where teacher creativity is the most important. We want our intended curriculum to be relevant to the needs, interests and experiences of our children.

Our curriculum retains a level of flexibility, so that classes can respond to new resources or exciting opportunities presented through our partnerships with others, including The Elliot Foundation, 20Twenty Productions, Festival Bridge and the Arts Council.