

At Berry Hill Primary School, we have an ambitious curriculum which is broad and balanced. We have a curriculum which places value on 'doing less, better'. A curriculum is not measured by how many facts a pupil can retain but in how disciplinary knowledge allows pupils to build disciplinary skills and how, when applied to substantive knowledge we produce pupils who are able to apply their understanding and develop into critical thinkers. Our curriculum is designed to be relevant, thoughtfully sequenced, designed in a manner which facilitates pupils to make links to prior and future learning, and which engages them with the world in which they live, in order that they will grow up to positively impact their community.

Intent – What is our Curriculum Dream?

DIVERSITY

Represent diversity to create a culture of promoting equality and valuing difference.

RESILIENCE

Support pupils to be confident, independent and resilient; make links with what they have learned and understand the relevance

EMPOWERMENT

Provide a curriculum which sets ALL pupils up for the next stage of education, ultimately allowing them to thrive in the 21st century

AMBITION

To prepare young people to want to make a positive contribution to society through a strong awareness of possibilities.

MORALITY

Guide pupils to embody our school ethos to be kind; work hard and be brave.

SUBSTANTIVE KNOWLEDGE

PROGRESSION OF VOCABULARY

DISCIPLINARY KNOWLEDGE (CONCEPTUAL)

PROCEDURAL KNOWLEDGE

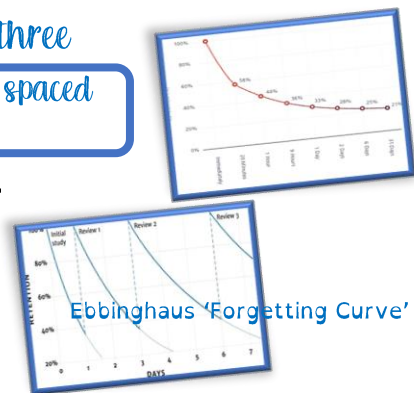
Implementation – How do we make the dream a reality?

"Education is like the master key, it unlocks almost every door around the world." Sarwar Khawaja: British educationist, thought leader, sociopreneur and philanthropist.

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

Learning is effective with spaced repetition.

Within year groups, this will mean spaced recapping of cultural capital. Across year groups, this will mean strategically placed key concepts spaced throughout key stages 1 and 2 to enable pupils to link to prior learning and build on existing key concepts. Drawing on the work of Ebbinghaus' 'Forgetting Curve', prior learning will regularly be referred to and linked to current learning in order to commit it to pupils' long-term memory.



How the curriculum is split up across school

CORE CURRICULUM

Our core curriculum is delivered in the mornings. At KS1, English lessons comprise of phonics, reading and writing; at KS2, English lessons comprise of Reading, Writing and Spelling. Maths is taught in hour blocks, and fluency sessions run at various times throughout the day.

WIDER CURRICULUM

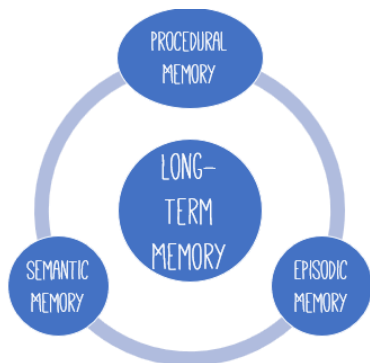
Our wider curriculum is delivered in a way that enables our children to do less, but better. History and Geography are taught in alternate half terms, as are Art & Design and Design & Technology, allowing for revisiting and embedding of prior learning before building on the children's existing knowledge with new learning.

Music, Computing, Spanish, Science, PSHE and RE are taught weekly. PE is taught twice a week.

IF NOTHING HAS CHANGED IN LONG TERM MEMORY, NOTHING HAS BEEN LEARNED...

Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Moving learning from 'Working Memory' to 'Long-Term Memory' involves a focus on Procedural, Episodic and Semantic Memory



ENSURING THAT BERRY HILL'S WIDER CURRICULUM IS AMBITIOUS FOR ALL



Impact – What is the impact of fulfilling our dream?

Pupils 'know more and remember more', can make links between their learning and are resilient when faced with challenges

Pupils have the knowledge, skills, vocabulary and understanding which empowers them as members of a global society in the 21st Century

Pupils have been exposed to a genuinely diverse curriculum which enables everyone to feel represented, valued and respected

Discussions show that pupils have developed key skills each year and reflects that they can link knowledge, apply increasingly developed skills and can think critically

Pupils leave Berry Hill prepared for the challenges of secondary school and equipped to positively impact their community.

Grade descriptors for quality of education "Good"

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils study the full curriculum; it is not narrowed
- The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.
- Teachers have good knowledge of the subject(s) they teach. Leaders provide effective support.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.