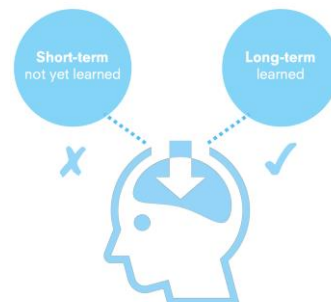


Curriculum Intent Statement

Basic Principles

1. Our curriculum places 'Powerful Knowledge' – knowledge that takes pupils beyond their own experiences – at the heart of the primary curriculum.
2. Learning is a change to long-term memory.
3. Our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.
4. Our curriculum is underpinned by the development of strong emotional and social skills. Positive interactions and good relationships within our learning community form the foundation of positive conditions for learning.



Curriculum Intent Model

1. **Curriculum drivers** shape our curriculum breadth. They are derived from an exploration of the backgrounds of our pupils, our beliefs about high quality education and our values. They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities. Our key drivers at Atlas Academy are: vocabulary & language acquisition, aspiration and cultural awareness building. *(reference: The Big Picture)*
2. **Cultural capital** gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
3. **Curriculum knowledge** is carefully chosen, sequenced in a meaningful way that enables our pupils to progress incrementally and is highly specialised. Pupils are taught meaningful content that builds on their prior knowledge.
4. **Curriculum breadth** is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for pupils to learn the best of what has been thought and said by many generations of academics and scholars.
5. **Carefully planned opportunities to recall and revisit** prior knowledge across a breadth of subjects and to strengthen retrieval from lesson to lesson, unit to unit and year to year. This help pupils to deepen understanding and progress in their procedural fluency and semantic strength.
6. **Knowledge organisers** help students to relate each topic to previously studied topics and to form strong, meaningful schema.
7. **Cognitive science** tells us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquisition of long-term

memory. Cognitive science also tells us that in order for pupils to become creative thinkers, or have a greater depth of understanding, they must first master the basics – which takes time.

8. **Vocabulary development**, and the ambitious and explicit teaching of this, is an essential element of our knowledge curriculum. The vocabulary content of the Primary Knowledge Curriculum has been planned with the purpose of addressing the 'word gap' for many of the pupils who enter our school with a limited vocabulary.

Implementation

1. Our curriculum design ensures that our pupils are taught the content of the **EYFS framework 2021** (the school is an early adopter) and the **National Curriculum**. The content of our curriculum is subject specific and we deliver a progressive knowledge based curriculum based on the work of **Alex Quigley** and the **Knowledge Schools Trust Primary Knowledge Curriculum**. *(reference: scheme overview)*
2. Subjects are taught discretely but we make **intra-curricular links to strengthen schema** where relevant and appropriate. Opportunities are planned across the curriculum to enable pupils to apply and connect knowledge, skills and understanding.
3. This starts in the early years, where we have taken the EYFS framework and carefully planned a **sequential and progressive learning** journey that connects to the KS1/2 curriculum. *(reference EYFS long term plan and KS1/2 overviews)*
4. Our curriculum design is based on evidence from cognitive science. Three main principles underpin it:
 - Learning is most effective with **spaced repetition**.
 - **Interleaving** helps pupils to discriminate between topics and aids long-term retention.
 - **Retrieval** of previously learned content is frequent and regular, which **increases both storage and retrieval strength**.
5. In addition to these principles, we also understand that **learning is invisible in the short-term** and that sustained **mastery takes time**.
6. Teachers have **deep knowledge** of the subjects they teach and what makes effective practice. **Rosenshine's Principles of Instruction** influence teaching intentions across the academy: in lessons teachers **model** and provide **direct instruction; questioning techniques** check pupil understanding and confidence as well as ensure engagement and participation; **Kagan structures** are used to enable pupils to work collaboratively and provide opportunity for shared thinking; feedback ensures pupils know how to improve. *(reference Teaching & Learning policy)*
7. **Knowledge Organisers** support pupils to understand the basic knowledge and understanding of a subject area. They help pupils to review, revise and self-assess themselves. These are sent home as a way of helping parents to understand what is being taught and be able to support them in their learning.
8. **Learning Environments** serve to guide and support learning.
9. **Curriculum Enrichment** broadens what our pupils experience at school. *(reference: The Big Picture)*

10. Through **The Astrea Promise**, pupils are provided with the opportunity to explore and develop the Astrea dispositions (Resilience, Empathy, Aspiration, Contribution and Happiness) by taking part in projects, activities and events that help to form the core of their character.

Impact

Because learning is a change to long-term memory it is **impossible to see impact in the short term**. Therefore, we look at the teaching and learning practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long-run. We use comparative judgement in two ways: in the assessment tasks we set and in comparing a pupil's work over time. In addition, we use lesson observation to see if the pedagogical style matches our depth expectations.

Impact is monitored through:

- Summative testing in reading, maths and spelling, punctuation and grammar
- Teacher assessment in language, reading, writing, maths, science and Foundation subjects
- Lesson observations
- Learning walks
- Book looks
- Pupil voice
- Assessment data tracking at Pupil Progress Meetings

To monitor impact, we will use the following **impact statements** to evaluate how effective our curriculum design is:

- Pupils make progress and attain in line with or better than national expectations. They are given the opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum.
- A broad curriculum, based on knowledge of the world around them and enriched experiences, including the Astrea Promise, will enhance pupils' lives, build capital culture and instil a love of learning.
- Pupils will have a high expectation of themselves and a drive for excellence. They will learn how to apply their knowledge and skills. Pupils will have the necessary dispositions, character and academic qualifications to live a life full of choice and opportunity.
- Pupils will learn to value family, community and the environment. They will make positive contributions to the life of the school and those around them.

Scheme/curriculum overview

Subject	Curriculum followed
Art & Design	Knowledge Schools Trust Primary Knowledge Curriculum
Computing	Rising Star's Switched On
Design Technology	Quigley's The Essential Curriculum
English	Language Development: EYFS – Chatterbox; KS1 – TalkBoost; KS2 – Language Legends; New to English - Racing to English Phonics – Read, Write Inc Reading, writing & spelling – Literacy Tree Handwriting - Letterjoin
Geography	Knowledge Schools Trust Primary Knowledge Curriculum
History	Knowledge Schools Trust Primary Knowledge Curriculum
Maths	Ark Mastery
MFL - Spanish	Language Angels
Music	Charanga
PSRE	Jigsaw Votes for Schools
Physical Ed	Val Sabin
Religious Education	Quigley's The Essential Curriculum
Science	Knowledge Schools Trust Primary Knowledge Curriculum