

**Our Vision***Howitt Primary children are **ACE!***

*Achieve their best  
Care for others  
Enjoy learning*

## Curriculum Statement

### Our curriculum philosophy

***“The mind is not a vessel to be filled but a fire to be kindled.”  
Plutarch***

At Howitt Primary Community School, we believe that children need a broad curriculum where specific subject knowledge and procedural knowledge from each curriculum area is taught in a sequential way, building on previous knowledge and ultimately being applied in a purposeful outcome. A curriculum which aims to provide children with the **bigger picture**. Our curriculum is created around current and relevant local and globally important themes, about which the children will deepen their knowledge year on year. We choose to deliver this approach through creating topics which are focused around a central high-quality core text linking to the global theme, thus providing real life connections between subject knowledge and real life. Our intention is for them to become lifelong learners in areas of personal interest and talent as well as informed citizens of the world.

We aim to teach children key knowledge and vocabulary that will provide them with a firm foundation upon which to build their future learning. We aim to develop the children’s wider knowledge through planning experiences which will open children’s eyes to other aspects of study beyond the school curriculum through personalised learning.

### **Curriculum Intent**

We have developed a curriculum which equips children for life at school and beyond, in Heanor, Derbyshire and beyond, in the 21<sup>st</sup> and 22<sup>nd</sup> centuries. We are mindful that the youngest children in our school could be alive in 2113 in an ever changing world.

We have therefore created an approach to learning which complements the acquisition of basic academic skills. A curriculum has been created around the idea of developing **global citizens** who have clear British **values and attitudes** with the **knowledge** to support this. Children who think critically, work co-operatively and who value equality, diversity of opinion and ethnicity and a have strong global awareness and sense of social justice.

This will be achieved through teaching the National Curriculum objectives and knowledge which have been linked to EMBARK's six global themes. This will also be achieved through developing the school's core values (see below) alongside the core beliefs of the EMBARK Academy Trust.

At Howitt Primary Community School, we make learning fun and purposeful for all our children. As a staff committed to creating a love of learning, we provide the best possible opportunities and experiences as we help to prepare children for their future lives.

Our aim is to lead the children into developing as confident, independent learners with enquiring minds. Central to our vision is helping children to be positive members of our school and the wider community. Our pupils know that they are valued for who they are.

In a friendly, secure environment all children are given an equal opportunity to reach their full potential. We develop the whole child in terms of their academic, personal and social education, encouraging co-operation and tolerance. We work together to create a school where positive behaviour is expected and everyone is treated with respect and sensitivity.

### **Our Values and Aims**

At Howitt Primary Community School we aim:

to aim high, developing successful, enthusiastic learners through inspiring teaching;  
to have care and consideration for others, respecting truth and fairness;  
to develop enjoyment of learning through an exciting, creative curriculum.

Reflecting on the changing world and research from the Oxfam Global Citizenship Guides, led us to think about our curriculum differently. In order to develop children who can thrive and be successful in the world of the future, we re-evaluated key questions behind our curriculum:

What knowledge is it important to learn?  
How can we develop learning and metacognition skills in individuals?  
How does learning happen most effectively?  
How do we evaluate that success?

We believe that all children are entitled to an education that equips them with the **subject knowledge, procedural knowledge and values** they need to embrace the opportunities and challenges they encounter, creating a future that they want to live in and to be a global citizen who contributes to and values their world.

This will be achieved through units of learning which develop knowledge and understanding through the following six overarching global themes, reflecting issues in the children's world:

- **Identity and Diversity**
- **Peace and Conflict**
- **Social Justice**
- **Saving our Environment**

- **Our Heritage**
- **Our World and Beyond**

One theme will be selected each half term which will be linked to a topic using a high quality text.

Curriculum learning is brought to life through high quality texts that are carefully selected to link to the overarching themes as well as providing opportunities to build on knowledge and develop values in a way which connects to children's lives - who they are, how they fit into the world and how they contribute and respond to it.

## **Curriculum Specific Knowledge and Procedural Knowledge**

Our curriculum is designed to provide children with the opportunities to make deep, lasting connections between learning and understanding the world that they live in, resulting in them connecting **taught knowledge** and attitudes and values with real situations.

We therefore aim to ensure learning is 'deep' rather than shallow. Deep learning requires planning for and modelling behaviours and actions associated with:

- **Deep thinking**
- **Deep purpose**
- **Deep engagement in learning**
- **Effective collaboration**
- **Repeated experience of learning** - Children have to be exposed to matters three times before they transfer from working memory to long term memory so our teaching approach provides children with opportunities to:  
**Listen - Watch visual modelling - Talk over the strategy**

As a team, we have developed procedural knowledge progression documents for each subject to ensure that, whilst teaching age appropriate knowledge, we also provide children with an equivalently appropriate acquisition of curriculum specific procedural knowledge they need in order to succeed. (See 'Curriculum Progression Documents' to view the 'Procedural Knowledge Progression Documents' on our website).

## **Values and attitudes**

Our curriculum connects to real life events: past and present, local, national and global and therefore develops children's ability to think as a global citizen, using their developing knowledge, whilst also establishing their character, **values and attitudes** so that they can be valued members of society. These values are woven through all we do as a school (see Values Statement above), however, developmental understanding of each is planned within each unit.

## **Curriculum Implementation**

The six themes which drive our curriculum are each broken down into age appropriate knowledge (see EMBARK 'Curriculum Theme Progression Document' on our website).

In order to achieve depth of thinking and learning, we plan for children to study units that focus on either one or two of the themes, with all six themes being covered each academic year.

Across each year group, a number of high-quality core texts are used to bring the themes to life for our children and to promote connectivity with the learning (see 'Long Term Plans' on our school website).

Through our subject specific knowledge, procedural knowledge, values and attitudes strands we aim to develop our childrens' cognitive capacity including [research](#), [application](#), [innovation](#), [presentation](#), [synthesizing](#), [evaluating and reflection](#).

The curriculum promotes critical thinking skills so that children are taught to leave behind perfectly logical answers that are not solving the problem. Instead of persevering, trying to force-fit a round solution, children are able to explore a different approach and ultimately become risk takers.

Equal focus is given to the affective domain through our focus on the childrens' attitudes towards learning. We expect the required values, motivations and attitudes to be modelled by staff and taught explicitly alongside the curriculum.

The subject specific knowledge, procedural knowledge, values and attitudes are delivered through our six core themes.

## Curriculum Planning

### Sequences of discrete curriculum knowledge

Sequences of lessons are carefully planned to ensure children have the subject specific knowledge and procedural knowledge needed to apply their learning to a final authentic outcome, which allows children to showcase their learning in a creative way. This is clearly planned into the learning journey using our '[Curriculum Long Term Planning](#)' documents available on our website.

We expect the journeys that teachers plan in the lead up to the authentic outcomes, to be active, engaging and inspiring, resulting in a deep and interrelated understanding of the local, national and global themes and curriculum areas.

We expect teachers to use the school's '[Long Term Knowledge Plan](#)', '[EMBARK Procedural Knowledge Progression Documents](#)' and '[Embark Substantive Knowledge Documents](#)' to develop learning experiences based on prior taught knowledge.

When designing sequences of learning across the curriculum, we use a 'planning backwards approach'. At the heart of this is a thinking process that enables our teachers to plan and teach from a clear and well-defined destination, analysing what substantive knowledge and procedural knowledge is required to achieve deep small steps of progression. We believe that planning backwards is a journey that starts with the intended outcome very clearly in mind.

Teachers have high expectations of outcomes produced by children in terms of content and presentation. We encourage children to take pride in their work and be ambitious in their learning and the way their work is presented. We are committed to developing a creative curriculum in which children are given the opportunity to be independent and make individual choices about how their learning and newly acquired knowledge is presented.

## **Building of Curriculum Knowledge**

At the beginning of a unit of work, children are given the opportunity to verbally discuss their current knowledge on the topic studied through a whole class discussion. This provides opportunity to assess prior knowledge and identify potential gaps. Following an immersion experience into the topic, which could be, for example, a trip, visitor, documentary, artefacts etc... children may also generate questions to address knowledge gaps. Children's knowledge will be scaffolded during each lesson through the use of knowledge strips (see Appendix 1) which provide the children with visual reminders of the key knowledge taught and relevant vocabulary. Children will also be provided with regular opportunities across a unit to revisit the key knowledge taught through the development of memory retrieval skills. Retrieval practice refers to the act of independently recalling learned information from memory and every time that information is retrieved, or an answer generated, it changes the original memory to make it stronger. (Jones 2019) When a child completes a knowledge record at the end of a topic, they create a mind map detailing their newly acquired knowledge (see Appendix 2).

## **Approaches to support high quality outcomes and implementation of our curriculum**

### **Well-structured modelling**

Teachers will ensure that during whole class discussions they provide effective visual and auditory modeling to ensure children have a clear example of what is required of them. This can take the form of:

1. Visual modelling scribed in front of the children by the teacher or another child and explained verbally.
2. A pre-prepared worked example of an outcome (either accurate or incorrect) which can be explained verbally.

Both forms should then be displayed in the classroom for the children to be used as a learning reference for the duration of the lesson or unit as relevant.

### **Ensuring learning consolidates and challenges**

Teachers are expected to use highly effective questioning and carefully designed learning tasks to enable children to both struggle (so that they can be challenged in their learning) and practice. Multiple opportunities to fail and learn from these mistakes are also central to our practice and encourage a growth mindset.

**Collaboration** in learning ensures a social experience, which is paramount in today's world. Therefore, our teaching sequences promote contexts that support co-construction and collaboration. Discussion, debate and communication are all valuable currency in an increasing complex world and so we plan opportunities for children to express a point of view (understanding that people have different points of view) and engage with these. Children are able to consider different perspectives and points of view on global issues and we explore the potential of being able to change one's point of view.

**Metacognition** plays a pivotal role within our sequences through encouraging children to explain and reason, think about evidence, evaluate and make judgements or decisions. Through deeper thought-processes and reflection, children are able to make links between topics so that they are learning to think systematically. Teaching children how to reflect, explain, justify and question is key to lesson design.

**Live Feedback** is integrated into our curriculum design and a range of feedback methods are implemented throughout the sequences of learning (see 'Feedback and Assessment Policy' on our school

website). Responses are used to deepen the connection with the learning and encourage children to reflect at a deeper level.

**Celebration of success** is prized and interconnected with our school values. We do not separate the environment from our curriculum, teaching and learning or planning. We use the learning environment to communicate more than just the learning content. Each classroom will have a curriculum display that evolves throughout the term to show the development of the learning journey of the topic. The display will show subject specific knowledge and the progression of procedural knowledge development in 3 subject areas, building towards outcomes.

## Curriculum Impact

### **Outcomes - Academic Attainment:**

Throughout EMBARK, we use regular and robust triangulated **monitoring** to gauge the impact of our curriculum. Leaders at all levels review learning, talking with our children, **analysing** outcomes in books and on displays and then **evaluating** this to provide feedback to move practice forward.

We aim for our children's attainment and progress to be in line with or exceeding their potential and plan additional input if this not the case. We measure attainment using national data, the EMBARK Procedural Knowledge Progression Documents and our own exemplification documents and use regular inter-school monitoring to ensure assessments are consistent and identify areas where we can move practice forward. This moderation is organised across different curriculum areas within EMBARK. We measure progress by having a clear understanding of children's starting points each year and at the beginning of each topic and aim that our sequential learning gives children the ability to recognise the progress they have made.

### **Outcomes - Values and Attitudes:**

We measure attainment through the development of well-rounded citizens with a clear understanding of values such as love, responsibility and friendship, etc.

Children will also feel confident to address negative stereotyping through investigating similarities and differences as well as promoting acceptance, diversity, citizenship and human rights.

These are monitored through daily observations of the children's interactions with peers, known adults and in the wider community.

### **Outcomes - Learning Dispositions:**

We measure children's learning dispositions in terms of levels of resilience, motivation and a growth mindset when faced with different types of challenge. They should develop attitudes and dispositions to make a positive contribution to the world and our daily interactions in their learning provide a regular check on this.

### **Outcomes - Knowledge of the Global World:**

We measure children's knowledge of the world by their ability to make sense of an increasingly globalized, complex and rapidly changing world and give their views on it. They should be able to make suggestions and decisions for the right reasons and in the best interests of our community. They should become more confident in speaking about current issues through collaborative learning activities. They should be able to decide what is right and what is wrong and will become resilient to the influence of others. The children should develop an awareness of how their own actions can impact others and the wider community. We aim that they will go out into the world and make a difference in their own life and to that of others. Our daily conversations with the children allows us to measure the development of this.

## **In Summary:**

**We have developed our curriculum as a vehicle for connecting education and personal development within the evolving Global world. This means we enable children to form meaningful relationships with their learning, see patterns and apply knowledge and procedural knowledge into a context where learning can make a difference. Our children see that their learning has real significance and understand that this is relevant to future decisions and the active contribution they can make to the world is clear for them to see.**

***Approved: September 2020***


***Updated: September 2024***

**Appendix 1:**

**Example of knowledge strips Y 5/6 Vikings topic**

			
<i>The 'Thing' settle problems Parliament democracy</i>	<i>Longship</i>	<i>dragon head</i>	<i>narrow light-weight invade</i>

**Example of knowledge strip Y3/4 Bronze Age topic**

			
<i>Must Farm Settlement</i>	<i>Archaeologist</i>	<i>Evidence</i>	<i>Artefacts</i>

**Example of knowledge strip Y1/2 Africa topic**



<u>L.I Know human and physical features of the African continent</u>			
 <p>continent</p> <p>diverse</p>		<p><u>Human Feature</u></p> 	
 <p>savanna</p>	 <p>jungle</p>	 <p>Great Mosque of Djenne</p>	 <p>Pyramids of Giza</p>
		<p><u>Physical Feature</u></p> 	
		 <p>Sahara Desert</p>	 <p>Mt Kilimanjaro</p>

## Appendix 2:

### Mind map knowledge organizer

**Geography**

**Saving Our Environment**  
How extreme can a mountain get?





**I have learnt...**

- Mountain ranges usually have a valley below them with a river running through.
- The further the contour lines the easier it is to get up that side.
- On the survey map it shows icons that mean different things
- Everest has 4 base camps to rest at.
- It takes weeks to climb Mount Everest.
- The closer the contour lines, the steeper that part of the mountain is.
- There are different types of mountains: dome, block, fold, plateau and volcanic.
- The summit of the mountain means the top of the mountain

**History**

**Our Heritage**  
Where and how do the Vikings fit into British history?



**I have learnt...**

- The Vikings originated from Norway, Sweden and Denmark. That's where they started their voyage from.
- They stayed at different places in the UK like Scotland, Wales, England and Ireland.
- We got 20% of our English words from Old Norse.
- In a longhouse, they used to keep animals in there with them.
- The Vikings also had a fire in the middle that would escape through the roof or door since they had no windows.
- The Vikings made a boat called a longboat that was used for sailing the seas to battle.
- The longboat could also travel on land using logs under the boat.
- There was usually a dragon head on the front and if there was it would symbolize death.
- Some people thought that the Vikings were fierce and deadly but some people thought they were peaceful.

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