

Wider Curriculum

Our non-core, or wider curriculum, subjects of history and geography are taught throughout the week. The curriculum has been derived at Trust level and then as a school, we have further developed the provision to best meet the needs of our children.

Intent: What do we want our wider curriculum to achieve?

The following planning and milestones set out the goals that pupils aim to achieve as they progress through the wider curriculum. These goals describe the '**procedural knowledge**' that pupils should be able to demonstrate following a series of lessons. Through these lessons, we intend to inspire pupils to develop a love of the wider curriculum and see how it has shaped the world they live in.

Implementation: How will we deliver our curriculum?

In order to achieve each milestone, teachers plan lessons based on '**declarative knowledge**: the facts that pupils need to know, along with the vocabulary needed to articulate their understanding. Depending on the nature of the goal, teachers will also plan opportunities to build '**experiential knowledge**: the knowledge that can only be gained first hand by the experience of doing certain activities.

In order for children to know more and remember more in each area of the curriculum studied, there is a structure to each lesson sequence whereby prior learning is always considered and opportunities for revision of knowledge is built into lessons. This is not to say that this structure is followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's understanding.

Through revisiting and consolidating different types of knowledge, teachers help children build on prior knowledge; make links in their learning and commit this to long-term memory.

To ensure that all types of knowledge is age/stage appropriate and progressive, teachers plan using curriculum resources by Chris Quigley. We are utilising work by Chris Quigley to develop a curriculum which progressively builds knowledge and understanding of core historical and geographical topics and concepts. For each of these, there are three Milestones, each of which includes the procedural, declarative and experiential knowledge students need to understand each area. This provides a progression model. Knowledge categories in each subject give students a way of expressing their understanding of the topics and concepts. Through developing their experiential knowledge, we provide opportunities for children to develop a love of the wider curriculum.

We use a range of schemes to support our development of a broad and knowledge-rich curriculum across our other non-core subjects such as 1 Decision for PSHE and Charanga for music.

Impact: What will the impact of our wider curriculum look like?

The impact of delivering a successful wider curriculum will be seen across the school with an increase in profile. The learning environment across the school will display a range of knowledge and technical vocabulary. Parental engagement will be supported by the use of wider curriculum home learning tasks and overviews of wider learning. We want to ensure that the wider curriculum is valued by teachers and pupils across school and encourage pupils to continue building on this wealth of knowledge and understanding, now and in the future.

Impact will also be measured through termly pupil conferencing, key questioning built into lessons, child led assessment such as success criteria, and by comparing the quality of work produced with age-related expectations in the core subjects.