



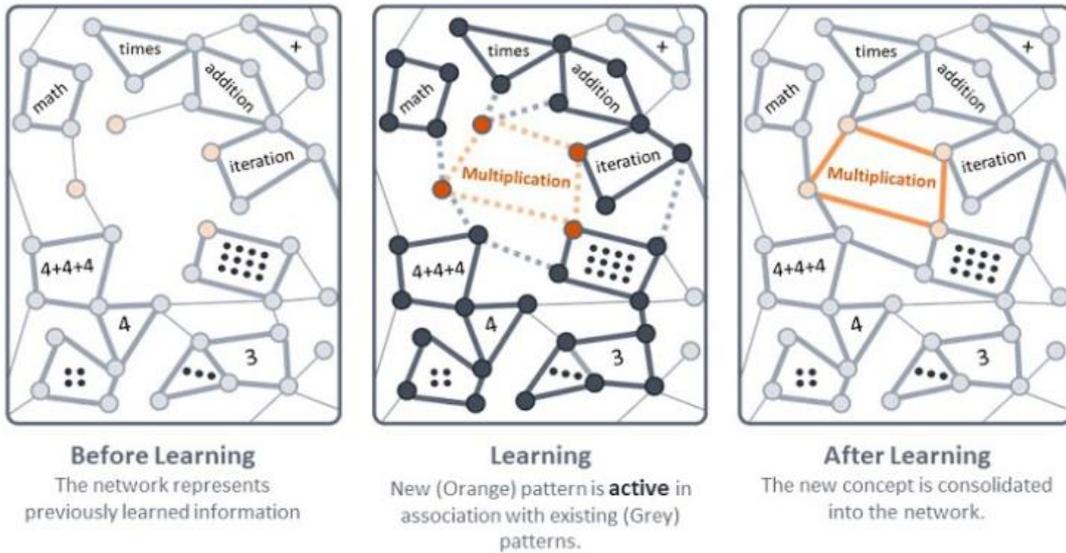
Overall Curriculum Rationale

The aims of our curriculum is for pupils to know more, remember more and use this knowledge to apply deeper thinking skills so learning can be synthesised to become social advocates, improving their lives and the lives of others. Beechwood curriculum has been designed to ensure that:

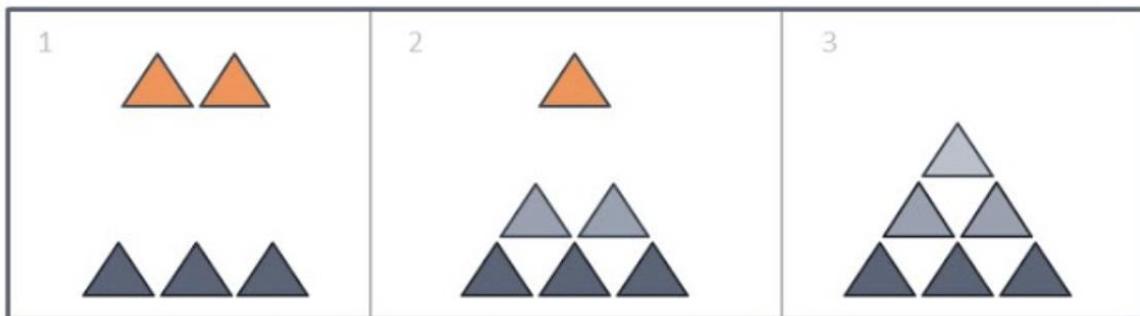
- The curriculum meets the outlined aim, purpose and attainment targets outlined in the National Curriculum 2014
- Conceptual knowledge, understandings and skills are progressive
- Conceptual knowledge and understanding is regularly recalled aiding long term memory
- Conceptual knowledge and understanding is analysed, evaluated and synthesis for a meaning purpose that helps their lives and the lives of others
- Subjects and disciplines are clear identified and labelled to ensure pupils understanding how concepts are transferable and to allow them to be are secondary ready
- Opportunities for cross circular links are shared with pupils so they can identify how their knowledge and skill are applied and deepened
- Pupils can see that combining subjects in a series of subject units can allow them to synthesis a purposeful outcome such as a recommendation, solution, alternative, goal mission, product, question
- Some subjects will be stand alone to ensure that their progression of concepts and skills are not compromised by the thematic unit
- Vocabulary and knowledge acquisition is paramount before pupils can perform “higher level skills” through a range of texts, images and other communication vehicles (dual coding)
- Wisdom, knowledge and skills, well rounded child

Kirschner, Sweller, Clark (2006) stated that “The aim of all instruction is to alter long-term memory. If nothing has changed in long-term memory, nothing has been learned.” In order to know more and remember more, learning needs to move from working memory to long term memory. This transfer from working memory to long term memory is effective when knowledge and understanding is meaningful to the learner, regularly repeated/ recalled and or linked to prior knowledge. Because of this, our curriculum ensures that new concepts are linked to previous learning of concepts with other metacognition techniques such as dule coding (verbal and pictorial representation to aid conceptual understanding in working memory) to ensure the most effective transfer into long term memory.

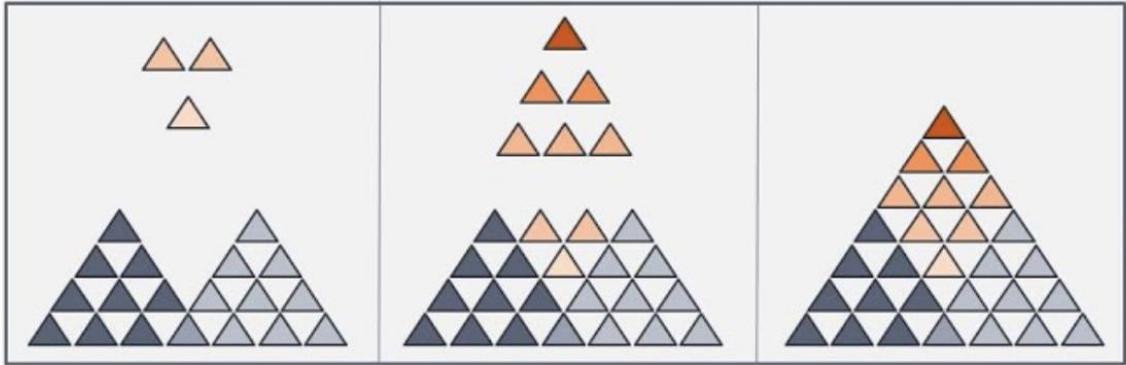
Learning a New Concept



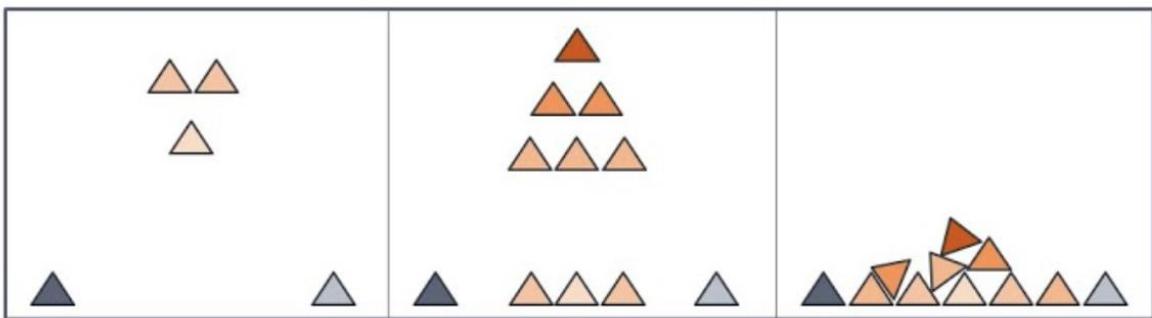
Efrat Furst's model of knowledge acquisition helped to ensure staff understood the importance of why staff and pupils needed to have clear understanding of how conceptual knowledge and skills needed to be built upon for long term recall.



“The process of constructing knowledge can be described as building a pyramid: a new piece of knowledge (orange triangle) is placed on top of the existing structure of knowledge (grey triangles), in a meaningful way (correctly aligned).”



“Knowledge is the collection of concepts represented in the brain and understanding is the connections that they form between them”



“Higher-order learning is impossible to attain meaningfully without the supporting lower-level structure of knowledge”

The curriculum progression ensure that pupils start with concepts in their immediate experience and move out to more abstract concepts. The curriculum offer ensures that the purpose and aims of the National Curriculum are met as well as the attainment targets to provide pupils with a wide and balance curriculum that celebrates pupils identity of being from Beechwood, Dudley and Britain as well as being a social advocates for change internationally.

Some subjects will be organised into unit blocks which begin with a brief or challenge and are organised to build on cross curricular links to achieved a So What? (a real-life purpose to learning) that will improve their life or the lives of others. This will come in the form of a recommendation, solution, alternative, goal, mission, product, question, plan, vision.

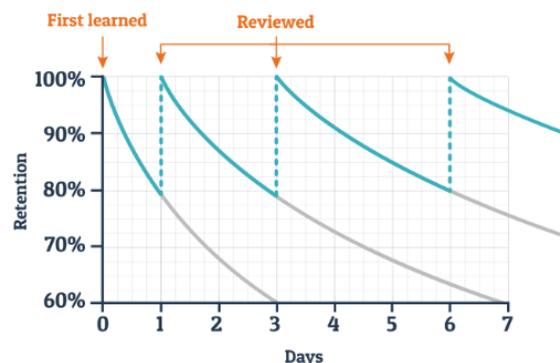
Example Year 1 Spring term

Brief – Look at changes in seasons, changes in our local area and make recommendations	Science Physics – changes in Seasons Winter and Spring	D & T – cooking Making a healthy picnic lunch for visitors	History – Our locality School and Dudley Changes past their living memory	Visitors – Invite grandparents/ parents to discuss + and - changes in school Dudley	So What? Provide recommendations of what positive changes need to be made to our school and Dudley
	Maths revisit to sorting	Maths revisit to measurement	Reading revisit to phonics/ retrieval	Writing revisit to question mark	Writing revisit to genre type

Other subjects will not be part of this process as to not compromise the progressive concepts and or to ensure regular acquisition of knowledge and skills help to lock this learning into long term memory such as modern languages and Physical education.

Based on the principles of the Forgetting curve we wanted pupils to have the opportunity to recall their learning over time to add recall and continue to build on the firm foundations.

Typical Forgetting Curve for Newly Learned Information



This is achieved by giving pupils the opportunity to recall previous learning at the start of units, lessons and through short quizzes. Pupils will record baselines of the key concepts for each unit and staff will plan opportunities from their responsive feedback marking to allow pupils to recall concepts that were difficult to acquire. Pupils will also have assessments and concept statements at the end of their unit to ensure that they have accurately recalled key concepts.

Knowledge organisers help pupils to organise their learning, pupil will be quizzed on these organisers and they will support home learning and communication with parents and carers. Knowledge organisers contain key concepts vocabulary, key visual models such as timelines and maps and significant events/ places pupils need to remember.