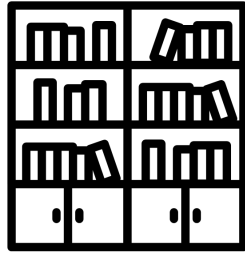




OUR FOUNDATION SUBJECT

Curriculum Structure



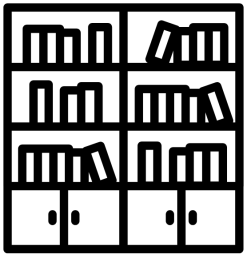
In our foundation subjects, we imagine our curriculum as a library!

In all subjects, the books get harder as you move through the year groups. This is due to our disciplinary knowledge progressing, ensuring children become better historians, better artists, better geographers as they move through the year groups.

In some subjects, even though the books get harder, you can read them in any order (e.g. History—you can read each book on Stone Age, Romans, Egypt in any order, but the book gets harder from Y3 to Y4 to Y5). This means that children will always learn the same granular knowledge from each unit, but will access it in more challenging ways through the progressive disciplinary knowledge

In some subjects, the books still get harder as you move through each year group, but they are arranged in to book series, so you have to read them in some sort of order (e.g. in science you must read the light books in order, or the electricity books, and in computing, you must read all of the programming books in order).

This means that children improve in each subject progressively, but they all leave our school having experienced our full curriculum, having learned all the substantive knowledge, having read every book in our Holbrook “Curriculum Library!”



CURRICULUM



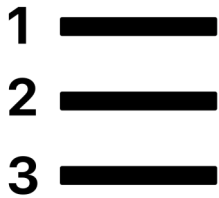
National Curriculum
Schemes of work
School / Subject Intent



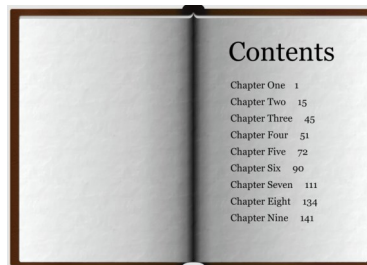
COMPONENT
KNOWLEDGE



Holbrook Learning Journey Framework
Progression of topics of learning



COMPOSITE
KNOWLEDGE



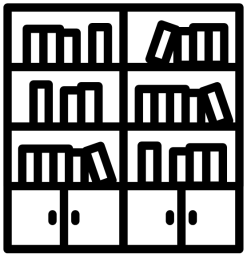
Subject Learning Journeys
One Subject Cycle Planning
Progression of knowledge within a topic



GRANULAR
KNOWLEDGE



Red Letter Learning
Key vocabulary
Learning ladders (substantive knowledge)



CURRICULUM

Which parts are led by the National Curriculum?
 Do we follow a scheme from an organisation?
 What is your intent for the subject?
 What knowledge do you intend children to have by the end of primary school in your subject? Why?

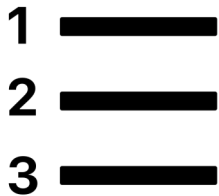
National Curriculum
 Subject Intent
 Progression Grids



COMPONENT KNOWLEDGE

How have you split the curriculum in to topics?
 How have you decided which topics to put in each year group?
 Why have they been put in this particular order?
 How do they link to the EYFS curriculum?
 How does it build knowledge and aid memory over time?

Whole School Long Term Plan
 One Subject Planning Cycles
 Progression Grids
 Topic information leaflets (parents)
 EYFS Long Term Plan



COMPOSITE KNOWLEDGE

Why do you teach your topics in this order?
 How do you break your topic down in to individual lessons?
 How are these lessons, and the order of these lessons, designed to build knowledge and aid memory over time?
 What routines are in place in each lesson?
 What would I expect to see in a lesson in this subject?

One Subject Planning Cycles
 Progression Grids (Inc. disciplinary knowledge)
 Learning Journeys
 Red Letter Learning
 Subject routines



GRANULAR KNOWLEDGE

What key knowledge have you selected for this topic? Why?
 What key vocabulary have you chosen for this topic? Why?
 How are children supported to know and remember this key knowledge and vocabulary?
 How is vocabulary explicitly taught?
 How is prior learning checked?
 How do you know where to start?

Learning Journeys
 Learning Ladders (substantive knowledge)
 Individual lesson plans / PowerPoints
 Classroom displays