

[illegible]

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# Preface:

**This document is intended to be a guide and a jumping-off point for those who are involved in curriculum planning at Fakenham Academy. It is not, therefore, exhaustive, or binding. But it does have many suggestions and ideas. There is a separate FA Curriculum policy which should be read in conjunction with this guide. This guide is interspersed with examples from subjects at Fakenham Academy. It doesn't mean that these are the only, or even the best way to do it -they are just examples of how some departments have done it.**

Teachers and Leaders at Fakenham Academy first began to explore the notion of the knowledge rich curriculum in 2017. In particular, we wanted to reflect the desire to “introduce pupils to the best that has been thought and said, through a study of the essential knowledge they need to be educated citizens.”

We began to more explicitly identify knowledge which was crucial and the best way to deliver it. We also spent time ensuring that we were delivering that core knowledge in the best sequence that we could.

Our curriculum, therefore, is the result of that careful thought, built primarily by teachers, with collaboration across and between subject areas, within the Sapienta Education Trust (SET) and with other organisations such as professional bodies.

This document is designed to give an understanding of the big picture as to what we are trying to achieve and some examples of what we have done so far.

**This is an ongoing process and the Covid pandemic lead to some challenges and barriers. However, we are confident that we are developing an excellent curriculum framework. It is, of course, subject to constant revision and change, as we monitor and react to the outcomes it is having on our students.**

# Cultural Capital, Powerful Knowledge, “gaps” and disadvantaged students.

**At all times in our documentation “knowledge” refers to the knowledge of how to do something – skills, as well as what may be seen as traditional knowledge.** “Knowledge” therefore includes, for example, the knowledge of how to play a musical instrument, make a sculpture or perform a triple jump. (see p7)

There are a number of definitions of “cultural capital”, and to some it is a contentious phrase as it implies that there is a hierarchy of cultures and it is, therefore, potentially elitist. This is not the place for that discussion. However, it is generally used to mean cultural knowledge or advantages that some people have acquired that then allow them to be more successful. In practice the phrase is sometimes used to define knowledge that students from some, advantageous, backgrounds have that other students, particularly those from disadvantaged backgrounds, are less likely to have. So, the thinking goes, if you want to reduce inequalities, you need to increase the access that students from disadvantaged backgrounds of cultural capital.

“Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life”

(Ofsted Inspection Framework May 2019)

Building on this, “Powerful knowledge” suggests that there is a core of information – “The best of which has been thought and said” – which all students should be explicitly taught in order not to be disadvantaged in the future. This view underpins the 2013 National Curriculum and other thinking from the Department for Education and Ofsted.

Our curriculum is explicit about what this key or “powerful” knowledge is, so that we can ensure that it is delivered consistently in such a way that is remembered in the long term. We generally refer to this as “**end point knowledge**”. Our curriculum is therefore “knowledge rich”.

Sometimes “cultural capital” is used to mean things that children from advantaged backgrounds are more likely to be exposed to or to experience, which then gives them an advantage in education and adult life. This might include regular visits to the theatre, zoos, castles and museums, art galleries or travel to different places. At Fakenham we have an extensive array of trips and activities designed to increase this form of cultural understanding and often use Pupil Premium funds to support disadvantaged students in taking part.

I have also had it explained to me by an HMI that cultural capital is about providing wider context. His example was that without a basic understand of life in Jacobean Britain, Shakespeare wouldn’t make sense.

## The Fakenham Academy Curriculum:

Understand the key differences between comedy and tragedy

Have experimented with pulling out the physicality of a text by applying Berkoff's methodologies

### Common Misconceptions

Shakespeare is boring

Shakespeare is hard

Shakespeare is for clever people

Shakespeare can only be performed one way

## The Curriculum in Practice

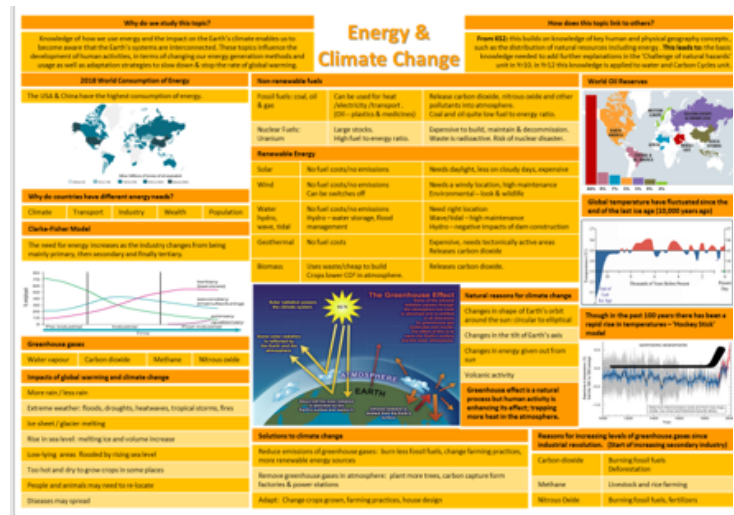


Above: Providing around cultural capital in a Drama curriculum.

# The “Knowledge Rich” Curriculum

Tom Sherrington has an excellent and very clear definition with 4 components of a knowledge rich curriculum, reproduced below:

- 1. Knowledge provides a driving, underpinning philosophy:** Acquiring powerful knowledge is seen as an end itself; there is a belief that we are all empowered through knowing things and that this cannot be left to chance.”
- 2. The knowledge content is specified in detail:** Units of work are supported by statements that detail the knowledge to be learned – something that can be written down. We do not merely want to ‘do the Romans’;



End-Point Knowledge

### 3.1.1 - The purpose and nature of businesses

Businesses usually exist to make a profit but may also exist for the benefit of others.

Profit or other benefits are achieved through: producing a good or providing a service where a business opportunity exists.

**Factors of Production** - the elements needed for businesses to operate:

Land	Labour	Capital	Enterprise
Buildings/offices	Work of staff	Money / machinery	Ideas and risk-taking

**Sectors of industry** - businesses divided by their stage of production:

Primary	Secondary	Tertiary
Extracting raw materials	Manufacturing	Providing a service

Needs	Wants	Goods	Services
Products I need in order to survive	Products I want to have but don't need	Physical items	An action completed by someone else

**Opportunity Cost:**  
The value of the next best alternative, lost when we make a choice. For example: if our choices could generate a) £10, b) £100, or c) £1000. The opportunity cost of choosing option c is the value of b - £100

**Enterprise & Entrepreneurship:**  
**Enterprise** is the act of doing business - investing and working in order to increase the value of raw materials or our actions.  
**Entrepreneurship** is the act of creating new business ideas, taking opportunities, while being innovative and prepared to take risks in order to turn their money into more money.

## End Point Knowledge

<p><b>Respiration</b></p> <ul style="list-style-type: none"> <li>Respiration is the process in which energy is released from the molecules of food which you eat.</li> <li>Respiration happens in the mitochondria of the cell.</li> <li><b>Aerobic respiration</b> involves oxygen. It is more efficient as all of the food is broken down to release energy.  <math display="block">\text{glucose} + \text{oxygen} \rightarrow \text{carbon dioxide} + \text{water}</math></li> <li>The glucose is transported to the cells in the <b>blood plasma</b>.</li> <li>The oxygen is transported to the cells in <b>red blood cells</b>, by binding with <b>haemoglobin</b>.</li> <li>Carbon dioxide is a waste product and is transported from the cells to the lungs to be exhaled.</li> <li><b>Anaerobic respiration</b> is a type of respiration which does not use oxygen. It is used when the body cannot supply the cells with enough oxygen for aerobic respiration.</li> <li>Anaerobic respiration releases less energy than aerobic respiration.  <math display="block">\text{glucose} \rightarrow \text{lactic acid} + \text{carbon dioxide}</math></li> <li>The <b>lactic acid</b> produced through anaerobic respiration can cause muscle cramps.</li> <li>Lactic acid will build up if there is not enough oxygen present in the blood supply to break it down. This is known as an <b>oxygen debt</b>.</li> </ul>	
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<p><b>Fermentation</b></p> <ul style="list-style-type: none"> <li><b>Fermentation</b> is a type of anaerobic respiration which occurs in yeast.</li> <li>Instead of producing lactic acid, yeast produces ethanol, which is a type of alcohol.  <math display="block">\text{glucose} \rightarrow \text{ethanol} + \text{carbon dioxide}</math></li> <li>This process can be used to turn alcohol to drink or to make bread and cakes to rise.</li> </ul>	
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<p><b>Plant minerals</b></p> <p>Plants need minerals for healthy growth. If they do not have enough of these minerals this is known as a <b>mineral deficiency</b>.</p> <table> <tr> <th>Mineral</th><th>What is it used for?</th><th>What happens if there is not enough?</th></tr> <tr> <td><b>nitrogen</b> (nitrate ion)</td><td>healthy growth</td><td>poor growth and stunted leaves</td></tr> <tr> <td><b>phosphorus</b> (phosphate ion)</td><td>healthy roots</td><td>poor growth, purple leaves and flowers</td></tr> <tr> <td><b>potassium</b></td><td>healthy leaves and flowers</td><td>yellow leaves with dark patches</td></tr> <tr> <td><b>magnesium</b></td><td>making chlorophyll</td><td>leaves will turn yellow</td></tr> </table> <p><b>Fertilisers</b> can be used to stop plants from suffering with mineral deficiencies.</p>	Mineral	What is it used for?	What happens if there is not enough?	<b>nitrogen</b> (nitrate ion)	healthy growth	poor growth and stunted leaves	<b>phosphorus</b> (phosphate ion)	healthy roots	poor growth, purple leaves and flowers	<b>potassium</b>	healthy leaves and flowers	yellow leaves with dark patches	<b>magnesium</b>	making chlorophyll	leaves will turn yellow	
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<p><b>Key term:</b> Make sure you can write definitions for these key terms:</p>	
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aerobic respiration, anaerobic respiration, chlorophyll, mineral deficiency, fermentation, fertiliser, haemoglobin, lactic acid, magnesium, nitrate, oxygen debt, photosynthesis, photophosphorylation, plasma, potassium, producer, red blood cells.

<p><b>Photosynthesis</b></p> <ul style="list-style-type: none"> <li><b>Photosynthesis</b> is the process in which plants in the chloroplasts produce glucose using sunlight.  <math display="block">\text{glucose} + \text{carbon dioxide} \rightarrow \text{glucose} + \text{oxygen}</math></li> <li>Any organism that can use photosynthesis to produce its own food is known as a <b>producer</b>. These are not just limited to plants but can include other organisms such as <b>algae</b>.</li> <li>The rate of photosynthesis can be affected by:           <ul style="list-style-type: none"> <li><b>Light intensity</b> - the higher the light intensity the higher the rate of photosynthesis up to a point.</li> <li><b>Carbon dioxide concentration</b> - the higher the carbon dioxide concentration the higher the rate of photosynthesis up to a point.</li> <li><b>Temperature</b> - the optimum temperature is the temperature at which photosynthesis occurs at the highest rate, before and after this the rate will be less.</li> </ul> </li> </ul>	<p><b>Leaves</b></p> <ul style="list-style-type: none"> <li>Leaves are the best adapted for photosynthesis because they have a number of adaptations:           <ul style="list-style-type: none"> <li>They are flat to allow the most light through.</li> <li>There is a lot of <b>chlorophyll</b> to absorb light.</li> <li>They have a large surface area to absorb as much light as possible.</li> </ul> </li> </ul>
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## End point knowledge:

- Britain in the 1920's tried to create a home fit for heroes and had some successes. But there was still a lot of poverty.
- When the American stock market crashed in 1929 it caused massive unemployment and hardship in 1930's Britain and Germany.
- However, it was a tale of two halves and in some places in the south and east among middle classes people were better off and moving forward with life.
- Germany lost World War One and had to sign the Treaty of Versailles.
- It was very harsh and caused problems in Germany and led to people supporting extreme parties like the Nazis.

Above: "End Point Knowledge" specified in detail in Business Studies, Geography, History and Biology departments.

- 3. Knowledge is taught to be remembered, not merely encountered:** A good knowledge-rich curriculum embraces ideas from cognitive science about memory, forgetting and the power of retrieval practice.
- 4. Knowledge is sequenced and mapped deliberately and coherently:** optimum knowledge sequence for building secure understanding.

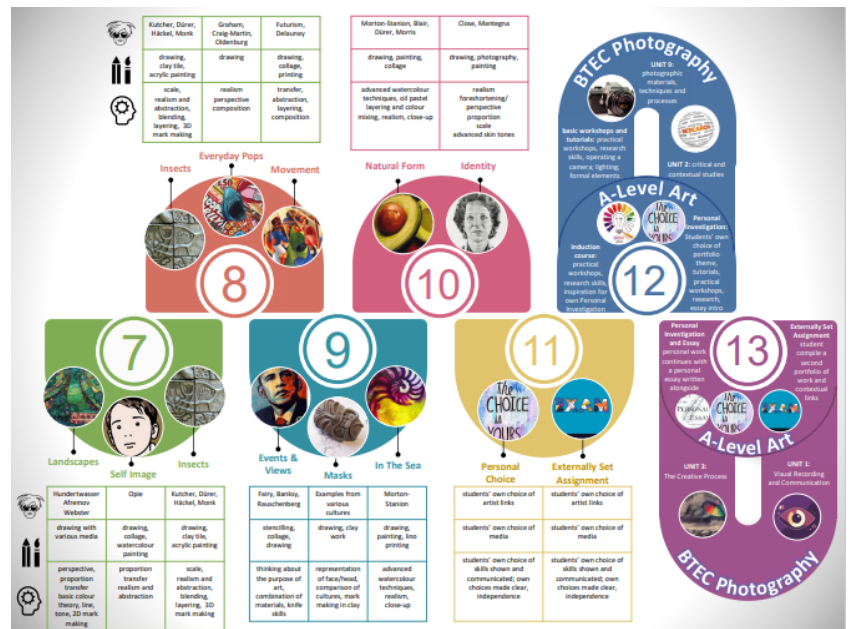
## The Fakenham Academy Curriculum:

### Sequence

As previous students are introduced to new concepts and artists as well as building on knowledge known of art movements, artists and written critical analysis. This expands on Year 7 and 8 basic understanding of the four areas, leading into years 11 and A Level where research and critical analysis is studied with more complexity.

In Year 9, the foundation concepts for GCSE chemistry are addressed. Threshold concepts of electron distribution, formulae and ionic and covalent bonding are developed. Pupils have already met all of these concepts, apart from covalent bonding, and so for lower ability pupils, repetition of these threshold concepts can help to embed the knowledge and for higher ability pupils, the concepts can be expanded to deepen their understanding of chemistry.

## The Curriculum in Practice





# “Knowledge” means Knowledge *and Skills*

“The end result of a good, well-taught curriculum is that pupils **know more and are able to do more.**”  
(Ofsted: Inspecting the curriculum)

There has been some alarm from some areas that a “knowledge rich” curriculum means learning information but nothing else - the “know more” in the quote above. This is not the case. When we refer to “knowledge” we also include knowledge about how to do things. This is clear in the more practical subjects where the skill of how to play a musical instrument, how to act in a play, how to or pass a ball are part of the knowledge we are aiming for students to learn. Wider skills are also part of “knowledge” in all subjects. The skill of debating, constructing an essay or performing a task are all part of the knowledge. These skills are the “able to do more”.

**When we refer to “knowledge” in documentation and discussion we are including skills as a part of that knowledge.**

- **Sequence**

From Key stage 2: Students will have learnt the basic principles of attack and defence. Worked in small teams to plan how to play. Taken different roles in some games, including attacker and defender. Used and kept rules and conventions for games. Key stage 3: Students will continue to develop a greater understanding of attacking and defensive strategy. They will develop their individual skills to improve dribbling, shooting, passing, marking a player and ‘stealing’ the ball. Students will continue to develop their understanding of the basic rules of play and be able to apply them in increasingly competitive situations. Key stage 4: Students will develop and apply defensive strategies such as zonal defence and half/full court press; attacking strategies such as breaking down a zone and setting screens. Students will participate in fully competitive game situations.

- **End point knowledge**

Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.

- **End Point Knowledge**

By the end of the project pupils need to know;

- Core development knowledge based on individual, group and project needs.
- Students will also learn core and independent manufacturing skills associated to the intended physical outcome.
- To be able to tessellate individual shapes of differing geometric properties
- To gain an awareness of a “long term” project
- to be able to select and apply surface finishes that are appropriate to their own personal outcome
- To be able to develop and use jigs and formers as appropriate to their own needs
- To use industrial machinery as required for their outcome.
- to be able to select appropriate joining methods required for a manufactured item
- To be able to marking out equipment as required to the independent outcome.

## **End Point Knowledge**

Understanding the roles of designer/ deviser/ director and how these can be applied to the scripts

Experience of writing essays

Understand key terms to do with tragedy – hubris, hamartia, protagonist, peripeteia and use them appropriately

Be able to recognise the various characteristics of hero/villain in Tereus, Procne and Philomele

Left and below:  
Knowledge includes the knowledge of how to perform a skill, demonstrated here in PE, Technology, Drama and Music curricula.

# RHYTHM

Knowledge Organiser  
Year 7 Autumn Term 1



## Tempo (Speed)

<i>Largo</i>	<i>Adagio</i>	<i>Andante</i>	<i>Allegro</i>	<i>Presto</i>
Very Slow	Slow	Walking Pace	Fast	Very Fast

## Key Words

### Rhythm

A pattern of long and short sounds.

### Polyrhythm

Two or more rhythms played at the same time.

### Ostinato

A musical phrase/rhythm that is repeated.

### Pulse

A steady beat.

### Rest

A musical pause.

## Dynamics (Volume)

<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
<i>Pianissimo</i>	<i>Piano</i>	<i>Mezzo Piano</i>	<i>Mezzo Forte</i>	<i>Forte</i>	<i>Fortissimo</i>
Very Quiet	Quiet	Medium Quiet	Medium Loud	Loud	Very Loud



**Crescendo**  
Gradually getting louder



**Diminuendo**  
Gradually getting quieter

## Rhythm Symbols and Values

<i>Semibreve</i>	<i>Minim</i>	<i>Crotchet</i>	<i>Quaver</i>	<i>Semiquaver</i>	<i>Crotchet Rest</i>
4 Beats	2 Beats	1 Beat	1/2 Beat	1/4 Beat	1 Beat Rest



# “Nuggets” and why a knowledge rich curriculum isn’t just learning facts.

**As we develop our curriculum we will look at the concept of “nuggets”.**

Nuggets (or “Golden Nuggets”\*) are **the absolute core of what we are trying to teach**. This is the powerful knowledge we really want our students to know or be able to do at the end of the unit of learning. Across the profession, some teachers have seen the emphasis on knowledge as an emphasis on easily testable facts, names, dates numbers etc. These may be important, but they are not what we would describe as “nuggets”. Nuggets are the things that we really want students to recall for the rest of their lives. They are the core of the cultural capital. **Ultimately, subjects will develop ways of identifying them in their curriculum documentation and ensuring they stand out.**

Nuggets need to be simple enough that all, or very nearly all, students are capable of understanding them, even if they initially need support to do so. A unit or topic may well contain an average of less than one nugget per lesson. Lessons that have covered a nugget should do so overtly. It should be identified as a nugget to the students.

If a teacher was planning some lessons on soldiers’ experience during the First World War, the nuggets might include 1) that life in the trenches was extremely tough 2) a huge number of people were killed, often for little territorial gain. I would teach far more than this, and do everything I could to help students recall it long term, but the nuggets would be the core, the crucial building blocks, that they will base future learning on, in History lessons and other subjects and for the rest of their lives.

Some more factual information, such as key dates or the names of famous battles, may well be beneficial in the future. If you know the dates of the First World War then you can make links when you look at the dates of women’s suffrage. If you’ve remembered the names of the battles then you’ll know what someone means when they say “It’s like a scene from the Somme”. So, they are useful, important even, but they are not necessarily critical.

If a student remembers that life in the trenches was tough and that a huge human sacrifice was made for little territorial gain then they will understand why the British government was willing to appease Hitler when before WW2. More importantly, they will understand why they wear a poppy every November, and why war in general should be the last resort. This informs the student’s understanding for the rest of their life and is therefore cultural capital.

So, a test of the effectiveness of the curriculum needs to test the nuggets. Therefore, the question “Explain how you think it felt to be a soldier during World War One” would be a better at testing the nuggets in this case, than the question than “How many people were killed at Passchendaele?”

Of course, just because nuggets don’t *have* to be facts doesn’t mean that nuggets can’t be highly factual. You may decide that the fact that the bit in the middle of a cell is called the nucleus is one of your nuggets. In which case the very fact-based questions, “What is the name for the part of the cell found in the centre?” or “label this diagram of a cell” would be an entirely appropriate way of testing the effectiveness of the curriculum.

Please remember- nuggets are only the very basic building blocks. If you were studying King Lear, you might not fully understand it unless you understand the nuggets of what a tragedy is, who the key characters are and the basic plot. That doesn’t mean that someone who can explain what a tragedy is, who

the main characters are and what the basic plot is has understood the play, but, it is highly probable that they won't understand the play unless they do know those basic things.

**As we continue to develop our curriculum, nuggets will become increasingly prominent.**

\*term used by Heather Fearn - Ofsted Curriculum and Professional Development lead

Golden Nuggets:

- People have migrated to Britain throughout its history.
- Different groups legacies have contributed to Britain's identity, language and culture

- Topic Nuggets

Express opinions with j'aime, je n'aime pas & j'adore.

Understand that verbs conjugate or change depending on the subject pronoun or person.

**Nuggets**

A chord is two or more notes played at the same time.

A triad is a chord with three notes.

The formula for constructing a triad is PLAY MISS PLAY MISS PLAY.

Golden Nuggets
<ul style="list-style-type: none"> <li>• There are different layers to the Earth and the crust is the outer part on which we live; this is broken into pieces called plates.</li> <li>• Volcanoes and Earthquakes occur in long, narrow bands around the world along plate boundaries.</li> <li>• Hurricanes are formed over warm ocean waters near to the equator and bring heavy rains, high winds and storm surges.</li> <li>• We can try to mitigate against the risk from hazards by; building better structures, educating people on what to do in an emergency and trying to predict when events will happen by monitoring areas at prone to hazards.</li> </ul>
End Point Knowledge Organiser (see next page)

*This page: Nuggets, or "Golden Nuggets", are identified in many subjects. Examples from French, Music and Geography and History. FA subjects are going to look at these in the future*

Golden Nuggets:

- After WWII the world split in to two spheres -the Capitalist West and Communist West led by the USA and USSR respectively
- The Cold War was caused by increasing tension towards the end of WWII
- It was called a Cold War because the two sides didn't fight each other directly
- The Cold War impacted on local conflicts. Created military and technological rivalries.

# What is a “Cohesive Curriculum”?

There are many important things to understand about learning things so that they are remembered, rather than experienced, but some of the key ones include:

- **New learning builds on previous learning.** So new material presented should aim to integrate with knowledge that is already held. So, if you are learning about wolves, for example, you would build on things you already know about dogs and predators. (This is part of Schema Theory).

- **Sequencing**

This unit follows on from the component of fitness and fitness testing learnt at KS4. Student already have an understanding of the fitness test required for each component, this unit leads on to more complex test and allows students to opportunity to use them in the correct manner and further develop an athlete with the information obtained.

**Sequence:**

This builds on KS2 awareness of Shakespeare but it is unlikely that students will have studied this play, it also builds on the Year 7 Unit with a broadening understanding of the significance of Shakespeare in terms of his dramatic impact and concerns about what it is to be human. This unit will focus on a deeper analysis of language, themes. It will link to the previous study of Inspector Calls in terms of performance and different interpretations of the play but will also link to the study of Shakespeare at KS4.

Left: Examples of careful sequencing from PE, Drama and (below) Graphics and Geography curricula.

- Cognitive load theory says that **knowledge needs to be built up in small steps**, in order not to overload the working memory. If you have too much information at one time it will not be able to make connections with the previous learning.

- **Sequence**

This project occurs directly after the first project on 2D promotional materials and focusses on net construction and card modelling. Prototyping and the use of templates is essential in the GCSE specification and when making a 3D outcome. This project provides practical opportunities to use scale and ratio to produce their festival main stage.

The sequence has been carefully thought out to ensure that topics are interleaved, build on prior learning and provide foundations for learning in the future. For example, ecosystems and fragile environments are introduced in Yr7 in the “Cold Environments” topic, in Year 9 this is revisited as a core theme in the ‘Tropical Rainforests’ topic, which leads directly into the ‘Living World’ unit at Yr11, then this feeds into themes within the ‘Carbon Cycle’ topic in Yr12 and then as part of the ‘Global Commons’ unit in Yr13. Whilst this shows direct interweaving of a topic there are further points along the curriculum where smaller links can be made; for example the influence of vegetation on climate change and soil infiltration rates and how ecosystems influence global development levels.

- There are some key themes, some knowledge, sometimes referred to as “**key concepts**” that are particularly important. They recur during long term learning. The changing nature of political power relations, for example is a theme across History teaching, illustrated at various points through the Vikings, the Romans, Colonialism and so on. These key themes are often explicitly identified in the National Curriculum and Exam Specifications. Since these concepts underpin a lot of what we do they need to be explicitly taught and learned. Subject curriculum documentation is therefore *starting* to identify key concepts so that they can be a focus of planning, teaching and assessment.

KS2 Concepts/Threshold Concepts	Local issues
Digital Literacy and Competency	<ul style="list-style-type: none"> <li>Many students do not own a laptop or PC computer, but have frequent use of a touchscreen tablet and mobile phone. This means students have little awareness of how to control a mouse, or use a keyboard efficiently</li> <li>Students have low understanding of the use of folders and files</li> </ul>
E-Safety	<ul style="list-style-type: none"> <li>Generally speaking, students have attained these</li> </ul>

• There are also “**threshold concepts**”. These may be difficult for pupils to understand but once understood they change future understanding and help them make progress. In fact it may be difficult to make progress without understanding them. For example, unless you understand the concept of fractions you won’t be able to add, subtract, multiply and divide them. Learners will need to be reminded of these concepts from time to time. In many cases the threshold concepts will be explicitly identified in subject’s curriculum documentation so that teachers can ensure they are a focus in their planning, teaching and testing.

#### Key Concepts and Threshold Concepts

To develop practical exploration of rhythm, beat, note lengths and performing with others.

To introduce/reinforce the reading and writing of note lengths, rests and time signatures.

To explore and develop the craft of composition (by developing creativity within a given framework)

To develop confidence and social acceptance of solo/group performance skills.

Left: Subjects will working on identifying Key and Threshold concepts to allows teachers to focus on them. These examples are from Computing / ICT and Music departments.

• For learning to be remembered long term then it needs to be “**spaced**” so that it can be *almost* forgotten and then remembered. This “**retrieval practice**” involves recalling knowledge some time after it was first learned. The act of retrieving reinforces the memory. The intervals at which we come back to this knowledge should gradually increase. As our curriculum develops the spaced learning will be evident from subject curriculum documents.

Title: Anticyclones

## Take 5

1. What is precipitation like where high pressure dominates?
2. Describe cloud cover if you saw this symbol on a weather map.
3. From which direction is the UK’s prevailing wind?
4. Describe the location of the tundra biome.
5. Name a type of renewable energy and an advantage of this way of producing electricity.

16 February 2021

#### Outcomes

##### Fertile Question

Why is the UK’s weather so variable?

##### Golden Nugget

Anticyclones are a high pressure weather system which brings fine, settled weather. Air is sinking so there are few clouds and light winds which blow clockwise. In summer we get heatwaves and in winter fogs and frosts.

##### Key Terms

Anticyclone  
High pressure  
Clockwise  
Heatwave  
Frosts

Left: One common way of ensuring spaced learning is to start lessons with a “Take 5”. These consist of 5 questions at the start of each lesson which look back at learning from days, weeks, months and years ago. This example is from a Geography department. Also shows Golden nuggets being highlighted.

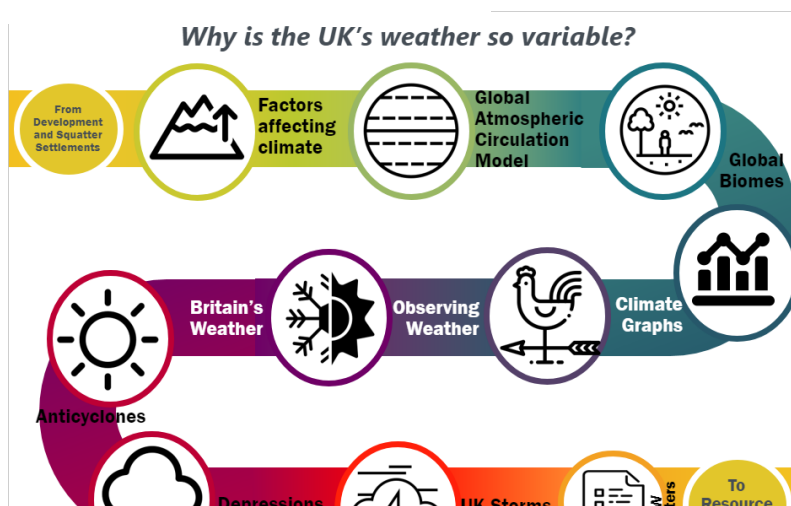
# A Cohesive Curriculum at FA, planning and delivering in lessons

Characteristics of a Cohesive Curriculum	How we are achieving it
Builds knowledge progressively – new learning builds on old so that new material has a new formed schema to integrate with. Links between topics are identified.	Our curriculum is carefully sequenced. It is clear when it builds on prior learning (including KS2) and what it builds towards. “Sequence” is explained for the subject overall and each topic. Take 5s are used to pre-trigger memory at the start of a lesson – they are relevant to the new learning that is about to be delivered.
Key concepts and threshold concepts are repeated and explicitly referenced to support encoding into the long-term memory.	We will identify key concepts in our curriculum plan (using the National Curriculum and exam specs to help). We highlight when they are being delivered in the plan with a sub heading for each topic. There is a key concept “glossary” in our curriculum plan. Key concepts are explicitly identified in lesson materials such as through colour coding or on the knowledge organiser.
Spacing is carefully thought about	Take 5s are carefully planned to cover all key areas of previous learning (over the course). Interleaved assessment Learning journeys are used to explicitly share the importance of previous learning with students in every
Is planned so that teachers make explicit how previous learning can be applied to new context and new situations.	Interleaving activities are planned and delivered. Take 5s from the start of the lesson are referred to at the end to illustrate links.

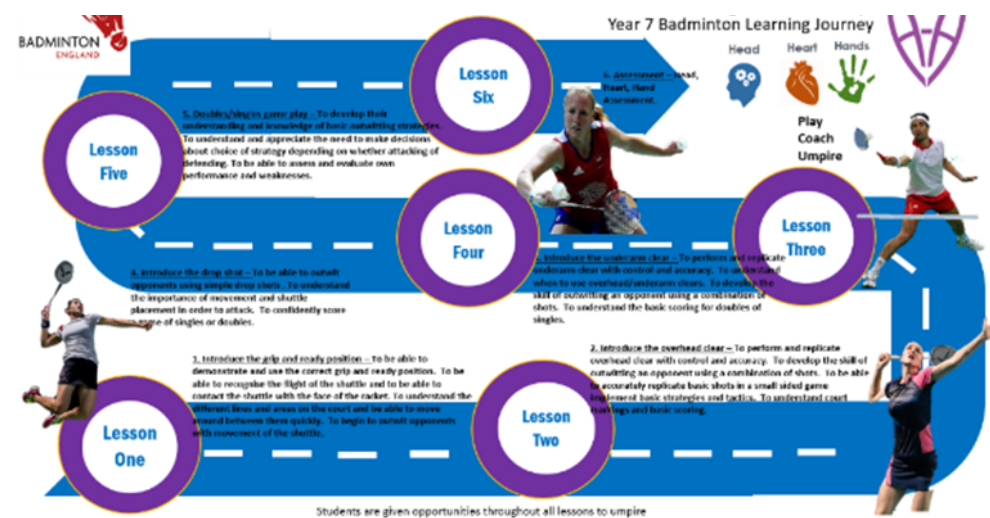
## Topic Sequence

Students arrive from Key Stage 2 with varying experience of music education. Mostly it is taught in short blocks with little depth by non-specialists. There will be lots of misconceptions and techniques to ‘fix’. This unit allows students the opportunity to engage in active music making and teachers to “baseline assess” pupil’s prior skills, knowledge and understanding in terms of performing, composing, listening and evaluating and responding.

This page and next: Sequence statements and “snakes” (here from Music, Geography and PE departments) show how knowledge is built progressively. The Geography and PE snakes are a more focused “topic snakes”, built on the overall snakes seen on page 6.







Now that individual departments have carefully sequenced their curricula, they have been collated at an Academy-wide level, allowing leaders to take an over view and making quality assurance more efficient.

	Autumn term 1	Autumn Term 2	Spring term 1
Geography	World Skills		Physical Geography
German	Meine Welt und ich	A Familie und Tiere	Xmas Freizeit
Graphics	Plastic Fantastic Photoframe Project		Plastic Fantastic Photoframe Project
History	House Heroes / William the Conqueror	Medieval World / King John	Tudors
Music	Rhythm (African/London)	Pitch (Mattachins/Xmas)	Ensemble Skills (Wimoweh)
PE Girls	Netball / Badminton	Hockey / Rugby / Fitness	Basketball / Dance / Gymnastics
PE Boys	Badminton / Football	Rugby / Fitness	Gymnastics / Dance / Basketball /
PE Mixed	Gymnastics / Rugby	Football / Fitness	Hockey / Rugby

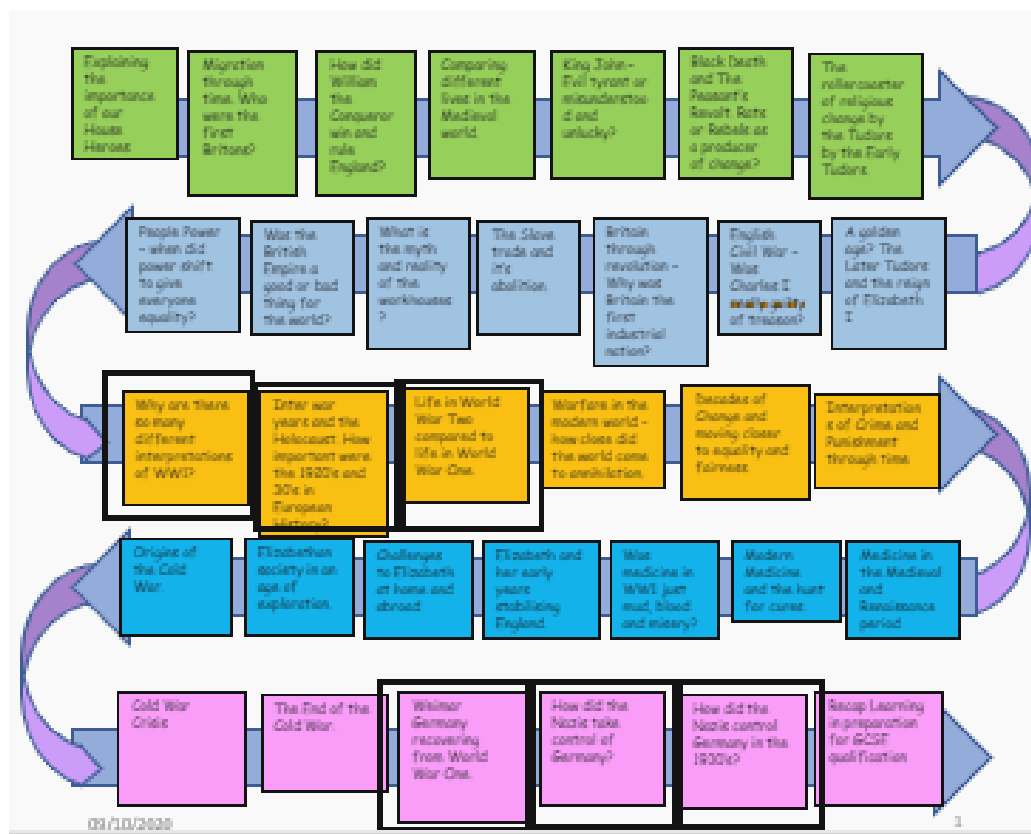


# Sharing with the students and parents

It is very important that students (and their parents or careers) have an understanding of where they are in the curriculum and where they are going, and how it all fits together. This allows them to consciously draw links and therefore build on prior knowledge and prepare for future knowledge.

Students need to understand 2 things:

- 1) Where the topic they are studying fits in with the broader subject curriculum
- 2) Where the particular learning they are doing now fits in with the topic they are studying.



Left: A typical curriculum "snake", in this case for all of Y7-Y11, in History department. The boxes show where topics build on learning from previous years, in this case knowledge about WW1 is built on, and reinforces, prior learning about WW1. They are regularly shared with students.

# Delivering the Curriculum

We have written an excellent curriculum. The Academy teachers and leaders have worked hard at developing a Teaching and Learning Framework. Individual departments will need to work within the Teaching and Learning Framework and various relevant policies and protocols to ensure they are delivering high quality experience for students.

## How will we know if the delivery has been successful? (and what will we do if it hasn't)

“The end result of a good, well-taught curriculum is that pupils know more and are able to do more.” (Ofsted Inspecting the curriculum”

As part of high-quality teaching, teachers need to be constantly assessing impact. On a day-to-day level this should predominantly be in the form of questioning and marking and feedback of student work. It is too late to wait for an “end of unit” assessment, as it is probably too late to react if there are issues. Frequent low-stakes testing means that, in many cases students might not feel that they are being assessed such as is provided every lesson by the “take 5” process.

Since the curriculum is sequenced and we have identified the knowledge that we really want the students to know for life, this is what must be assessed (see nuggets section). Nuggets shouldn't be the only things that are assessed, students need to be given the opportunity to show how much they know and can do, not just that have mastered the minimum.

A word of warning for planning assessment: unless the nugget is very specific (such as “the centre of a cell is called the nucleus”) do not ask specific questions to test long term understanding. The question “what proportion of people in Kenya do not have access to clean water?” is not a good way of testing the nugget, which was “many people in low-income countries don't have access to clean water.” Even the most dedicated student is unlikely to remember the exact percentage, and that's fine, because what you really want them to remember that it is “a lot” or, even better, “a lot more than in high income countries”.

Each subject area will need to work on identifying specific ways of measuring effect of the curriculum (do students know more and can they do more?) on pupil progress, but broadly we will look at information from:

### Lower School:

We will test that essential knowledge has been learned through;

- Constant in class assessment for learning
- End of unit tests
- Book scrutiny
- “Take 5” interleaved, knowledge recall starters
- Use of foundation knowledge in other topics

GCSE	<p>Progress checking:</p> <ul style="list-style-type: none"> <li>- Data tracking across the group / inter-group using internal predictions and assessments</li> <li>- Student feedback through student interviews</li> </ul> <p>In class approaches:</p> <ul style="list-style-type: none"> <li>- Knowledge Books for students tracking learning journey (Tutor2u Knowledge Book)</li> <li>- Corresponding Knowledge Organisers</li> <li>- Unit Booklets that incorporate formative assessment methods and opportunities for varied peer/teacher feedback and self-evaluation</li> </ul> <p>In class formative assessment:</p> <ul style="list-style-type: none"> <li>- In class AFL</li> </ul>
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- Student voice e.g. surveys during subject reviews

#### Upper School:

We will test that essential knowledge has been learned through;

- Constant in class assessment for learning
- End of unit milestone tests
- Mock exams (end Yr10, end Aut2 and Spr2 Yr11)
- External examinations
- Book scrutiny
- "Take 5" interleaved, knowledge recall starters
- Use of foundation knowledge in other topics
- Go for schools and 4Matrix data trackers
- Student voice e.g. surveys during subject reviews

#### Sixth Form:

We will test that essential knowledge has been learned through;

- Constant in class assessment for learning
- Half termly assessment essays
- Mock exams (end Yr12, end Aut2 and Spr2 Yr13)
- External examinations
- Book scrutiny
- "Take 5" interleaved, knowledge recall starters
- Use of foundation knowledge in other topics
- 4Matrix data trackers
- Student voice e.g. surveys during subject reviews

For full detail, please see the Academy Assessment and Feedback policy and each subject area's policy. This outlines how students should be assessed and how teachers and leaders should react to the results.

# Links to other useful documents

This information is often to promote discussion, it is not necessarily our policy to follow it, not least because some of them contradict each other.

[Curriculum research reviews - GOV.UK \(www.gov.uk\)](#) – subject by subject research

[National curriculum in England: secondary curriculum - GOV.UK \(www.gov.uk\)](#)

[Research commentary: assessing the quality of education - GOV.UK \(www.gov.uk\)](#)

[Powerful knowledge background information](#)

“Powerful knowledge” suggests that there is a core of information – “The best of which has been thought and said” – which all students should be explicitly taught in order not to be disadvantaged in the future. This view underpins the 2013 National Curriculum and other thinking from the Department for Education and Ofsted.

Below is a list of links that I hope you will find useful as a starting point as many of them will contain references to other sources of information.

**Professor Michael FD Young** is probably the person most associated with the concept of a “powerful knowledge” which has led to the “Powerful” or “knowledge-rich curriculum”.

Here is an article about his work which explains how his thinking has developed.

<https://www.theguardian.com/education/2018/oct/09/counterculture-class-warrior-turned-to-gove>

Here is a speech he gave summarising his views and findings:

<https://www.cambridgeassessment.org.uk/Images/166279-the-curriculum-and-the-entitlement-to-knowledge-prof-michael-young.pdf>

Other proponents included **Tom Sherrington** (who blogs as “TeacherHead”) who is very clear:

<https://teacherhead.com/2018/06/06/what-is-a-knowledge-rich-curriculum-principle-and-practice/>

And **Clare Sealy** who is from a primary background but very good at examining how curriculum structure links with long term learning, and theories about using curriculum to support learning:

<https://primarytimery.com/2017/09/16/memory-not-memories-teaching-for-long-term-learning/>

**Amanda Spielman** (Ofsted Chief Inspector) gave a very influential speech which has become known as “the Wonder Years Speech”, outlining how concerned she is about “narrowing” the curriculum by running a 3 year KS4. “But the role of education in delivering social justice doesn’t stop at the beginning of children’s education. We know from our curriculum research that it is disadvantaged pupils who are disproportionately affected by the narrowing of key stage 2 and the shortening of key stage 3, or who in various ways become less likely to take more academic subjects in key stage 4.

Full speech here:

<https://www.gov.uk/government/speeches/amanda-spielman-at-the-wonder-years-curriculum-conference>

And also a summary of **Ofsted research** here (Particularly see “Reduction of key stage 3” and “improving the outcomes of lower-attaining pupils”):

<https://www.gov.uk/government/speeches/hmcis-commentary-october-2017>

And an explanation of what this research suggests a good curriculum would look like in a school is here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/766252/How\\_to\\_assess\\_intent\\_and\\_implementation\\_of\\_curriculum\\_191218.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/766252/How_to_assess_intent_and_implementation_of_curriculum_191218.pdf)

**Values and scientific truths** Good work from Tom Sherrington here:

<https://teacherhead.com/2020/06/13/curriculum-positions-knowing-where-you-stand/>

### What is cultural capital?

<https://www.tes.com/news/what-does-ofsted-mean-cultural-capital>

<https://ioelondonblog.wordpress.com/2019/09/09/cultural-capital-and-curriculum-will-ofsted-s-new-framework-encourage-better-education-in-our-schools/>

<https://culturallearningalliance.org.uk/what-is-cultural-capital/>

[Why 'using the curriculum as a progression model' is harder than you think – David Didau \(learningspy.co.uk\)](#)

### Further research:

If you would like to continue researching, I would also look at writing by **John Blake**, now at Ark but formerly a government advisor and researcher. Also thought provoking, would be **Martin Robinson**, author of "Trivium 21C."

### Ofsted definition of SMSC

SMSC is defined in the Ofsted School inspection handbook November 2019:

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

### **Protected Characteristics:**

For full detail please see out PSED (Public Sector Equality Duty Plan) but protected characteristics are:

age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

### **British Values:**

British values are democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)