

CURRICULUM

A one minute guide to the Meadowfield Curriculum

What do we want?

To develop a knowledge-based curriculum that reflects our four values: Resilience, Self-Worth, Communication and Ambition.

Why do we want it?

We want all our children to have the same opportunities, and access to cultural capital, as peers from across the city and country. We want them to learn and remember key knowledge and vocabulary. We want all children to make good progress and be equipped for the next phase of their education and to go on to be successful in later life.

How will we do it?

We will work collaboratively to develop a Meadowfield Curriculum.

Subjects will be celebrated and delivered separately but through a thematic approach.

Links within learning will be built on through key knowledge and by revisiting key vocabulary.

Long Term Planning

Staff have worked collaboratively to identify key tier two and three vocabulary for each subject which builds over time. These plans also identify the key knowledge (Cultural Capital) needed to make sense of, and make progress in, the individual subjects.

These plans have been carefully designed and all staff will be involved in monitoring implementation and progress as well as in adapting them over time.

Cognitive Science suggests that 'pupils ought to learn the concepts that come up again and again - the unifying ideas of each disciplines' *Mary Myatt 2018*

Memory

One of the biggest challenges is the retention of information. Many of our children find it difficult to retain knowledge over time and apply vocabulary across subjects.

Cognitive Load Theory (*Sweller et al*) suggests that when working memory is overloaded pupils find it hard to make sense of new and existing information.

Long term memory does not have these limitations but in order for knowledge to be transferred from working memory to long term memory the curriculum has to be connected in order to stop things being forgotten.

Experiences

We strive to make things real for our children through visits, visitors and finding the stories within the curriculum. The opportunity to communicate their learning through class assemblies strengthens understanding and supports the embedding of the school values on which the curriculum is based.

