



Our Curriculum Vision

Care – Joy – Respect – Responsibility - Excellence

Curriculum Intent:

At Geddington, our curriculum has been designed to make the most of our village setting whilst looking out to the world around us, with all its opportunities and challenges.

In designing our curriculum, we recognise that:

- Our local community is resource rich. It provides huge scope to deliver the curriculum in a way that is meaningful to the children as they look at aspects of the village which are already familiar to them.
- Our pupils will benefit from a wider view of the world and continued exposure to the rich diversity within UK society and the wider world. We recognise that it is important for our children to look beyond the 'Geddington bubble'.
- Our children require resilience and problem-solving skills to make the most of the opportunities they encounter throughout their education and in the future.
- Our SEND children have the right to access the curriculum on equal terms to the rest of their peers and, with support, make the best possible outcomes.
- Many of our children come from advantageous circumstances – this can be a challenge for those who don't. Our curriculum needs to be accessible and relevant to all pupils.
- Children learn best when they have the cultural capital that enables them to make connections between and across the different subjects they study as well as between what they learn in school and their experiences out of school.

We therefore aim to provide a broad, knowledge rich curriculum that:

- Delivers the National Curriculum 2014 throughout KS1 and KS2.
- Develops sustained mastery of subject specific knowledge - we understand knowledge to be either declarative (knowing that...) or procedural (knowing how to...).
- Enables them to make connections between the world they are familiar with and the worldwide community of which they are part. We see the curriculum as central in our ambition to become an accredited Global Neighbours school.
- Gives all our pupils a range of experiences and learning opportunities that enable them to thrive now and in the future; preparing them for future learning by developing dispositions such as resilience, perseverance and a growth mind-set.
- Builds confidence, respect and a sense of responsibility.
- Is fun.

We regard the curriculum as the progression model. We focus on knowledge progression mainly through subject specific models within the context of themes or topics. Hence, our long-term aim is



for our curriculum to be coherently planned, organised and structured with key concepts identified and prioritised, built upon and revisited.

Curriculum Implementation:

In line with cognitive load theory, we aim through our teaching to develop understanding by designing well organised units of work making the most of the connected knowledge within them. We acknowledge that not all curriculum areas fit comfortably within this and some subjects need to be taught discretely to enable learning to be developed fully. In all subjects, we seek to maintain subject integrity by closely identifying the content to be taught in each subject and adjusting pedagogy to suit that subject. However certain key principles will apply to most areas, most of the time. These include:

- Ensuring learning is tightly focused and that lessons are not overloaded.
- Providing clear learning intentions, steps to success, models and scaffolds.
- Daily, weekly and monthly reviews.
- Responsive teaching, underpinned by accurate formative assessment.
- Effective questioning.

We regard the following teachers' knowledge as essential:

- pedagogical knowledge: teachers' knowledge of effective teaching methods;
- content knowledge: teachers' subject knowledge;
- pedagogical content knowledge: teachers' knowledge of how to teach the particular subject / topic e.g. knowing the misconceptions that arise prior to teaching specific key knowledge.

Leadership of the curriculum is distributed across the staff. Curriculum leaders are given the autonomy to lead on their specific subject curriculum within the shared vision and accountability framework of the school.

Curriculum Impact

We assess the impact of Geddington's curriculum through the following means:

- Summative assessment where applicable (English and Maths).
- Looking at the work pupils have produced, and the extent to which it meets the end points of the curriculum.
- Talking to students about what they have learnt.
- Undertaking monitoring to ensure that SEND and disadvantaged pupils are receiving a high quality education in line with their peers.