

## CARBEILE CURRICULUM

### INTENT

### IMPLEMENTATION

### IMPACT

Every lesson builds on knowledge, skills and understanding from previous lessons and prior learning in earlier year groups.

Planning for all Religious Education lessons is done using the 2014 National Curriculum and the KS2 Skills progressions statements. This ensures that knowledge, skills and understanding is developed throughout the year (short-term) and the Key Stage (long-term). Planning is sequenced, using a visual map (shared with parents and children) so that new knowledge and skills build on what has been taught before and towards defined end points.

Children develop their knowledge and skills in each subject over 4 years of teaching.

Lessons are taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills. Lessons follow a recognisable sequence that is pertinent to the unit of learning or topic and moves learning forward.

There is joined up planning of sequences of lessons to ensure pupils are able to connect new knowledge with existing knowledge.

Children learn better as a result of a coherent sequence of lessons that builds towards a goal.

All children, including the most disadvantaged pupils, the most able pupils and pupils with SEND receive the same challenge within the same broad curriculum.

All lessons contain 4 levels of challenge linked to the learning objective and all children access an age-appropriate curriculum.

Children of all abilities achieve in all lessons. The most disadvantaged children and children with SEND are given the knowledge and cultural capital they need to succeed in life. All children are taught a broad, rich curriculum and still achieve success in examinations and tests.

Children develop their vocabulary and knowledge in the subjects they learn.

Teachers have expert knowledge of the subjects that they teach and all lessons contain challenging, relevant vocabulary to extend children's word banks.

Children's vocabulary is improved across the Key Stage and is extensive by the end of Year 6.

Children's long term memory is developed to ensure they remember the 'Key Instant Recall Facts (KIRFs)' for each unit of learning or topic.

KIRFs are developed and sent home for each maths/GPS unit. KIRFs are developed for each topic unit with a number of key facts and key vocabulary to be committed to long-term memory. These topic KIRFs are revisited throughout the Key Stage to allow pupils to transfer key knowledge to long-term memory. Every lesson across the curriculum revisits learning from previous weeks to further aid memory of key facts and skills.

Children have a better long-term memory. Children remember their learning from previous units throughout the year, and previous topics throughout the key stage.

Reading is a focus to ensure all children can access all areas of Religious Education.

Every year group teaches Reading Skills lessons, which are often linked to the topic units. Reading Skills are revisited during topic lessons.

Children are able to read to an age-appropriate level and fluency. Children can therefore access all subjects across the curriculum.

All assessment is used as a tool for further development of knowledge and skills.

Teachers check pupils' understanding effectively through 'five fingers happy' and regular 'learning patrols' and 'pit stops' (used to identify and correct misconceptions and to inform future teaching). Teachers use assessment to help pupils embed and use knowledge fluently.

Children embed knowledge and use it fluently. Teachers produce clear next steps for children. Children know the goal, the end point for their learning and how the knowledge and skills taught in each lesson will help them get there.