FHT/PLA Curriculum Overview: How our model is enacted

The FHT curriculum meets and sometimes exceeds the expectations of the **NC**, **EY educational programmes** and other documentation, such as the **RE agreed syllabus**. **National association materials** have been used to enhance the curriculum and ensure expertise is evident in our design.

Statements from each subject within the statutory documentation have been broken down and sequenced into strands and year groups. We call these **key knowledge progression documents (KKPDs).** These contain key **substantive** and **disciplinary knowledge** across all subjects, including PSHE/RSHE. These progressions start in **Nursery** and continue into **Year 7**. Secondary experts have supported this work.

Composite knowledge from the KKPDs is mapped on to long-term plans and subject maps. This work is completed by subject leaders, alongside the teaching team. The curriculum lead oversees all work to ensure a sequential and progressive curriculum. They ensure links are made across year groups and subjects through deliberate and diverse content choices.

Each subject has a **subject map** that shows what knowledge pupils will learn and in which term of each year group.

The **rationale** for content choices is given to indicate how learning links to previous and subsequent study.

Long-term plans are created for each year group. Each LTP sets out what pupils in each year group will be taught in all subjects through a **termly enquiry**. Subjects are delivered as **drivers** or **enhancers** to the enquiry when meaningful links can be made. When this is not possible the subject is taught **discretely**.

Each KKPD statement is broken down into component (granular) knowledge and key vocabulary. Each subject has a component knowledge progression document. These are used to support the creation of learning sequences and to identify 'sticky knowledge' – the most important knowledge children need to remember for the next stage. These documents have been created and quality-assured by leading subject experts.

KKPDs and component knowledge progressions are used to create learning sequences and objectives. These are plotted on an enquiry and a discrete medium-term plan. Sticky knowledge we want children to know and remember is clearly identified, alongside ambitious, tier 3 vocabulary. This decision is made by the subject leader, as the expert of the curriculum progression in school. This sticky knowledge/vocabulary is included on knowledge organisers. Opportunities for promoting British Values, SMSC, working with experts and the community, and leaving a legacy are identified at this stage.

Individual lessons are then planned in finer detail using the lesson design model. At this stage learning will be adapted for pupils with SEND, using the QFT and subject-specific SEND adaptation sheets. These ensure teachers provide access to lesson content with no lowering of ambition for these pupils. Learning is ideally evidenced in the children's enquiry books. Curriculum symbols are used on each piece of work to indicate the subject that children are studying and the subject-specific knowledge and skills they will need to apply. Knowledge organisers, including key vocabulary, are stuck in books for children to refer to throughout the enquiry.

Work from each week's enquiry is put on a 'learning journey' display. This is built up over the term. Included on the learning journey are learning objectives, sticky knowledge and vocabulary.

Sticky knowledge is checked using a variety of assessment tools, including the **Leitner model**, **double page spreads**, **knowledge organisers**, **Plickers** and the **'reactivation'** stage of the lesson design.

At the end of each enquiry, children **answer the enquiry question** and showcase an **authentic outcome**, demonstrating the knowledge they have gained.



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