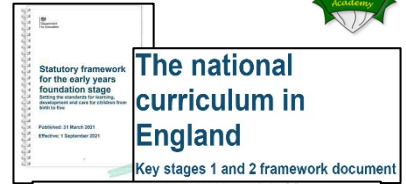


# FHT/PLA Curriculum Overview: How our model is enacted



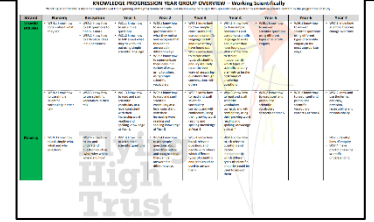
Statutory documentation

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.



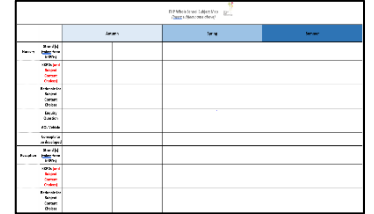
KKPDs – Composite knowledge

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.



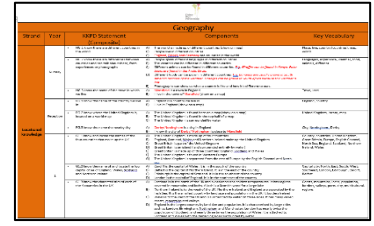
Subject maps and Long-term plans

**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**.



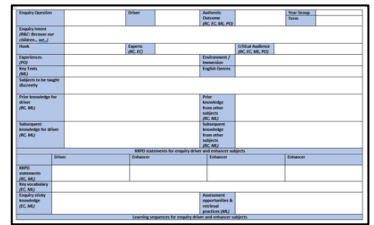
Component knowledge progressions

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.



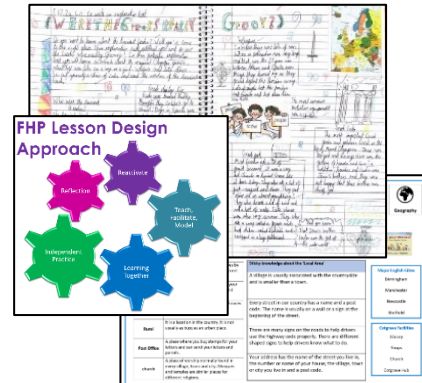
Medium-term plans

**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.



Lessons and recording

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.



Learning journey & assessment

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.

