

# Francis Askew Primary Curriculum Overview



WORKING TOGETHER TO MAKE A POSITIVE DIFFERENCE FOR EVERY CHILD

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# The Curriculum – our approach

## Introduction

Our curriculum raises the ambition of our pupils. It ensures that all pupils have the chance for success, regardless of their starting points. We strive to provide meaningful experiences, allowing children to appreciate the wider world and recognise the opportunities that exist outside of our community. We have a clear focus on progression by carefully sequencing knowledge, providing clarity about what ‘getting better’ at a subject means and making explicit connections and links between the different subjects and experiences. **Key concepts, knowledge and skills** have been identified and organised into subject specific progressive objectives. These are sequenced to ensure they build and develop as pupils’ move through the school; ensuring learning becomes embedded. These progressive objectives are used to inform planning and sequences of lessons across all subjects. Clear end points are identified in all subjects and teaching and learning builds towards achieving these. The whole curriculum is underpinned by 5 Pastoral Drivers (see below). These drivers ensure we meet the holistic needs of our pupils and allow them to **REACH** their full potential.



## Subject Specific Sequencing:

Each subject discipline has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6.

## Key Concepts:

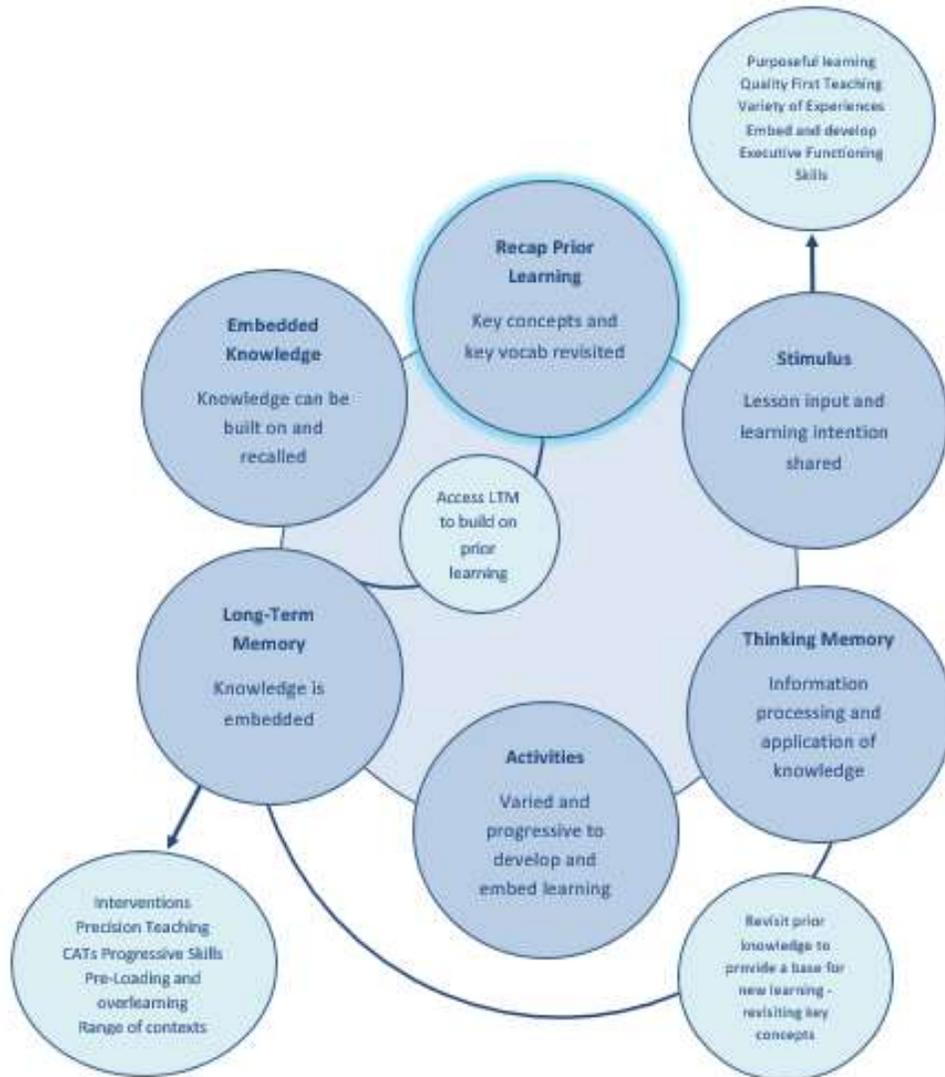
For each subject, a set of key concepts have been identified. These are the subject specific 'big ideas' that children will learn about, return to and revisit and they progress through the school. They will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn. The subject overviews provide specific, progressive objectives that allow teachers to be precise in planning. Retrieval practice forms part of regular teaching to allow pupils to secure long-term knowledge.

## Second Order Concepts:

These relate to the transferable knowledge that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of 'significance'; learning about significant authors, artists, scientific discoveries, pieces of music, figures and events from history etc.... These are summarised on pages 8 to 10 to outline how these apply across a range of subjects. They aim to develop **flexible knowledge and skills** that children can apply to multiple curriculum areas.

## Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.



## Key Concepts (The Big Ideas)

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

## Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of 'similarity and difference' early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to different subjects are provided in the table below.

Curriculum subject	Enquiry	Responsibility	Similarity and Difference	Cause and Consequence	Continuity and Change	Significance	Written and Oral Expression
<b>Reading</b>			Making comparisons between authors, text types, genres, authorial intent.	Development of plot within texts. Effect of authors writing on readers feelings and thoughts.	Development of characters through narrative, understanding the development of plot	Significant events within texts, significant authors	Using terminology, evaluation, description, recall, objectivity, explaining, describing, presenting and interpreting.
<b>Writing</b>			Making comparisons between text types, genres, writing for different purposes	Development of plot within their own writing, how their writing and choice of vocabulary can impact on the reader.		Significant events within texts, significant authors, significant literary skills that impact on quality of writing / make writing more effective	Using terminology, evaluation, description, recall.
<b>Maths</b>			Making links between difference areas of maths (e.g. inverse operations) – developing number sense. Understanding differences between concepts to deepen understanding of them.	Understanding the ‘maths’ behind procedures. Understanding why maths works – output from operations. Using understanding of cause and consequence in maths to problem solve and reason.			To present mathematics clearly – using formal written methods where appropriate.
<b>Science</b>	Working scientifically, observing, classifying, patterns, fair testing, using evidence	Working safely, how science can solve problems, climate change and sustainability.	Making comparisons, finding patterns, noting differences and drawing conclusions	Models and laws, reactions between materials, observing processes	Observing what changes and what stays the same	Significant scientists, discoveries, laws, models and theories	Using scientific terminology, evaluation, drawing conclusions, objectivity, explaining processes, describing and explaining patterns, presenting and interpreting data.
<b>Geography</b>	Observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings. Using maps and atlases. Fieldwork and visits.	How humans affect the earth positively and negatively, the use of finite resources, climate change and sustainability	Making comparisons between places, localities, regions etc...	Understanding the effect of humans and nature on landscapes and settlement	How have physical and human features changed over time and why	Significant geographical features, places, events	Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing, and explaining trends, presenting and interpreting data
<b>History</b>	Historical enquiry, source material, considering evidence, facts and opinions, research. Visits.	How our understanding of the past can shape our future. How lessons can be learned from previous time period and civilisations. How accurately recording events in modern	Comparisons between different periods of time. Comparisons between now and history within living memory and beyond living memory. Describe similarities and differences within a time period in relation to society,	Explain why a historical event happened and what happened as a result. Explain why an important person from history acted the way they did and what the impact of this was. Identify and give reasons for historical events and explain the impact they had on later periods.	Identify things that have changed or stayed the same during our life and from times before living memory. Summarise the main events from a period of history, explaining the order of events and	Explain how historical events and people changed things. Identify historically significant people and events and their impact. Be aware of some pivotal events and people in modern British history.	Present the information learnt in a variety of ways. Use research skills to find answers to specific historical questions. Use a range of information, including my own research, to present a historical argument.

		day can impact on future generations.	culture, religion or ethnic diversity.		making connections between them. Justify how or why things changed or did not change over time in relation to one of the 4 key concepts.		
<b>Curriculum subject</b>	<b>Enquiry</b>	<b>Responsibility</b>	<b>Similarity and Difference</b>	<b>Cause and Consequence</b>	<b>Continuity and Change</b>	<b>Significance</b>	<b>Written and Oral Expression</b>
<b>Art</b>	Visits to galleries, exhibitions, sculptures etc... Investigating art in different places and contexts		Comparing works of art, identifying common/different styles and techniques			significant artists, works of art and art movements	Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting
<b>Design and Technology</b>		Working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients	Making comparisons, noting differences, and drawing conclusions	Identifying how things work, how an action can cause change/movement		Significant designers and designs, real world examples of effective and successful products	Using terminology, evaluating, creating accurate designs, labelling and annotating, explaining processes, presenting
<b>Music</b>	Exploring different musical styles, pieces and composers.		Comparing pieces of music, identifying common/different styles and techniques			Significant composers, pieces of music and musical movements	Using musical terminology, responding, refining, describing, experimenting, exploring.
<b>PE</b>		To keep themselves and others around them safe during sport and physical activities. Being responsible for the part they play in a team game. Setting up equipment responsibly. To act with respect and thought for team members.	Similarities and difference between sports e.g. cricket and rounders. Making comparisons between sports, acknowledging transferrable skills and knowledge.	The impact of actions on output. The impact of precision and skill on performance within a sport. Understanding human movement – cause and effect, as well as factors that may impact on performance.		Significant events, actions, manoeuvres in physical activity and games that contribute to improved performance.  Significant sporting individuals, significant events in the sporting world, significant achievements	Being able to evaluate performance verbally and in written form. Being able to communicate well with team members, referee sport effectively with good communication, be able to explain the rules of game to others.
<b>Computing</b>		Being safe online, using social media responsibly and respectfully, privacy, cyberbullying	Making comparisons, finding patterns, noting differences and drawing conclusions	Inputs and outputs, programming	Changes in technology over time, inventions, future technology	Significant inventions, significant figures from the world of computing	Using computing terminology, using technology to support and improve communication, using technology to presenting and interpreting data, digital media

Curriculum subject	Enquiry	Responsibility	Similarity and Difference	Cause and Consequence	Continuity and Change	Significance	Written and Oral Expression
<b>RE</b>	Research, visits, exploring holy buildings, meeting representatives from different faiths, taking part in rituals and events	Responsibility to understand different world views, developing tolerance and respect.	Comparing and contrasting different religions and world views.	The impact of beliefs and views on the way people live. How religion and world views have impacted on culture and society.	Continuity of major faiths over the centuries. Change in how societies acknowledge differing world views.	Significant symbols, views, stories, teachings.	Using a variety of ways to demonstrate their understanding of different world views.
<b>MFL (Spanish)</b>			Making comparisons between sentence structures, comparing cultures. Recognising patterns in verb conjugations for person and tense, how gender and plural are shown in Spanish, compared to English.				Confidently presenting and conversing in Spanish, using grammatical terminology, questioning, describing
<b>PSHE</b>		Personal responsibility, responsibility towards others, relationships, world of work, staying safe, health				Identifying significant traits and skills that enable good social and emotional wellbeing e.g. Developing strategies for resilience, ambition, personal best, managing emotions.	Using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements