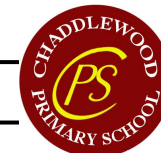


Curriculum Implementation. Collaborative approach to planning where the INTENT is explicitly thought out and details the specific knowledge and skills to be learned. What knowledge and skills have children been taught previously? How will the new planning build on this? What do they need for the next year to be successful? We want children to have more than a general sense of things through vaguely remembered knowledge encounters. Greater emphasis on vocabulary and oracy. Children have constant access to current and previous years vocabulary .

In addition to a range of experiences from which important tacit knowledge is gained, children need to amass a specific body of declarative (knowing THAT something is the case) and procedural (involves knowing HOW to do something) knowledge that is planned. Knowledge is sequenced and mapped deliberately and coherently. This is our IMPLEMENTATION.



Children complete what they Know and What they would like to find out sections of KWL grid. Any gaps in knowledge are added to the IMPACT document, to be shared with previous teachers (if needed) so alterations can be made for the next year.

Knowledge Organisers to be handed out. One copy to take home to share with parents. A second to be put in books for constant reference.

What are Knowledge Organisers? A knowledge organiser is a document, usually no more than two sides of A4, that contains key facts and information that children need to have a basic knowledge and understanding of a topic. It forces us to think about what we actually want children to learn. To contain key vocabulary and oracy details.

Sequences always begin with a 'Hook' Lesson to inspire and create a buzz around the new topic.

What are Retrieval Grids? Retrieval Grids are a great way to emphasise that retrieval practice is a learning strategy, not an assessment strategy. Children are challenged to retrieve the concept or answer to a question. Each box is color coded for the time when students first learned or encoded the concept.

Children complete the what the have Learnt part of the grid. This aspect will help to measure the IMPACT and will be used to inform next year's planning. What knowledge was not rich enough and needs more time given in the planning?

Children have 'knowledge rich' lessons, where the knowledge and skills are detailed and have been altered in light of the K and W grid. Children will complete a 'Retrieval Grid' activity once a week to ascertain the richness of the learning and understanding.

Overlap of learning: In history, the next part of the sequence begins with embedding chronological understanding. Where does the new topic place on a timeline? What was happening in the rest of the world at this time? How does this relate to the previous years work? Where possible chronology also works through yr groups. Links to local area where possible.

In geography, lessons always begin by 'making the world bigger' (map work). Starting local and making the world bigger as children progress through the school. Lessons begin by looking at work from previous year group.