



Curriculum Intent:

At Eynsham Community Primary School, we seek to offer an ambitious curriculum which will give all pupils the skills, knowledge and aspirations they will need to become lifelong learners and will enable them to thrive in society.

We offer a broad, balanced and sequenced curriculum which covers all the National Curriculum requirements within a framework that we have independently designed to reflect the context of our school. Each subject area within our engaging curriculum has been progressively mapped out, detailing the key knowledge, skills and vocabulary that help children to know more, remember more and create clear links with their understanding.

Underpinning the 'curriculum design' are our key values of being Ready, Respectful and Responsible. These are interwoven throughout our curriculum, developing children's social and emotional skills. This prepares them for life in 21st century Britain through teaching them about democracy and core British Values.

Designed in partnership with our local secondary school, the EPA 'Inspire' curriculum has been created between Eynsham Community Primary and Bartholomew Secondary School that focuses on skills progression from years 5 – 8.

Exciting and innovative lessons lead to clearly defined end points that prepare pupils for the opportunities, responsibilities and experiences of later life. We place a focus on real, hands-on experiences and a variety of trips and enrichment opportunities are mapped out across year groups to enhance our curriculum.

Our curriculum is taught through a dynamic, structured approach which appeals to the children and excites their interests through the use of Knowledge, Concepts and Vocabulary Organisers (KCVs). Knowledge and skills are the core element of our curriculum and are centered around building on children's prior learning.

Knowledge acts as the foundation of learning, enabling our pupils to make relationships to memory and cognition, providing a basis for 'higher-order' thinking.

Concept questions form the basis of our assessment, showing whether children have retained new knowledge and can make links to other areas of the curriculum.

Tiered vocabulary ensures that children are explicitly taught rich, ambitious vocabulary which helps all children access the curriculum.

All three of these elements are important because we aim to widen horizons for all; ensuring that no pupils are at a disadvantage due to their background, additional learning requirements, disability, race or ethnicity.

Our Curriculum:

- Follows the guidelines set out in the 2014 National Curriculum.
- Shows clear progression between year groups with skills and learning.
- Has topics which are linked to high quality texts which children are exposed to daily.
- Exposes the children to real life examples of their learning through trips and experiences including opportunities for children to improve their cultural capital.
- Facilitates children's acquisition of ideas, knowledge, skills, mindsets and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally.
- Provides children with exciting opportunities to learn through creative teaching strategies, using the outdoors where appropriate.
- Uses a broad range of teaching strategies that consider the varied and individual ways in which children learn.
- Fosters engagement, motivation and creativity.
- Uses the environment, including local facilities, to enhance learning experiences and support the delivery of the curriculum.
- Prepares pupils for the next steps in their educational journey and beyond.
- Prepares children to make a positive contribution to modern Britain.
- Allows for opportunities for pupils to become performers, experts and informers.

Individuals:

Every child is recognised as a unique individual. In conjunction with our values of 'ready, respectful and responsible, we celebrate and welcome differences within our school community. Our curriculum is designed to allow opportunities for pupils to:

- Read a range of cross curricular texts to develop not only their reading skills and widen their vocabulary but also to aid with making links with their learning.
- Empathise with the feelings and actions of others.
- See points of views and beliefs other than their own, self-evaluate and reflect.

- Make decisions and connections.

Local Community:

Community involvement is an essential part of our curriculum: we celebrate local traditions and learn new skills using the wealth of local industry. We also have links with different establishments within the local community which children visit over the course of the year. This aids them flourish into becoming respectful citizens.

Knowledge Curriculum & Vocabulary (KCV's):

For each subject, with the exception of English and Maths, topics are mapped out through KCV's to show progression of skills and knowledge as the children advance through the school.

Each KCV focusses on building upon prior learning and shows clearly the skills and knowledge the children will learn throughout the unit. The beginning of each KCV identifies which areas of skills or knowledge children have learnt previously. This means teachers can focus solely on the identified key skills and knowledge for that unit. These skills are broken down and made clear to teachers and children, so they know and understand their learning.

Throughout their teaching, children will be exposed to a range of vocabulary, and this is broken down into two tiers. Tier 2, which is more commonly used vocabulary and Tier 3 - higher level vocabulary which the children are exposed to. Teachers explicitly teach the vocabulary so that children can access the learning to the best of their ability.

Children are also asked key concept questions at the beginning of a unit so teachers can gauge prior understanding. These questions require higher level thinking skills and a deep understanding of a particular piece of learning. Teachers use these questions as an assessment tool to make regular check ins with children's understanding.

At the end of each term, KCV's that have been taught will be reviewed by the curriculum lead, alongside the subject lead. This is to ensure that the knowledge and skills that are on the KCV are taught to keep prior learning up to date.

Principles of Knowledge, Concepts and Vocabulary Organisers:

<u>Principles</u>	<u>So that....</u>
KCVs are stuck in children's books at the beginning of each unit. These form the minimum level of knowledge that all children will learn.	Children, teachers and parents are clear about what KCVs are being taught and assessed in each unit.
There is a clear link between the KCV of each unit and the sequence of lessons which intend to facilitate the learning of this content.	All lessons are designed to teach and assess the KCV intended within the unit.
Each unit contains an assessment of the KCV	Teachers know how successful their teaching has been and what 'gaps' in learning need to be addressed.
Attention is paid to any gaps in learning uncovered by the unit assessment	Any 'gaps' in children's learning are reduced which will help children link future, more complex, knowledge to previous learning.