Perryfields Primary School

Knowledge Rich Curriculum (KRC)

Intent Policy

'Growing and Learning Together'

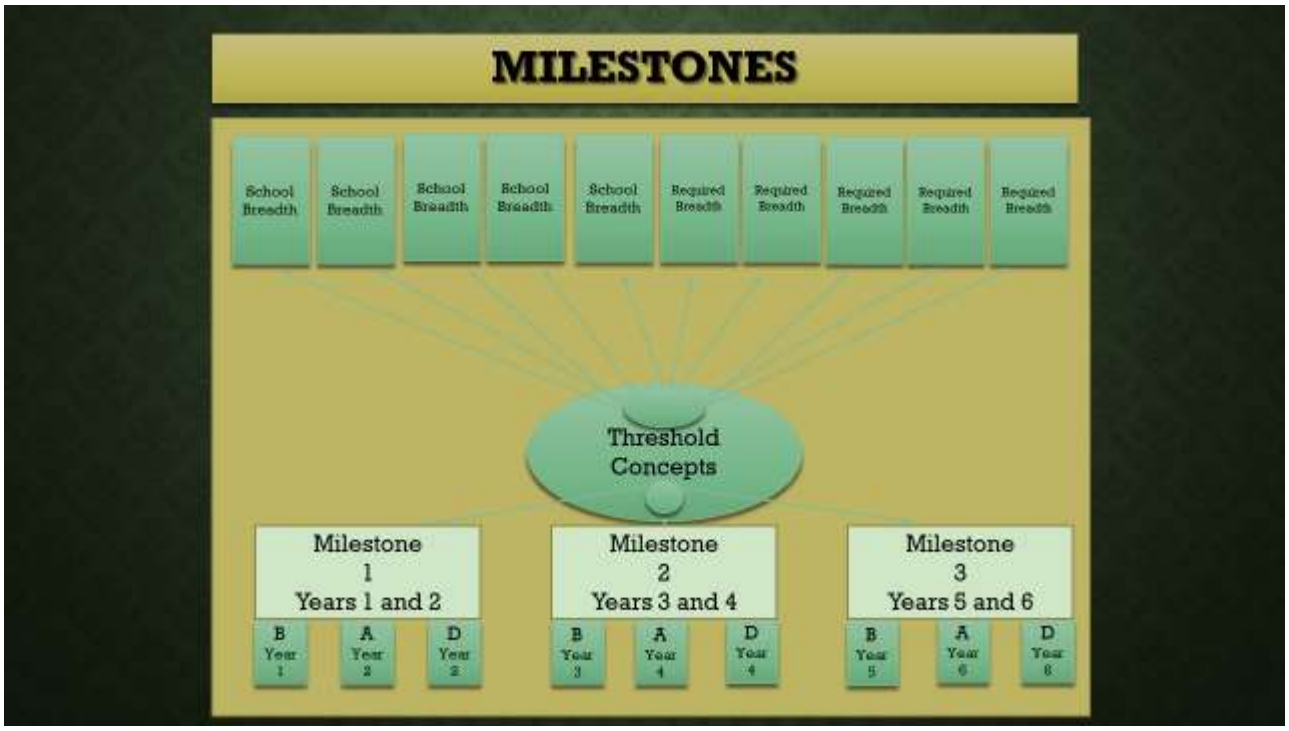
Basic Principles

1. Learning is a change to long-term memory.
2. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

Curriculum Intent model

1. **Curriculum drivers** shape our curriculum breadth. They are derived from onging research, an exploration of the backgrounds of our pupils, our beliefs about high quality education and our values. They are used to ensure we give our pupils appropriate and ambitious curriculum opportunites. Our drivers are Community, Vocabulary and Building Learning Powers.
2. **Cultural capital** gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
3. **Curriculum breadth** is shaped by our curriculum drivers, cultural capital, subject topics, enrichment, entitlements and our ambition for pupils to study the best of what has been thought and said by many generations of academics and scholars.
4. Our curriculum distinguishes between **subject topics** and 'N.C objectives'. Subject topics are the specific aspects of subjects that are studied.
5. **The learning objectives** tie together the subject topics into meaningful schema. The same objectives are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, pupils revisit / revise the same objectives over and over and gradually build understanding of them.
6. The curriculum objectives are organised into three **Milestones**, each of which includes the procedural and semantic knowledge pupils need to understand the threshold concepts, provides a progression model.
7. **Knowledge webs** help pupils to relate each topic to previously studied topics and for pupils to form strong, meaningful schema.
8. **Cognitive science** tells us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquistion of long-term memory. Cognitive science also tells us that in order for pupils to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.
9. Within each Milestone, pupils gradully progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for pupils is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage ie: a more discovery based approach. **The time-scale for sustained mastery or greater depth** is therefore two years of study.
10. As part of our progression model we use a **different pedagogical style in each of the cognitive domains** of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the **reversal effect**.
11. Also as part of our progression model we use **POP tasks** (Proof of Progress) which shows our curriculum expectations in each cognitive domain.

Diagram of Curriculum Intent Model:



Implementation

12. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
    - 12.1 Learning is most effective with **spaced repetition**.
    - 12.2 **Interleaving** helps pupils to discriminate between topics and aids long-term retention.
    - 12.3 **Retrieval** of previously learned content is frequent and regular, which **increases both storage and retrieval strength**.
13. In addition to the three principles we also understand that **learning is invisible in the short-term** and that sustained **mastery takes time**.
14. Our content is **subject specific**. However, we make intra-curricular links to strengthen schema wherever possible.
15. **Continuous provision**, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

Impact

16. Because learning is a change to long-term memory it is **impossible to see impact in the short term.**
17. We focus on the practices taking place to determine whether they are appropriate, related to our targets and likely to produce results in the long-term.
18. We use **comparative judgement** in two ways: in the tasks we set **(POP Tasks, see point 11)** comparing a pupil's work over time and internal assessment data.
19. We use lesson observations and learning walks to monitor if the **pedagogical style** matches our depth expectations **(see point 10)**.