Linton Curriculum Statement

Basic Principles

We are creating 'Lintonians' for a future that has not yet been written.

A 'Super Lintonian' has sufficient ambition, skill and knowledge to build towards success in an ever changing world. They have a 'growth mindset' and are resilient, keen to learn, happy and confident in achieving their goals. They understand their wider responsibility as good future citizens and role models.

We recognise that

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, built up knowledge in their long- term memory.

Curriculum Intent Model

1 An exploration of the backgrounds of our pupils, our beliefs about high quality education and our values shape our curriculum breadth. They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities

2 Pupils are given the vital background knowledge and cultural capital required to be informed and thoughtful members of our community.
3 Curriculum breadth is shaped by our cultural capital, subject topics and our ambition for pupils to study the best of what has been thought and said
4 Our curriculum will distinguish between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied
5 Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Pupils return to the same concepts over and over and gradually build understanding of them
6 Currently, in History, Geography, Art & Design and Design & Technology, for each of the threshold concepts three milestones, each of which includes the knowledge students need to understand the threshold concept, provide a progression model
   - Knowledge categories in each of the above subjects give pupils a way of expressing their understanding of the threshold concepts.

- In the recently developed foundation subjects, knowledge webs help pupils to relate each topic to previously studied topics and to form strong, meaningful schema

7 Cognitive science tells us that working memory is limited and that cognitive load is too high if pupils are rushed through content. For pupils to have a greater depth of understanding they must first master the basics, which takes time.

8 As part of our progression model, we use direct instruction in the early stages of learning and discovery based approaches later.

Implementation

9 Our curriculum design is based on evidence from cognitive science;
Learning is most effective with spaced repetition it helps pupils to discriminate between topics and aids long-term retention
Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength

10 In addition to the above principles we also understand that learning is invisible in the short term and that sustained mastery takes time.

11 Our content is subject specific and links are made to strengthen schema

12 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

13 As learning is a change to long- term memory it is impossible to see impact in the short term
14 We do, however use assessment based on deliberate practise. This means that we look at the practices to determine whether they are appropriate, related to our goals and likely to produce results in the long-run
15 We use comparative judgement in two ways: in the tasks we set and in comparing a pupil's work over time.
16 We use lesson observations to see if the pedagogical style matches our depth expectations