

Wider Curriculum

At Temple Hill we are proud to deliver a broad and balanced curriculum, which aims to teach children the key knowledge and skills to navigate the wider world and prepare them for their futures.



Intent: We aim to...

Deliver a carefully sequenced, intentionally planned curriculum that is both engaging & memorable.

Ensure our offer is accessible and challenging for all pupils, building on prior learning and providing them with the tools to become higher-level thinkers.

Equip pupils to see themselves as geographers, scientists, historians, linguists, designers, coders, artists, musicians, gymnasts, dancers etc. We want them to be able to identify subject-specific knowledge, vocabulary and skills, whilst also making links between subjects.

Provide opportunities for our pupils to become global citizens as they link their learning to the wider world. Exposing them to a variety of careers, allowing them to become ambitious and setting them up for the future that is yet to be known.

Celebrate diversity by recognising our uniqueness and difference; exposing pupils to a diverse range of individuals, cultures, religions and traditions in our everyday curriculum.



Implementation: We achieve our aims by...

Links to quality texts

The starting point for most wider curriculum planning is a quality text, chosen carefully to reflect our pupils and community. This enables pupils to develop strong links across their learning and ensures engagement. Pupils are provided with meaningful context for their learning, as they fall in love with characters, settings, stories and themes.

Progressive Learning Intentions

The use of clear, focused prewritten learning intentions support teachers in planning effective lessons that meet the requirements of the National Curriculum, but also go beyond it. LIs are all skills-based, so whilst pupils are learning the knowledge they need for a subject, they are also using the required skills. In lessons, we plan opportunities for new learning, but we also strive to provide as many recall and application activities as possible to support the retention of knowledge and understanding.

Use of CurricuColour

Metacognition underpins our learning using CurricuColour across key stages. **Pupils** are given independence and ownership of their learning journey. All pupils have access to the learning, they can move themselves on when they are ready, and it demystifies the learning process – the expectations are always clear. **Teachers** are given a clear framework for adapting their lessons to suit all needs within the classroom, in a way that includes rather than excludes. Progression is clear and teachers recall knowledge and skills from previous years to scaffold the new learning. The system also helps everyone to assess their progress and attainment in all subjects.

KMRM

Knowing more, remembering more is used at the beginning of lessons to ensure learners have opportunities to revisit prior learning, ensuring long term recall of taught information. This is an opportunity to revisit learning that is distinct from the teaching delivered within the current sequence. This should also include question/s focused on the subject being taught that day to encourage pupils to attach new learning to prior knowledge.

Knowledge Organisers

Knowledge is the knowing how, not just knowing the facts. This is why our Knowledge Organisers also feature the skills required for a subject. Our KOs are used by teachers in the planning stage of learning, highlighting the *what* so that teachers can spend their time planning the *how*. KOs are then used firsthand by pupils during lessons to aid new learning. Afterwards, low stakes quizzes are used to check retention of knowledge.

Our Knowledge Organisers have been developed by our Subject Leaders, so they are specific to our setting, including the key knowledge as outlined by the NC, but also what we perceive as key for our pupils. They will always be a work in progress as we adapt them to reflect our ever-changing world.

Wow Moments

We provide engaging and memorable hooks for our learning at the beginning of each term in the form of an Entry Point. Pupils take part in an immersive experience that will introduce them to a key aspect of the learning to come. Throughout the term, we provide experiences such as visitors, trips and community involvement to help pupils put their learning into the context of the wider world. At the end of each term, we close the learning with an Exit Point, where pupils can apply and/or share their learning outside of the classroom. Many of these experiences also provide excellent opportunities for family engagement with our curriculum.