

**Kirklington Primary School**  
**Curriculum Intent Statement**

**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 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 opportunities.
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 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 ‘threshold concepts’. Subject topics are the specified 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. Through this engineering of the curriculum, pupils return to the same concepts over and over and gradually build understanding of them.
6. For each of the threshold concepts, three **Milestones**, each of which includes the procedural and semantic knowledge pupils need to understand the threshold concepts, provides a progression model.
7. **Knowledge categories** in each subject give pupils a way of expressing their understanding of the threshold concepts.
8. **Knowledge webs** help pupils to relate each topic to previously studied topics and to form strong, meaningful schema.
9. **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 acquisition 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.
10. Within each Milestone, pupils gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing, 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. **The time-scale for sustained mastery or greater depth** is therefore two years of study.

11. 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 in the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the **reversal effect**.
12. Also as part of our progression model we use **POP tasks** (Proof of Progress) which shows our curriculum expectations in each cognitive domain.

### Implementation

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

### Impact

17. Because learning is a change to long term memory it is **impossible to see impact in the short term**.
18. We do, however, use **probabilistic assessment** based on **deliberate practise**. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long-run.
19. We use **comparative judgement** in two ways: in the tasks we set (POP tasks) and in comparing a pupil's work over time.
20. We use lesson visits to see if the **pedagogical style** matches our depth expectations