

## Priory Junior School Curriculum – at a glance!

### Our Aim:

<p><b>Priory Junior School aim is...</b></p> <p style="text-align: center;">We <b>LEARN</b> with PRIDE</p>		
<p><b>A Priory Junior School learner shows...</b></p> <p style="text-align: center;"> <b>Peace      Respect      Independence      Determination      Equality</b> </p> <p style="text-align: center;"><b>PRIDE</b></p>		
<b>Our curriculum is...</b>	<b>because...</b>	
<p><b>L</b>      <b>Life-long</b></p>	<ul style="list-style-type: none"> <li>• We aim to make knowledge memorable. Not just for now but for life!</li> <li>• We aim to give our children first hand experiences which they can remember and use for the rest of their lives.</li> <li>• We want our curriculum to be real and prepare our children to be positive citizens who make a helpful contribution to society</li> </ul>	
<p><b>E</b>      <b>Enquiry-based</b></p>	<ul style="list-style-type: none"> <li>• We encourage our children to be curious and ask questions to explore their learning.</li> <li>• We promote the importance of being critical thinkers and sharing our opinions with others.</li> <li>• We want our children to articulate their answers and use reasoning skills to explore unfamiliar problems.</li> </ul>	
<p><b>A</b>      <b>Aspirational</b></p>	<ul style="list-style-type: none"> <li>• We believe our curriculum should be empowering, giving the children the confidence and self-belief to achieve their goals.</li> <li>• We want our children to take risks in order to push boundaries and break barriers down.</li> <li>• Our curriculum is based around challenge for all. It should inspire ALL children to set high expectations for themselves and work towards meeting and even exceeding them.</li> </ul>	
<p><b>R</b>      <b>Relevant</b></p>	<ul style="list-style-type: none"> <li>• Our curriculum aims to be modern, engaging and reflective of real life issues.</li> <li>• It reflects our Priory community, Gedling community and the wider country.</li> <li>• We aim to celebrate individual skills, tailoring learning to build on the childrens' unique talents.</li> </ul>	
<p><b>N</b>      <b>Nurturing</b></p>	<ul style="list-style-type: none"> <li>• Our curriculum aims to be accessible for all children.</li> <li>• We provide support and interventions, both academically and emotionally, to ensure ALL children can access their learning.</li> <li>• We aim to encourage our children to be peaceful and show the importance of equality in order to prepare them to be considerate citizens.</li> <li>• We value the importance of a curriculum where we celebrate unique, inspiring individuals.</li> </ul>	

## **Intent:**

All year groups produce a long-term planning overview that outlines how the national curriculum requirements are covered across the year in each subject through our concept-based Priority curriculum. These long-term overviews show year on year progression of the teaching of the national curriculum and how each year builds on prior knowledge. The exact knowledge, skills and vocabulary taught within each subject area are detailed within our Priority Progression guide through a series of year group based subject progression maps. These are then translated into medium term subject specific sequences of lessons before being delivered as individual lessons through a mastery approach.

## **Implementation:**

We plan and teach lessons using a mastery approach to learning. Our concept-based curriculum approach draws upon real-life values and issues to keep relationships at the heart of our curriculum. Curriculum subjects are taught through topics with a subject specific driver. Real-life experiences are crucial to our children's development and, wherever possible, are used to enhance the children's learning. Children will cover a range of subject areas across the year, with English, Maths, Science, PE and RSHE being taught weekly.

### **Concept-based curriculum**

- Strong links to our RSHE curriculum. Teaching real-life values and issues through our curriculum.
  - Develops curiosity. Children create own questions to answer.
- Allows links across subjects and across time periods in History. Reinforcing 'sticky knowledge'.
- Encouraging independence – 'Opportunities to think rather than telling them what to think' –  
*Jonathan Lear (The Monkey-Proof Box)*

Starting with a big question:

*Example: 'Do you think we appreciate what we have?' - **Rainforest project***

Concept to deliver through foundation lessons:

Strength	Equality	Rights	Power	Pride
Happiness	Traditions	Truth	Responsibility	Faith
Consequences	Spirituality	Identity	Fairness	Oppression

### **Short term planning – a mastery approach to teaching**

- Focus on embedding 'sticky' knowledge. Encouraging a depth of understanding.
  - Building on previously taught knowledge and skills.
  - Encouraging independent thinking.

### **Lesson design:**

1. Starter – knowledge based. Recap previous lesson's key words or knowledge.
2. In focus – time to explore, share what we know, uncover knowledge independently.
3. Let's learn – teaching of new knowledge or skills.
4. Guided practice – teacher-led practise of skill. Opportunities for assessment and intervention.
5. Independent practice – Independent activity to showcase understanding. Opportunities for assessment.

### **Impact:**

The impact of our curriculum is to ensure children not only acquire at least the appropriate age-related knowledge linked to the curriculum but also skills which equip and prepare them to be positive citizens who make a helpful contribution to society. In shaping our curriculum this way, progress can be measured and evidenced for all children, regardless of their starting points or specific needs. We aim for all of our children to leave Priory with a sense of PRIDE, showing peace, respect, independence, determination and equality in everything they do.

Each subject will be monitored by the specific subject lead and senior leaders. Senior Leaders will be responsible for ensuring that all the aspects of the National Curriculum content are identified within the curriculum overviews. Subject leaders will provide support to staff in issues relating to their subject and will ensure a mastery approach to our concept-based curriculum is being taught across all subject areas. Subject leaders will monitor pupil progress alongside the senior team in each subject area by working alongside colleagues, book looks, pupil interviews and learning walks. Use of AFL documents and interventions at the point of need help us to identify progress within individual lessons and target intervention support as needed to maximise progress. Summative assessment, alongside other evidence supports the discussion within pupil progress meetings to ensure underperformance in any pupil groups, but particularly our SEND and disadvantaged pupils are clearly identified and strategies to increase progress are implemented, evaluated and then reviewed to measure their success on improving outcomes.