

# The Primary Knowledge Curriculum

The result of a good, well-taught curriculum is that pupils will know more, remember more and are able to do more! That is why for science, history, geography and art, we follow the concept of the Primary Knowledge Curriculum (PKC) that places 'powerful knowledge' at the heart of learning. Through a deep respect of the traditions of each unique subject, the PKC recognises the identity of the disciplines that are studied.

The vision, and intent, was to create a well-sequenced, well-specified and ambitious curriculum for all children to access. As a result, the PKC has been organised coherently to ensure it builds interesting and meaningful connections within and across history, geography, science and art, allowing children to think deeply about interesting content.

Our aim is to inspire the next generation of learners through teaching them "essential" background knowledge, so that they can embark on their next step in their journey filled with confidence, able to form their own opinions and develop a deep love for learning.

## **What is a knowledge-rich curriculum?**

A knowledge-rich curriculum exposes children to ambitious content that has been highly specified and well-sequenced. It ensures that children are supported in acquiring the knowledge, skills and cultural capital<sup>1</sup> that they will need to become well-educated citizens of the future.

Every historical figure encountered, philosophical idea grappled with, and scientific concept applied, fits neatly into a scheme of learning that holds a sense of purpose and develops logically from lesson to lesson, unit to unit and year to year. Through utilising cognitive science, and the psychology of learning, memory and schemata, a knowledge-rich curriculum is designed to ensure that the knowledge is taught to be remembered. At its core, a knowledge-rich curriculum enables all children, regardless of socio-economic background, to be provided with the opportunities to succeed in later life.

<sup>1</sup> *'Cultural capital' is derived from the wording on the national curriculum as, "the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement."*

*We define this as the knowledge children need to be able to think for themselves, to understand the circumstances within which they live, to recognise systems within society, to ask questions and know how to find answers.*

## **What is meant by Curriculum Intent, Implementation and Impact**

The curriculum is knowledge that is structured over time. At a more complex level, it encompasses everything that happens in a school. This includes what is learnt in classrooms (the real curriculum) and what is learnt everywhere else in school, from corridors to assemblies (the hidden curriculum). We define the three I's as:

- **Intent** - the extent to which the curriculum sets out the knowledge and skills that pupils will gain at each stage.
- **Implementation** - the way that the curriculum is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills.
- **Impact** - the outcomes that pupils achieve as a result of the education they have received.

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## Our Curriculum Intent

The Primary Knowledge Curriculum (PKC) is a well-sequenced, knowledge-rich curriculum, the principles of which are:

- Knowledge is **valued** and **specified**
- Knowledge is **well-sequenced**
- Knowledge is **taught to be remembered**

The content in our curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year. We recognise and value each subject and teach them discretely, ensuring that our children develop a deep understanding and love of each distinct discipline. Where appropriate, links are made across disciplines to enable children to make meaningful connections (e.g. our children learn about Northern Europe in geography before learning about the Vikings in history).

We have made adaptations (where appropriate) to include local history, geography and other locally relevant subject content.

## Curriculum Implementation

Our curriculum is taught following a structured approach. By using the PKC documents, teachers have secure subject knowledge of what they are teaching.

Each lesson starts with a prior learning review, where children are supported to retrieve prior knowledge and make connections. Vocabulary is explicitly taught and each lesson starts with introducing, orally rehearsing, and engaging with key vocabulary.

Our teachers enact our curriculum using research-based pedagogy, such as Rosenshine's Principles of Instruction, to ensure information is presented in small steps, clearly explained and modelled, and children have many opportunities to talk, answer questions, explain their learning and work independently. Throughout lessons, teachers assess/monitor pupil responses (e.g. through questioning, written and oral responses, multiple choice quizzes, using Knowledge Organisers) and provide effective feedback.

## Curriculum Impact

As we have clearly specified what we want our children to know, do and remember, when reviewing impact, we assess against the Knowledge Goals laid out in the curriculum, enabling us to check whether children can remember what we set out for them to learn.