

**Aspire-Learn-Succeed**

**Curriculum Intent Statement**

 2022-2023

Septemebr 2022

Mill Hill Primary School

Curriculum Intent Statement

‘The curriculum is more than just a timetable - it is the substance of education’ –Amanda Speilman HMI Chief Inspector

Basic Principles

1. Cognitive science tells us that learning is a change to long-term memory.

2. Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, a long-term memory of an ambitious body of procedural knowledge (previously referred to as skills) and semantic knowledge.

Curriculum Intent

3) We aim for all of our children, when leaving Mill Hill Primary School in Year 6, to be proud to have the following qualities - The Mill Hill Top Ten.

* To have a sense of **empathy** that allows them to see the world from the point of view of other people.
* To understand what makes them **healthy** (including the importance of diet, health, sleep, exercise and personal hygiene) both physically and mentally.
* To **communicate and listen effectively** with adults and peers with a growing awareness of purpose and audience.
* To be **resilient** in attitude and to try hard to **solve problems**.
* To be able to **keep themselves safe**- both virtually and in the real world.
* To have **achieved their academic potential.**
* To be **polite, well-mannered, kind, caring and well-behaved** towards others.
* To have a **breadth of cultural capital** that results from having a wide range of learning experiences.
* To have a **good knowledge and understanding of their local area**, that allows them to develop **a sense of self and a feeling of belonging**.
* To have **ambition, a curiosity for learning** and **an aspiration for the future** (secondary school and adulthood).

3. Subject topics shape our curriculum breadth. They are derived from a good understanding of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. We will be flexible in their design and change them accordingly in order to match the needs of our current cohort of children.

4. Cultural capital, gained from an exposure to a wide variety of high quality texts, visiting speakers and educational visits, gives our students the vital background knowledge required to be informed and thoughtful members of the wider community.

5. Our curriculum will promote the learning of a wide range of subject specific vocabulary, that will be retained in the long term memory of our children. This vocabulary will be used appropriately and revisited through retrieval practice across the curriculum.

6. We aim to ensure that the procedural and semantic content that students need to learn is not just retained in long term memory as mere information but as actual knowledge.



8. Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the knowledge of the basics, which takes time.

Implementation

10. Our curriculum content is subject specific. Subject leaders create a long term plan for their subject that clearly shows progression in semantic and procedural knowledge year upon year. From these plans, year teams create detailed medium term plans that are then delivered in the classroom as a meaningful sequence of learning.

11. Our curriculum will be delivered in blocks of learning (topics within a half term/term).

12. Within these blocks of learning the retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

13. School leaders place a huge emphasis on staff cpd to further increase the effectiveness of the delivery of the curriculum.

Impact (How do you know that your intent and implementation are successful?)

As learning is a change to long-term memory it is very difficult to see impact in the short term. We do, however use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place in the classroom (through appraisal, lesson observations, learning walks, pupil voice, book scrutinies and moderation with other educational establishments etc) to determine whether they are appropriate, related to our goals and likely to produce results in the long-run.

Internal Tracking system

Children’s progress will be recorded internally as -

Below

OT- On Track

AT- Secure at Expected

AB – Above Expected Standard

Marking and feedback- see policy.

September 2022