



## Our Curriculum On a Page

Our enquiry-based curriculum raises the aspirations of all children and provides opportunities for them to develop positive, lifelong attitudes to learning.



## The BIGGER Picture

We know learning is maximised when children are enthused and engaged, so we have carefully designed an ambitious curriculum to ignite curiosity, provide meaningful experiences and allow active engagement with our communities. We want children to understand 'the why' why learning is important - and help children make links between previous and subsequent learning and instil ambitions for their futures.

## INTENT - Knowledge Progression

Our curriculum has been carefully designed to build knowledge and understanding from Nursery to Y7. This progression allows us to embed a deeper understanding (both substantive and disciplinary knowledge) within each subject to know more and remember more. All subject leaders can justify choices made to determine our curriculum and are able to clarify – why this, why now?

## How we implement our curriculum



**Enquiry Questions** – Every topic is driven by 4 enquiry questions to reveal substantive knowledge and provide disciplinary opportunities for children to demonstrate their understanding and for staff to assess.

**Generative Learning** – Generative learning tasks are the most effective strategies to select information, organise it and integrate this alongside prior knowledge in order to attach it to their schema. Teacher's capture learning within Curriculum Books.

**Retrieval Practice** - presenting knowledge in models that encourage retrieval practice – We have identified the core knowledge our children need to learn and we prioritise is the best way to present new knowledge to encourage retention into our long-term memory.

### INTENT – Why This? Why Now?

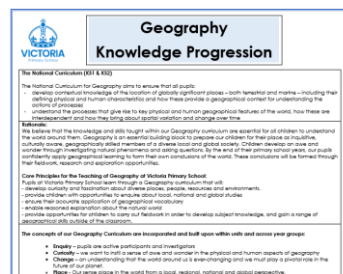
#### Seas and Oceans

**What can we do to help our seas and oceans?**  
The purpose of this unit is for children learn the human impact on our seas and oceans with a specific case study of the Great Barrier Reef.

We want the children to know how the seas and oceans matter and the plight of marine life due to the saturation of plastics. We also want children to recognise how they can play a part in the future protection of these vital biospheres.

This unit further embeds children's understanding of climate change, which was introduced in 'Extreme Earth in KS1', 'Rivers' and 'The Ganges' in LKS2

### INTENT – Knowledge Progression



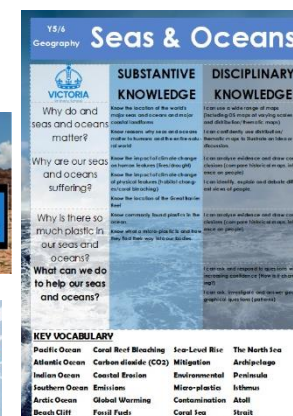
### INTENT – Enquiry Questions

#### Seas & Oceans

Why do oceans and seas matter?  
Why are our seas and oceans suffering?  
Why is there so much plastic in our seas and oceans?  
**What can we do to help our seas and oceans?**



### IMPLEMENTATION – Enquiry Page



### IMPLEMENTATION

- Knowledge Organisers



## Digging Deeper



We have the highest expectations for all children and build challenges into every lesson which all children can access once they demonstrate clear understanding. We want all children to aspire to challenge and understand making mistakes is part of the learning process

## Personal Development

Our Personal Development Curriculum incorporates Personal Social and Health Education (PSHE) Relationship & Sex Education (RSE), Citizenship, wider enrichment opportunities and safeguarding. Wider curriculum subjects also make specific links on how each discipline contributes to the personal development of our children in the subject Knowledge Progression documents.

## Reading

Reading is at the heart of our curriculum and we link high-quality texts with the topics studied where appropriate to enhance links and provide context for topics studied. Reading at Victoria serves four main purposes, each of which we believe is fundamental to developing our children into competent, confident readers: Reading for Prosody (expression), Reading for Knowledge (across the curriculum), Reading Strategically (comprehension) and Reading for Pleasure (instilling a lifelong love for reading).

