



Knebworth Primary School

Curriculum Profile

Deep Roots

Our School Vision

**Deep roots and High aspirations
Individual and together
Learning and creating
In an ever changing world**

Our Mission

- ❖ To establish strong foundations for learning and development
- ❖ To embed an enduring culture of high expectations for all
- ❖ To nurture confident, reflective, empathetic individuals
- ❖ To inspire curiosity, creativity, and lifelong learning
- ❖ To achieve the best outcomes for all

INTENT

We believe that **all** children at Knebworth School are entitled to and deserve a broad, balanced curriculum, which celebrates the importance of the whole child and does not deprive children of the essential intellectual, artistic, physical and emotional nourishment they need to develop into well-rounded individuals. At Knebworth School we recognise the importance and integrity of each subject discipline and ensure that each one is specifically taught and regarded with equal value. We firmly believe this is the most consistent way of building on each discipline's core principles in an honest and purposeful way to ensure the development of our pupils. All children will have the opportunity to develop their whole self through separate curriculum disciplines.

Our role as educators is to pass on essential knowledge to our children. This knowledge has arisen from centuries of learning and allows our children to make sense of the world around them and understand how to improve it. This knowledge opens doors for all our children and has the power to liberate them, enable them to become responsible citizens of the world and make change. Equally, Knebworth School believes that in order to be able to fully utilise and build on this knowledge, children need to develop essential skills. Skills are needed so that any new knowledge can be filtered, examined, clarified and applied. For the children of Knebworth School, we have planned a bespoke curriculum which is coherent, purposeful and builds on cumulative knowledge. This curriculum is streamlined to include a balance of both knowledge and skills which reflects what we believe our children at Knebworth School need to know in order to open up opportunities and be successful learners for life.

It is important to view knowledge as a sort of semantic tree - make sure you understand the fundamental principles i.e. the trunk and big branches before you get into the leaves....or there is nothing for them to hang on to. Elon Musk.

Each Subject leader has carefully and skilfully designed their matrix for each of their subject units which evidences the knowledge (**deep roots**) and key skills which each child will need to unlock future learning to ensure a deep understanding which will lead to (**high aspirations**). Each matrix also highlights the essential vocabulary the children need to remember from the unit taught. This vocabulary does not sit alone but builds on prior understanding and links to other curriculum areas so that the children can build their own internal vocabulary web.

The ways of words, of knowing and loving words, is a way to the essence of things, and to the essence of knowing.

John Donne.

Knowing more words, understanding what they mean and applying them in different contexts is probably the most important responsibility of every educator and a basic entitlement for every child. Without words there is nothing to hang meaning or link understanding. It is also one of the most important commitments as educators in narrowing the gap and addressing social mobility.

Within each matrix the subject lead has highlighted the **golden nuggets** of information. These are essential to understanding the unit and is the minimum requirement for **all** students regardless of their background, circumstances or barriers to learning. It is our commitment at Knebworth School that we will strive to ensure that all children have mastered these by the end of the unit. Cross-curricular links are spotlighted throughout each matrix and have been purposefully created as a way to enhance and enrich understanding rather than to confuse and degrade a subject.

TO VIEW OUR KNEBWORTH CURRICULUM IN GREATER DETAIL, PLEASE REFER TO THE CURRICULUM MATRICES, WHICH ARE ON THE CURRICULUM PAGE OF OUR SCHOOL WEBSITE. THEY ARE ALSO ACCOMPANIED BY A SHORT CLIP FROM EACH SUBJECT LEAD EXPLAINING THE RATIONALE BEHIND THE CREATION OF THEIR SUBJECT CURRICULUM.

STEM (Science, Technology, Engineering and Mathematics)

Knebworth School children will have a solid understanding of the fundamental principles, which underpin Science, Technology and Maths. Children will go forward in the learning journey with the ability, to challenge, to question and to reason. They will be able to show resilience, solve problems and communicate effectively in order to thrive in the challenges of the world today.

MATHEMATICS

*Children will become confident,
fluent and flexible
mathematicians*

Aims and Objectives

- ❖ To become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- ❖ To reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- ❖ To solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

(The National Curriculum 2014)

SCIENCE

*Children will develop
curiosity and an awe and
wonder about the science
in the world around them*

Aims and Objectives

- ❖ To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- ❖ To develop understanding of the nature, processes and methods of science through different types of science enquiry that helps them to answer scientific questions about the world around them
- ❖ To be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

(The National Curriculum 2014)

COMPUTING

*Children will master
technology and use it safely
and wisely to enhance their
own skills in order to connect
with a global world*

Aims and Objectives

- ❖ To understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- ❖ To analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- ❖ To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- ❖ To be responsible, competent, confident and creative users of information and communication technology.

(The National Curriculum 2014)

WELLBEING

Knebworth School children will be given a wide range of opportunities to become physically and mentally literate, feel positive and as a result feel success in all aspects of life. We will set in motion a legacy for health and well-being, where the principles of the P.E and PSHE education will be handed down to the next generation.

PHYSICAL EDUCATION

Children will develop physical, mental and social wellbeing, which will inspire a healthy active lifestyle

Aims and Objectives

- ❖ To develop competence to excel in a broad range of physical activities
- ❖ To be physically active for sustained periods of time
- ❖ To engage in competitive sports and activities
- ❖ To lead healthy, active lives

(The National Curriculum 2014)

RELATIONSHIPS, HEALTH & SEX EDUCATION (RHSE)

Children will know themselves, their feelings, behaviours and motivations so that they can learn to understand others

Aims and Objectives

- ❖ To understand my place in the class, school and global community
- ❖ To accept others and celebrate the similarities and differences between us
- ❖ To set goals and aspirations for yourself and the world
- ❖ To develop self-esteem, confidence and healthy lifestyle choices
- ❖ To understand friendships, families and other relationships, conflict, resolution and communication skills
- ❖ To develop an understanding of sex and relationships in the context of coping positively with change

(Kapow linked to Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020)

HUMANITIES

Knebworth School children will be empowered to become responsible citizens of the world who have an understanding and appreciation of where we have come from, our global and local environment and the choices people have made to give us the opportunities we have today. We will develop in children the empathy and understanding needed to listen to and respect all opinions, form their own and voice them confidently to inspire change.

GEOGRAPHY

Children will develop a passion to understand and protect the planet we live on and a commitment to solve the inevitable problems facing its future

Aims and Objectives

- ❖ To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics
- ❖ To understand the processes that give rise to key physical and human geographical features of the world
- ❖ To become competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- ❖ To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- ❖ To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

(The National Curriculum 2014)

HISTORY

Children will be inspired to learn about and from the past and develop empathy for the lives of others throughout history so that they can shape a better future world

Aims and Objectives

- ❖ To know and understand the history of these islands as a coherent, chronological narrative, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ❖ To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires;
- ❖ To gain and deploy a historically grounded understanding of abstract terms
- ❖ To understand historical concepts and create their own structured accounts, including written narratives and analyses
- ❖ To understand the methods of historical enquiry
- ❖ To gain historical perspective by placing their growing knowledge into different contexts

(The National Curriculum 2014)

RELIGIOUS EDUCATION

Children will be tolerant and respectful citizens of the world, who will learn to understand, appreciate and celebrate diversity in all its forms

Aims and Objectives

- ❖ To know, understand and explore the significance and impact of sacred texts
- ❖ To express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities
- ❖ To recognise and explore the diversity which exists within and between religious traditions
- ❖ To express with increasing discernment their personal reflections, critical responses and connections to faith and belief
- ❖ To engage with the questions and answers offered by religions and world views concerning ultimate questions and human responsibility
- ❖ To develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

(Hertfordshire Agreed Syllabus of Religious Education 2023–2028)

LANGUAGES

Knebworth School children will develop a love language. They will understand the roots of different languages and the links between them. A love for reading and writing will be fostered from the very beginning of their learning journey and children will be encouraged to both read and write for pleasure and for purpose. Passion for words and creativity will be encouraged throughout. Spelling, punctuation and grammar, the building blocks of language, will be taught to shape all communication.

ENGLISH

Children will develop a love of reading that will last a lifetime. They will be empowered to develop their own unique writing style, through a mastery of the English language and an ability to communicate with a variety of audiences

Aims and Objectives

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

- ❖ To read easily, fluently and with good understanding
- ❖ To develop the habit of reading widely and often, for both pleasure and information
- ❖ To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage
- ❖ To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ❖ To use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ❖ To be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

(The National Curriculum 2014)

FRENCH

Children will have confidence in communicating in another language and the passion to explore a different culture

Aims and Objectives

- ❖ To understand and respond to spoken and written language from a variety of authentic sources
- ❖ To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- ❖ To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- ❖ To discover and develop an appreciation of a range of writing in the language studied.

(The National Curriculum 2014)

ARTS

Knebworth School will nurture and develop creative skills, build confidence to explore and develop a critical appreciation of the art which is all around us. We will develop an enduring passion for creativity in whatever form it takes and equip children with the skills to think creatively and flexibly in their future lives.

ART

Children will develop an appreciation of different artistic styles, have the space to develop their own creative style and have the confidence to express themselves artistically

Aims and Objectives

- ❖ To produce creative work, exploring their ideas and recording their experiences
- ❖ To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ❖ To evaluate and analyse creative works using the language of art, craft and design
- ❖ To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

(The National Curriculum 2014)

DESIGN & TECHNOLOGY

Children will be inspired to bring to life a range of purposeful products that solve real life problems

Aims and Objectives

- ❖ To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- ❖ To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- ❖ To critique, evaluate and test their ideas and products and the work of others
- ❖ To understand and apply the principles of nutrition and learn how to cook

(The National Curriculum 2014)

MUSIC

Children will develop a love of music that will last a lifetime

Aims and Objectives

- ❖ To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ❖ To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ❖ To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

(The National Curriculum 2014)

EYFS

We will foster in our youngest children resilience, responsibility and respect and embed their sensitivity and understanding of the cultural needs of our society. They will learn to explore the world around them with curiosity. They will develop into independent, successful and passionate learners ready for the next steps in their learning journey.

Children more than ever

Need opportunities to be in their bodies

In the world-jumping rope

Bicycling steam, hopping and fort building

It's the engagement between limbs of the body and bones of the earth where true balance and centeredness emerge.

David Sobel.

Aims and Objectives – see The Statutory Framework for the Early Years Foundation Stage (2023)

In EYFS at Knebworth, we offer a bespoke curriculum of skills embedded with the knowledge needed for lifelong learning. Our overarching themes during the time when the children are in our EYFS are focused around the seasons, celebrations and festivals. This enables children to establish and grow their own identity and acknowledge their individuality through the natural and ever changing world. We want all children in our EYFS to have access to a range of rich experiences, which is why our curriculum is also supported by cultural enhancements including specialist teachers for French, Music and Sports, as well as visitors and school trips. We understand that child development is key to allow the child to learn in a developmentally appropriate way. Children may approach their learning in different ways or may be at a different stage of their development compared to others. Our planning is flexible and although we plan with the overarching themes for the year ahead, as with the nature of Early Years, we find that the needs and interests of the children do not always fit with the planned overview. With this in mind, we adapt our planning to the ages and stages and the needs and interests of the children. Our curriculum follows a progression of skills that are imperative to a child's success in their learning journey. These are organised into half termly overviews of skills and knowledge which we believe most children can achieve by the end of the year. We have an ambitious curriculum, which has been carefully designed to offer all children the opportunities they need to develop their full potential. We aim for most children to achieve the Early Learning

Goal (ELG) by the end of their reception year.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

IMPLEMENTATION

| Great teaching | High expectations of learning and behaviour for all | Engaging, creative lessons | A safe, Inclusive, nurturing environment | Expert subject knowledge | Growth Mindset | Mastery approach where key concepts are modelled and embedded over time | Challenge and support | Purposeful impactful feedback | Accurate assessment informs next steps |
|-------------------|--|--|---|--|--|--|--|------------------------------------|--|
| EYFS | Communication and Language | Physical Development | Personal, Social and Emotional Development | Literacy | Maths | Understanding the World | Expressive Arts and Design | | |
| KS1/KS2 | English | Maths | Science | History | Geography | R.E | | | |
| | French | Wellbeing | P.E | Art | Music | DT | Computing | | |
| Enrichment | Assemblies linked to key events e.g. Harvest festival Diwali Lunar New Year | Themed days e.g. Tudors Specialist workshop e.g. Great Fire of London Offsite visits linked to topics e.g. West Stow Anglo Saxon Village | Links to community e.g. Knebworth Care Home & Knebworth Library Community and specialist speakers invited into school e.g. NSPCC | Take One Book Take One Experiment Take One Festival Take One Composer/Genre Take One Sportsperson Take One Artist Take One Picture | Parental partnership e.g. workshops, Bedtime story events, Class Dojo, Celebration Assemblies, Open Evenings, FOKS | Links to national and global projects e.g. Global classrooms Matrix Maths Hub | Volunteers e.g. Bookworms and members of the local community | Drama and role play within lessons | Extra-curricular Clubs e.g. French club Drama club Multisports |

How we assess IMPACT

Assessment

At Knebworth School, we measure the impact of our work in every subject using ongoing, daily, formative assessment as it allows us to build a more accurate picture of what the children know and need to know next in their learning. It also helps us to assess which children are on track to reach the expected standard, have made progress and which children will need additional support. Teachers understand the children's learning best as they work with them each day and are therefore the most accurate judges of their attainment and progress.

We use our own bespoke curriculum matrices which identify the key knowledge and skills for each unit of work as an assessment framework. Where appropriate, these are broken down further into 'learning organisers' which children use to support their learning in the lessons. Children who are assessed at the expected standard are able to understand and recall the key skills and knowledge from the unit taught. Children who are only able to recall some of the knowledge and skills highlighted on the matrix are working towards the expected standard. Whilst those children who are able to evidence a deeper understanding of concepts taught will be working at greater depth. In each subject, we have identified 'golden nuggets' of information. These are the key skills and knowledge that we want **ALL** children to know by the end of the unit.

At Knebworth School, we also use summative assessment to clarify our formative assessment judgements. These may be in the form of assessment papers/tasks or through quizzes/exit passes. This provides further evidence for the teacher that the child has understood and can recall the learning covered. In KS1 & KS2, summative data is collected for reading, writing and maths at the end of each term and then analysed to determine next steps. In EYFS, data is collected for each of the 8 areas at the end of each term as well as a baseline assessment at the start of the year.

English and Maths

In English, the Teacher Assessment Framework (TAF) is used as a tool to support ongoing formative assessment in writing. The TAFs are a progression document which identifies the key writing skills in each year group. A child who is able to evidence an understanding of all the key skills in that year group will be working at the expected standard. A child who is able to identify some of the key skills in that year group will be working towards the expected standard. A child who has shown a deeper understanding and is able to evidence this will be working at greater depth.

In KS1, Reading is assessed using the 'Big Cat' benchmarking tool as well as use of reading TAFs in guided reading sessions. In KS2, reading is assessed using 'Accelerated Reader' and through guided reading sessions.

In Maths prior and post assessments are used before and after each unit to assess children's understanding and track progress. Where there are gaps in learning, intervention is used to consolidate and support.

Assessment is used to inform teaching and learning and:

- Is simple to use
- Is rigorous and reliable
- Is underpinned by a knowledge of the curriculum
- Informs planning and delivery of the curriculum
- Helps a child to recognise the next steps in their learning
- Is not over-burdensome for teachers
- Provides reliable information to parents

The IMPACT of our Curriculum

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| <p>To establish strong foundations for learning and development</p> | <ul style="list-style-type: none"> ● Children will develop their whole self through the five curriculum areas. STEM (Maths, Computing & Science) Wellbeing (P.E & P.S.H.E.) Humanities (Geography, History & R.E) Languages (English & French) Arts (Art, DT & Music) ● Staff will have a firm and common understanding of the school’s curriculum intent and what it means for their practice. ● Children will develop a balance of skills and knowledge across the different disciplines. ● Children will have an innate respect for the principles, which underpin the different disciplines. ● Children’s work will show clear progression of skills and cumulative knowledge. ● Children will be able to articulate their learning and remember more of their past learning. ● Teaching styles within the school will be adaptive, progressive and fully inclusive. ● The quality of Early Years education provided will be exceptional. The EYFS curriculum will provide no limits or barriers to the children’s achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies will be shared by all staff and will be evident in their practice. |
| <p>To nurture confident, reflective, empathetic individuals</p> | <ul style="list-style-type: none"> ● The school values of Respect, Responsibility and Resilience, will be embedded into school life and all stakeholders will know them and adhere to them. ● The behaviour and attitudes in the school will be exceptional. ● Children will exhibit positive Learning and Social behaviours in and around school. ● Incidents of poor behaviour will be low. ● All stakeholders will play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. ● Children will embody a Growth Mindset at all times. |
| <p>To inspire curiosity, creativity, and lifelong learning</p> | <ul style="list-style-type: none"> ● Personal development at Knebworth will be exceptional. ● Pupils will have access to a wide, rich set of experiences to promote extensive personal development. ● Diversity will be celebrated throughout the school at all levels. There will be visitors from the community and beyond sharing life experiences and promoting diversity. Equally, children will be given opportunities to go out into the |

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| | <p>community and develop stronger links with different groups / organisations etc. Knebworth School will be known for its part in actively promoting these relationships across the community.</p> <ul style="list-style-type: none"> ● The school will promote, develop and celebrate all children’s talents and interests. Extra-curricular activities will be encouraged and there will be many opportunities on offer for children to develop their talents. There will be a strong up take of all pupils for the opportunities provided by the school. ● The most disadvantaged pupils will be encouraged to develop their talents through measures to promote their attendance at these additional clubs. ● The way in which Knebworth School goes about developing pupils’ character will be exemplary and will be worthy of being shared with others. |
| <p>To achieve the best outcomes for all</p> <p>To embed an enduring culture of high expectations for all</p> | <ul style="list-style-type: none"> ● Knebworth School will be a fully inclusive school where expectations for all pupils are high. ● There will be a culture where all leaders ensure that teachers receive focused and highly effective professional development. ● Teachers’ subject and pedagogical skills and knowledge will consistently build and develop over time. ● Teachers will teach teachers and Knebworth will be praised for its high numbers of experienced progressive teachers. ● Internal continued professional development will be received by all the Knebworth team and there will be a culture of high expectations for all members of staff. ● Highly effective and meaningful engagement will take place with staff at all levels. ● Staff will report that when issues are identified about workload, they will be consistently dealt with appropriately and quickly. Staff feedback will consistently report high levels of support for well-being issues. |