

WPAT CURRICULUM 2022/2023

Our guiding principle is to deliver a first class education through partnership, innovation, school improvement and accountability

Progressive knowledge curriculum

Intent

Implementation

Progressive knowledge curriculum	Core values	Children First We have high expectations for every child. Everything we do as an organisation is in the interest of children first and foremost		Resilience We are unrelenting in our pursuit of excellence whether it is for educational outcomes or for the business function of the MAT		Pioneering We are passionate about learning about practice that will improve our children's lives and their outcomes						
	Curriculum Aims	To develop the character of a child through well chosen experiences		To prepare them for life with skills/ knowledge that equips them to be successful in their life		To have an understanding of their personal, local, national and global responsibility		To ignite a passion that sustains and inspires them to live their lives to the full				
	Evidence informed pedagogy	Interleaving Spaced learning & Retrieval		Vocabulary	Knowledge progression model		Meta cognition	Growth mindset				
	Personal Development	SMSC:	Spiritual		Moral		Social		Cultural			
		Promoting British Values:	Democracy		Rule of law		Individual liberty		Mutual respect Tolerance			
		Critical skills:	Problem solving		Communication		Perseverance		Critical Thinking		Organisation	
	EYFS overarching principles	Unique child		Positive relationships		Enabling environments		Children develop/ learn in different ways and at different rates				
	EYFS Framework	Prime areas					Specific areas					
		Communication and Language		Physical development	Personal, Social and Emotional Development		Literacy	Maths	Understanding the world	Expressive Arts and Design		
	National curriculum	RE	English	Maths	Computing	Art & Design	D & T	Geography	History	MFL	Music	PE
Personal, Social, Health and Economic Education (PSHE)												

DEFINITIONS

<p>Evidence informed pedagogy</p>	<p>Interleaving</p> <p>Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of materials, within a single study session</p> <p>Spaced learning</p> <p>Series of short intense training sessions separated by short intervals in which learners do a completely different activity.</p>	<p>Vocabulary</p> <p>Knowledge and abilities involved in knowing a word, with generalisation being the ability to define a word application the ability to select or recognise situations appropriate to a word; breadth the knowledge of multiple meanings; precision the ability to apply a term correctly to all situations and to recognise inappropriate use; and availability the actual use of a word in thinking and discourse.</p> <p><i>Ref: Impact Issue 3, pg 6. Cronbach 1942</i></p>	<p>Retrieval</p> <p>Regular, efficient recall of knowledge</p> <p>Knowledge progression model</p> <p>Rich web of knowledge with thoughtfully designed assessment practise</p>	<p>Meta-cognition</p> <p>The awareness individuals have of their own knowledge, their strengths and areas to develop, and their beliefs about themselves as learners</p>	<p>Growth mindset</p> <p>Belief that intelligence can be developed and you can get smarter through hard work and the use of efficient strategies and help from others</p>
<p>SMSC</p>	<p>Spiritual</p> <p>Exploring beliefs and experience; respecting faiths, feelings and values; enjoying learning about oneself, others and the surrounding world; using imagination and creativity; reflect</p>	<p>Moral</p> <p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>	<p>Social</p> <p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p>	<p>Cultural</p> <p>Appreciating cultural influences; appreciating the role of Britain's parliamentary system; participating in culture opportunities; understand, accept, respect and celebrate diversity.</p>	
<p>Promoting British Values</p>	<p>Democracy</p> <p>A culture built upon freedom and equality where everyone is aware of their rights and responsibilities</p>	<p>Rule of law</p> <p>The need for rules to make a happy, safe environment to live and work</p>	<p>Individual liberty</p> <p>Protection of your rights and the right of others</p>	<p>Mutual respect and tolerance</p> <p>Understanding that we don't all share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others</p>	
<p>Critical skills</p>	<p>Problem solving</p> <p>The process of finding solutions to difficult or complex issues</p>	<p>Communication</p> <p>Process of conveying information, thoughts or feelings through words, sounds, signs, and behaviour, but also to create or share meaning</p>	<p>Perseverance</p> <p>Quality of continuing with something even though it is difficult</p>	<p>Critical Thinking</p> <p>To reason, it is the ability to think clearly and rationally, understanding the connection between ideas.</p>	<p>Organisation</p> <p>Process of planning, arranging or managing</p>