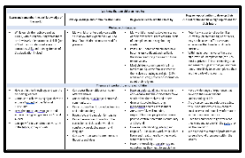
FHT Curriculum Structure Flowchart: How our model is enacted at CCLS

Principles

Before planning the curriculum intent, CCLS designed our **key principles** that underpin the curriculum. These are the most important things that children need to thrive and succeed. The principles are derived from the **school's context**.

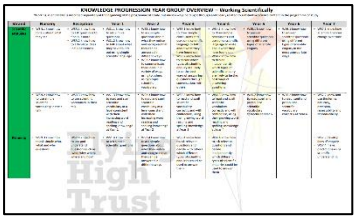


Statutory docs

The FHT curriculum meets and sometimes exceeds the expectations of the **NC, EY educational programmes** and other documentation, such as the **RE agreed syllabus**. **National association materials** have been used to enhance the curriculum and ensure expertise is evident in our design.

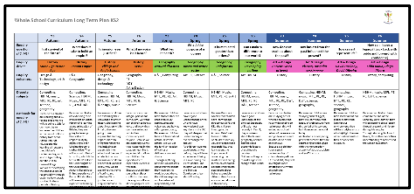
KKPDS – Composite knowledge

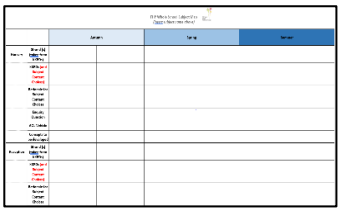
Statements from each subject within the statutory documentation have been broken down and sequenced into strands and year groups. We call these **key knowledge progression documents (KKPDs).** These contain key **substantive** and **disciplinary knowledge** across all subjects, including PSHE/RSHE. These progressions start in **Nursery** and continue into **Year 7**. Secondary experts have supported this work.



Subject maps and Long-term plan

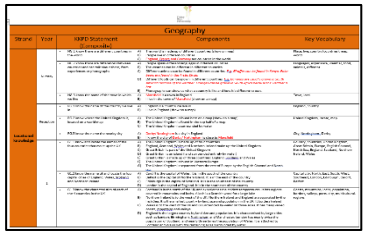
Composite knowledge from the **KKPDs** is mapped on to a **whole school long-term plan** and sequenced on **subject maps**. This work is completed by subject leaders, alongside the teaching team. The curriculum lead oversees all work to ensure a sequential and progressive curriculum. They ensure links are made across year groups and subjects through deliberate and diverse **content choices**.
Each subject has a **subject map** that shows what knowledge pupils will learn and in which term of each year group, with knowledge building over time.
The **rationale** for content choices is given to indicate how learning links to previous and subsequent study within the subject and across other subjects. A **Whole school long-term plan** is created for the whole school. This sets out what pupils in each year group will be taught in all subjects through a **termly enquiry**. Subjects are delivered as **drivers** and **enhancers** to the enquiry (when this enables children to answer the enquiry question to its fullest.) When this is not possible the subject is taught **discretely**.





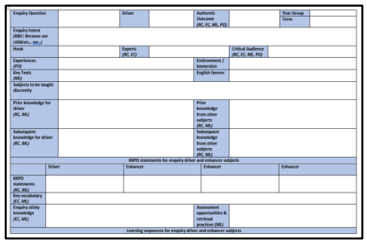
Component knowledge progressions

Each KKPD statement is broken down into **component (granular) knowledge** and **key vocabulary**. Each subject has a **component knowledge progression document**. Schools tailor these to match the content choices made in subject maps. These progressions are used to support the creation of **learning sequences** and to identify **'sticky knowledge'** – the most important knowledge children need to remember for the next stage. These documents have been created and quality-assured by leading subject experts from the trust and world of education.



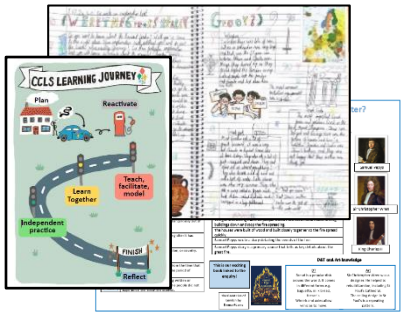
Medium-term plans

KKPDs and component knowledge progressions are used by teachers to create **learning sequences and objectives**. These are plotted on an **enquiry** and a **discrete medium-term plan**. **Sticky knowledge** we want children to know and remember is clearly identified, alongside ambitious, **tier 3 vocabulary**. This decision is checked by the subject leader, as the expert of the curriculum progression in school. This sticky knowledge/vocabulary is included on **knowledge mats**. Opportunities for promoting **British Values**, **SMSC**, working with **experts** and the **community,** and leaving **a legacy** are identified at this stage.



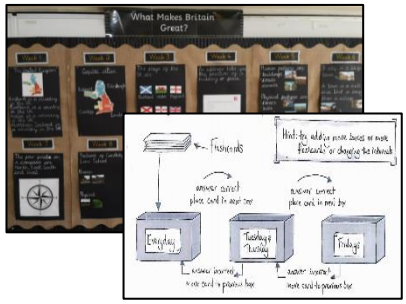
Lessons and recording

Individual lessons are then planned in finer detail using the **lesson design model**. At this stage, learning will be **adapted for pupils with SEND**, using the **QFT and subject-specific SEND adaptation sheets**. These ensure teachers provide access to lesson content with no lowering of ambition for these pupils. Learning is ideally evidenced in the children's **enquiry books**. **Subject names** are used on each piece of work to indicate the subject that children are studying and the subject-specific knowledge and skills they will need to apply. **Knowledge mats**, including key vocabulary, are created for children to refer to throughout the enquiry.



Learning journey & assessment

A **'learning journey'** display is built up throughout the enquiry. Included on the learning journey will be **sticky knowledge** and **key vocabulary**.
Sticky knowledge is checked using a variety of assessment tools, including the **Leitner model**, **double page spreads**, **knowledge organisers**, **Plickers** and the **'reactivation'** stage of the lesson design.



At the end of each enquiry, children **answer the enquiry question** and showcase an **authentic outcome**, demonstrating the knowledge they have gained.