Sutton-at-Hone

Curriculum

Fulfilling our vision to ensure that 'no one gets left behind'. Luke 15:4, John 10:11

Aletheia Anglican Academies Trust

We are God's family – learning together, loving together, growing together – striving to be the best we can be for ourselves, for God and for others.

Community Love Service Forgiveness Perseverance Thankfulness

Principles of the AAT Curriculum

- The context of the school sets key **drivers** for the curriculum aspirations

- As a minimum, the curriculum will be based on **two-year milestones** assessed through B.A.D.

- Schools to decide their own **subject-specific Knowledge Categories** from EYFS to Year 13 (with the 7 areas of EYFS broken down subject specifically)

- The curriculum is based on the development of **Substantive and Procedural Knowledge**

- Learning is organised so that new knowledge can be linked to what pupils already know - this allows easy access to information in the future – **Schema Theory**

- The curriculum is structured to ensure knowledge is embedded through **spaced repetition** to deepen connections within a schema

- Pedagogies that support this approach are the principles of **Rosenshine and Kagan**

- Our curriculum develops **Cultural Capital**. It introduces children to the best that has been thought and said, helping them to engender an appreciation of human creativity and achievement

- A key component of the curriculum is that children learn to **think creatively**.

Sutton-at-Hone CE Primary School

Curriculum Drivers

We have developed five curriculum drivers which support our curriculum intent for the children of Sutton-at-Hone. These drivers shape our curriculum, bring about the vision, values and aims of our school and respond to the particular needs of our community.

Curiosity
Independence
Resilience
Creativity
Aspiration

Curiosity
We want our children to be curious about the world, eager to learn and confident to ask questions. We encourage our children to be inquisitive, questioning through their learning and school life experiences. Through the curriculum, we will nurture children's natural curiosity and guide them towards looking at the world and noticing, with awe and wonder, the natural and man-made delights all around us. We want to encourage them to ask 'big questions' about life, religion, nature, science and any other area of fascination. This approach to learning enables inquisitive thinking such as exploration, investigation and nurtures problem solvers.

Independence
We promote the importance of being independent at Sutton-at-Hone. We want pupils to have the resilience and resourcefulness needed to be able to solve problems and be prepared for the next stage in their lives. We give our pupils opportunities to take on responsibilities within their classes and around the school, along with opportunities to be creative and use their own initiative. We aim to promote our children's independence and develop a commitment to learning and self-improvement, both inside and outside of the school environment.

Resilience
We build resilience through fostering children's understanding of emotional regulation and teaching strategies to overcome challenge, celebrating those who demonstrate perseverance and overcome adversity.

Creativity
We encourage children to think and work creatively through exercising their imagination. In this way, they are able to appreciate the beauty in the world and be alive to experiences of awe and wonder, thus developing them spiritually. Children are encouraged to think creatively in all that they do and to explore new ways of solving problems and answering questions. Children are given the knowledge and experiences for future life.

Aspiration
We want children at Sutton-at-Hone to be the best they can be and to challenge themselves as a learner. The development of aspirations encourages children to produce work of high quality and take pride in themselves. We will be accessible for all but also challenging. We also want children to be aspirational, therefore it is important that children are encouraged to aim high so they are equipped to be aspirational in their future lives.

Aletheia Anglican Academies Trust

We are God's family – learning together, loving together, growing together – striving to be the best we can be for ourselves, for God and for others.

Community Love Service Forgiveness Perseverance Thankfulness

Sutton-at-Hone CE Primary School

Curriculum Statement

Curiosity
Independence
Resilience
Creativity
Aspiration

INTENT

At Sutton-at-Hone Primary School, our curriculum incorporates the statutory requirements of the National Curriculum 2014 and the Statutory Framework for the Early Years Foundation Stage 2021, and other experiences and opportunities that best meet the learning and development needs of all the children in our school. We adopt an inclusive practice which mean all children are able to access our curriculum, regardless of learning requirements.

The aim of our curriculum is to 'Broaden Horizons' to improve children's life chances so that they become true citizens of the modern world.

The breadth of our curriculum is designed with three main goals in mind:

1. To give children **appropriate experiences** to develop as confident, responsible citizens;
2. To provide a rich **'cultural capital'**;
3. To provide a **well-constructed, well-taught curriculum** that leads to sustained mastery for all children, including disadvantaged and special educational needs, ensuring that all children are prepared for their next stage of education.

APPROPRIATE EXPERIENCES

Our curriculum has been developed around five key curriculum drivers. These help to shape our curriculum, bring about the vision and values of our school, and respond to the particular needs of our children and community:

1 **Curiosity** – This helps our children to explore, ask questions and investigate, creating a thirst for learning and fostering independence.

2 **Independence** – This helps our children to develop a commitment to learning and self-improvement, both inside and outside of the school environment.

3 **Resilience** – This helps our children to have the resilience and resourcefulness needed to be able to solve problems and be prepared for the next stage in their lives.

4 **Creativity** –This helps our children to think creatively in all that they do and to explore new ways of solving problems and answering questions.

5 **Aspiration** –This helps our children to aim high so they are equipped to be aspirational in their future lives.

CULTURAL CAPITAL

Cultural capital is the background knowledge that helps our children navigate culture and alters the experiences and opportunities available to them. We believe that a structured approach to reading will develop children's language and comprehension so that they can express themselves in a mature and sophisticated way.

'The explicit teaching of vocabulary can enrich children's knowledge and understanding of the world and vocabulary is a useful proxy for a great deal of general knowledge in a range of subject domains.' Quigley, A (2018) *Closing the Vocabulary Gap*. Oxon:Routledge,

A WELL-CONSTRUCTED AND WELL-TAUGHT CURRICULUM

Our curriculum is underpinned by our five drivers. We use the Statutory Framework for the Early Years Foundation Stage 2021 and the National Curriculum 2014 to shape the content and expectations of our curriculum. The Chris Quigley Essentials Curriculum is used to help us structure this and look at progress within each phase. It is structured so that each phase has:

1. a clear list of the breadth of topics that will be covered;

2. the 'Threshold Concepts' children should understand;

3. and criteria for progression within the threshold concepts.

CURRICULUM STRUCTURE

1. The curriculum breadth for each year group ensures each teacher has clarity with regards to coverage. As well as providing the key knowledge within subjects, it also provides the growing cultural capital.

2. Threshold concepts are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated over different breadths of study.

3. Milestones define the standards at key points for the threshold concepts.

SUSTAINED MASTERY

Nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore answers two main questions:

'How well are pupils coping with curriculum content?' and 'How well are they retaining previously taught content?'

IMPLEMENTATION

At Sutton-at-Hone Primary School, our curriculum design is based on evidence from cognitive science; three main principles underpin it:

1) Learning is most effective with **spaced repetition**.

2) **Interleaving** helps pupils to discriminate between topics and aids long-term memory retention.

3) **Retrieval** of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach to develop schemas. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

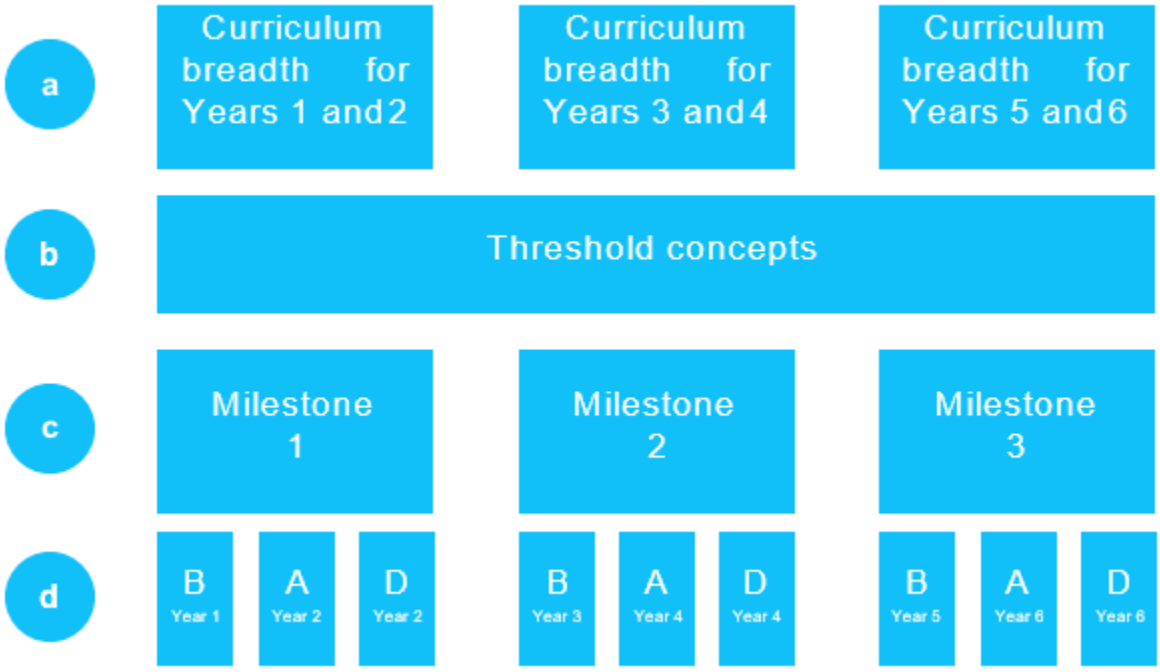
IMPACT

The impact of our curriculum is that by the end of each milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding. We monitor carefully to ensure pupils are on track to reach the expectations of our curriculum. Through the opportunities to develop their cultural capital, children at Sutton-at-Hone will have a broader base of knowledge that will help them to 'be the best they can be'.

Sutton-at-Hone CE Primary School

Curiosity
Independence
Resilience
Creativity
Aspiration

Curriculum Structure



Aletheia Anglican Academies Trust

We are God's family – learning together, loving together, growing together – striving to be the best we can be for ourselves, for God and for others.

Community Love Service Forgiveness Perseverance Thankfulness

Sutton-at-Hone CE Primary School

Curiosity
Independence
Resilience
Creativity
Aspiration

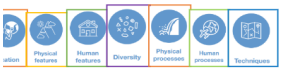
Curriculum Breadth/Long Term Plans

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1 and 2	Significant people: Queen Elizabeth Queen Victoria	The Gunpower Plot	History in living Memory: Sutton at Hone	Great Fire of London	Significant people: Rosa Parks Emily Davison	Significant People: Captain Cook Neil Armstrong
3 and 4	Stone Age to Iron Age	Ancient Greece	Tudors	Roman Empire	Anglo Saxons	History of Medicine
5 and 6	Victorians	Vikings	Local History: Dartford	The Second World War	Maya	Egyptians

Revised Long term – Chronological Order

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1 and 2	Significant people: Queen Elizabeth Queen Victoria	The Gunpower Plot	History in living Memory: Sutton at Hone	Great Fire of London	Significant people: Rosa Parks Marie Curie	Significant People: Neil Armstrong Jacques Cousteau
3 and 4	Stone Age to Iron Age	Ancient Greece	Tudors	Roman Empire	Anglo Saxons	History of Medicine
5 and 6	Egyptians	Maya	Local History: Dartford	Vikings	Victorians	The Second World War

eography Curriculum Overview



estone 1

eek	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
	Local geography (including school)	Kenya	The United Kingdom
	Continents and oceans	Mapping our world	Capital cities

Aletheia Anglican Academies Trust

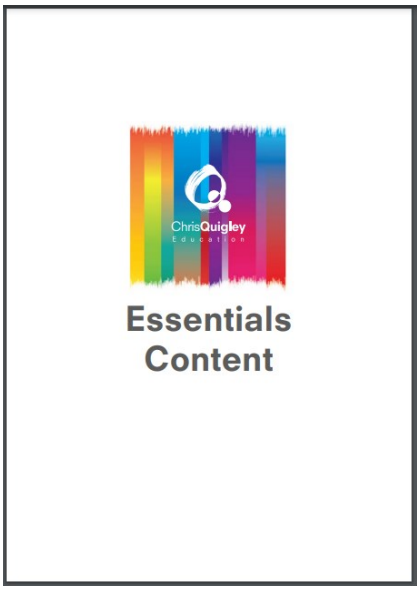
We are God's family – learning together, loving together, growing together – striving to be the best we can be for our-selves, for God and for others.

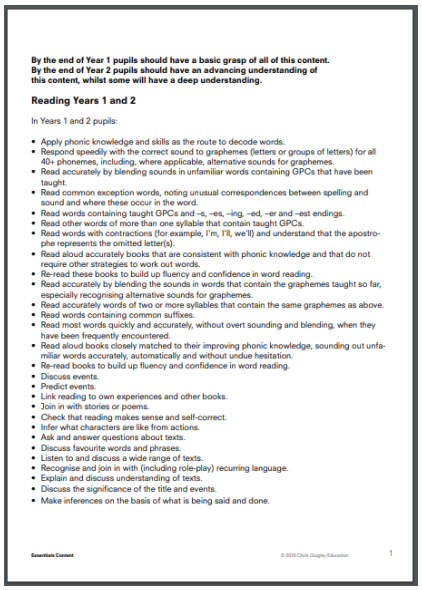
Community Love Service Forgiveness Perseverance Thankfulness

Sutton-at-Hone CE Primary School

Curiosity
Independence
Resilience
Creativity
Aspiration

Milestones from Essentials





By the end of Year 1 pupils should have a basic grasp of all of this content.
By the end of Year 2 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.

Reading Years 1 and 2

In Years 1 and 2 pupils:

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and confidence in word reading.
- Discuss events.
- Predict events.
- Link reading to own experiences and other books.
- Join in with stories or poems.
- Check that reading makes sense and self-correct.
- Infer what characters are like from actions.
- Ask and answer questions about texts.
- Discuss favourite words and phrases.
- Listen to and discuss a wide range of texts.
- Recognise and join in with (including role-play) recurring language.
- Explain and discuss understanding of texts.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.

Aletheia Anglican Academies Trust

We are God's family – learning together, loving together, growing together – striving to be the best we can be for ourselves, for God and for others.

Community Love Service Forgiveness Perseverance Thankfulness

Sutton-at-Hone CE Primary School

Yearly overviews

Curiosity
Independence
Resilience
Creativity
Aspiration

Sutton-at-Hone CE Primary School — **Curriculum Map – Yearly Overview 2023 - 2024** — Year 6

We are God's family – learning together, loving together and growing together – striving to be the best we can be for ourselves, for God and for others.

Christian values Community Love Service Forgiveness Perseverance Thankfulness

Curriculum drivers Curiosity Independence Resilience Creativity Aspirational

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational visits (off-site and on-site)	Bike-ability				Year 6 School Journey Japanese Drumming workshop	Horton Kirby Environmental centre Rochester Cathedral
Special curriculum weeks/days	Harvest festival			Science Week World Book Day		Sports Week Enterprise Project
Class text	There's a Boy in the Girls' bathroom.	The Wreck of the Zanzibar	The Silver Sword	Non-chronological reports Pigeon Summer	Goodnight Mr Tom	
English	Narrative Modern retelling Write in role Letter Diary entry Playscript Poetry – Charge of the Light Brigade	Non-chronological text Recount Report Letters Balanced argument Newspaper First person - story	Informal letters/recount Tall story Newspaper article Story	Non-chronological text Recount Report Newspaper article Eye-witness account Autobiography	Diary entry Writing in role Play script Poetry	
Maths – White Rose Scheme	Number- place value + - x ÷	Fractions Decimal equivalent Percentages Circles Tessellation	Co-ordinates Reflection Translation Ratio Proportion Perimeter, area, volume	Measurement – converting units, Algebra Geometry Statistics	Properties of shape Problem solving	Statistics and investigations Problem solving Review

Science	Materials The Earth	The Earth Light and Sound	Light and Sound Electricity	Electricity Movement, Forces and Magnets	Movement, Forces and Magnets Living Things	Evolution and Inheritance Animals and Humans
RE	Creation Creation and science: conflicting or complimentary?	Incarnation – Was Jesus the Messiah?	Gospel – What would Jesus do?	Salvation What difference does the resurrection make for Christians?	Comparing different faiths - Buddhism	Kingdom of God What kind of King is Jesus?
History	Victorians	Vikings	Local History: Dartford	The Second World War	Maya	Egyptians
Geography	Biomes and Climates		Using Maps		South America	United Kingdom
Computing - Teach Computing	Computing Systems and Networks – Communication and Collaboration	Creating Media – Webpage Creation	Programming A – Variables in Games	Data and Information - Spreadsheets	Creating Media – 3-D modelling	Programming B – Sensing Movement
Music - Sparkyard		We've Got Rhythm – Rhythmic Devices and Structure		Musical Effects and Moods		Celebrating Songs
PE – Complete PE	Swimming Health related exercise	Gymnastics – matching and mirroring Leadership	Handball Dance	Tag Rugby Dance - carnival	Quidditch Rounders	Athletics Cricket
Art	Artist focused work - LS Lowry / William Morris		Sculpture – Henry Moore Still Life		Mosaic – Placemat Portraits – WW2 soldier	
Design Technology	Mechanism		Structures			Enterprise Initiative – School Fundraising Event.
MFL	Japanese – Dartford Grammar School Outreach					
PSHE - Jigsaw	Being Me in My World		Dreams and Goals	First Aid	Relationships	Safety in Action Secondary Transition

Aletheia Anglican Academies Trust

We are God's family – learning together, loving together, growing together – striving to be the best we can be for ourselves, for God and for others.

Community Love Service Forgiveness Perseverance Thankfulness

Sutton-at-Hone CE Primary School

Medium term plans

Curiosity
Independence
Resilience
Creativity
Aspiration

YR 3 History planning term 1/2 TOPIC/THEME: Stone age to Iron Age

Key Skills and Knowledge to be acquired by the end of the unit:	Opportunities to Develop reading through this subject area.
The child can sequence some events, objects, themes, periods, and people from topics covered, by providing a few dates and/or period labels and terms. The child can use time terms, such as BCE/AD and period labels and terms E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s' etc. The child can demonstrate awareness that the past can be divided into different periods of time. The child can explore trends and changes over time. The child can describe some similarities, differences and changes E.g. Describe some similarities and differences between the Earlier and New Stone Ages. The child can comment on some relevant causes for, and effects on, some of the key events and developments covered. E.g. How life for people during the different periods of the Stone Age. The child can select what is most significant in a historical account E.g. Describe in some detail some of the most significant features of the Stone Age. The child can ask valid questions for enquiries and answer using several sources. The child can understand how sources can be used to answer a range of historical questions. E.g. Describe how particular sources help provide evidence about different periods. The child can select and organise information to present in a range of ways. The child can construct informed responses that involve thoughtful selection and organisation of relevant historical information. The child can discuss some historical events and issues and show the ability to make connections and changes linked to the present and past. The child will use appropriate historical terms and vocabulary linked to chronology.	Reading of different sources and information throughout the topic. Research on Epic Reading peers' work

WEEK/ LESSON	LO	LESSON CONTENT INCLUDING VARIATION TO SUPPORT INCLUSION, KEY QUESTIONS AND LINKS TO RESOURCES	KAGAN STRUCTURE	FORMATIVE ASSESSMENT STRATEGY	PLANNED OUTCOMES
Lesson 1 and 2 Week 1	Artefacts- All 3 To learn about the past using different sources. Success Criteria: I can ask relevant questions I can talk about the Oldowan toolkit. I can use chronology to organize dates. I can discuss how artifacts have changed.	What do we already know about the Stone Age? Bronze Age? Iron Age? What might have given them their names? Look at different Stone age artifacts and ask questions about them. Discuss the Oldowan toolkit- this was name given to the tools used by the early humans.- Hammerstone, stone cores, sharp stone flakes etc. This name was given by Louis Leakey who found them in Tanzania. https://www.youtube.com/watch?v=PoA305dlWYU Use IWB and notebook to take chn on a whistle stop journey from stone age through to the iron age, introducing key events in each time period. https://www.bbc.co.uk/teach/class-clips-video/history-ks2-discovering-stone-age-tools-made-of-flint/zjtjmfr Introduce the idea of a timeline to children, explaining how we often use timelines in history to put things in order of when they happened (chronology). Explain that we arrange our dates from the time Jesus was born: BC and AD. Discuss that the Stone Age was split into parts- Palaeolithic, Mesolithic and Neolithic. https://www.youtube.com/watch?v=TJkazGV_zeA Show image of the artifacts found in the Bronze Age burial site- "hoard" "barrow" Must Farm Quarry. Compare how these artifacts have changed since the very first artifacts we looked at- stone is now Bronze/Iron. Look at the types of artifacts found in Bronze Age burial sites- what does the word "preserved" mean?	Rally robin Time, Pair, Share Stand up, hand up, pair up.	KWL grid Subject knowledge organiser. Quiz contribution	Give chn images of tools - Would any be part of the Oldowan toolkit? If so, which ones? Draw the artifacts and write their questions/answers they have about them. Show chn a timeline and model placing recent events onto a timeline with the chn's help. Introduce the chn to their task where they will be cutting out events and periods of time and trying to arrange these in chronological order. Discuss how artefacts have changed from the Stone Age. Children to guess what these artefacts may have been used for. Interactive quiz on ppt. To look at afterwards.

Sutton-at-Hone CE Primary School

Curiosity
Independence
Resilience
Creativity
Aspiration

Timetables

	8.30 – 8.45	8.55 – 9.15	9.15 – 10.15	10.15 – 10.40	10.40 – 10.55	11.00 – 11.50	11.50– 12.30	12.30– 1.30	1.30- 2.15		2.15-3.00		3.00
Monday	E M W & Registration	Collective Worship	Maths	Guided Reading	Break	English	Homework Mark	Lunch	History/Geography		Indoor PE		Home time
Tuesday			Maths	Guided Reading		English	Science		Science		ICT		
Wednesday			Maths	Guided Reading		English	Spellings		French	PSHE		Music	
Thursday			Maths	Guided Reading		English	RE		RE		History/Geography		
Friday			PE Outside	Guided Reading		English	Maths		Science/Forest School		Art		

Points to note:

RE: FS/KS1-45mins, KS2-60mins per week

Science: 45 mins - 1 hr per week

Geog/Hist: alternated every other week

Aletheia Anglican Academies Trust

We are God's family – learning together, loving together, growing together – striving to be the best we can be for our-selves, for God and for others.

Community Love Service Forgiveness Perseverance Thankfulness

Sutton-at-Hone CE Primary School

Curiosity
Independence
Resilience
Creativity
Aspiration

Curriculum terms (in a nutshell)

Information	**An isolated piece of information (a fact) is learnt.**	**Henry VIII injured his leg while jousting and it never healed properly.**
Schema	**That information is added to the schema about Henry VIII and the Tudors**	**Henry VIII ate huge banquets. Henry VIII loved hunting and wresting and travelling around the country. Jousting was a popular sport for Tudor Nobility.**
Knowledge	**Because a large schema has been built, lots of connections can be made. A pupil can speak about the subject with confidence.**	**Tudor Nobility loved huge banquets. Henry VIII had to stop all the sporting activities because of his injury and became overweight. He didn't always look like the famous image of him. The medical knowledge in Tudor times wasn't that advanced.**
Knowledge Categories	**Through POP tasks, a pupil forms an understanding of Tudor Society. By completing the tasks, the pupil has proof of Progress.**	**Describe the life of a Tudor noble.** **Compare and contrast Tudor nobility with the lives of an average Tudor family.** **Tudor Nobility had an easy life: Do you agree with this statement? Justify your opinion with evidence.**
Threshold concepts (big ideas)	**Society is a knowledge category that contributes to the Threshold concept 'Build an overview of World History.'**	
Milestones	**If similar schema are built around different periods of time, then by the end of the 2 year phase, the milestone: 'Give a broad overview of life in Britain: from ancient to medieval times.' Should have been achieved.**	**By learning that piece of information, the pupil has taken a step towards reaching that milestone.**

Aletheia Anglican Academies Trust

We are God's family – learning together, loving together, growing together – striving to be the best we can be for ourselves, for God and for others.

Community *Love* *Service* *Forgiveness* *Perseverance* *Thankfulness*

Sutton-at-Hone CE Primary School

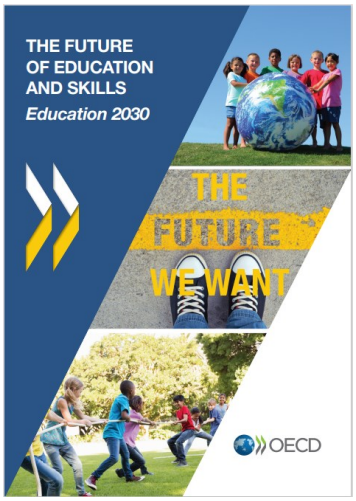
Curiosity
Independence
Resilience
Creativity
Aspiration

Information	Isolated facts
Schema	Schema is a conceptual system for understanding knowledge. When you learn information, you organise it into units that are connected.
Knowledge	When the isolated facts can be connected in schema, it builds knowledge.
Threshold concepts	These are the big ideas into which each subject is broken down into.
Milestones	Attainment goals (end points) for the end of a two year period.
Knowledge Categories	The Threshold concepts can then be broken down into separate knowledge categories.
POP tasks	Proof of progress - if a child can answer these or do these it is proof of their progress.
B.A.D.	The POP tasks are split into Basic (lower order skills), Advancing (middle order skills) and deep (higher order skills).

Sutton-at-Hone CE Primary School

Curiosity
Independence
Resilience
Creativity
Aspiration

Research documents



Research evidence and further reading

Learning is a change to long-term memory

P C Brown, H L III Roediger, M A McDaniel, 'Make it Stick. The Science of Successful Learning' Cambridge, MA: The Belknap Press, 2014

J Sweller, Cognitive load during problem solving: Effects on learning, Cognitive Science, 12, 257-285 (1988)

J Sweller, Instructional Design in Technical Areas, Camberwell, Victoria, Australia: Australian Council for Educational Research (1999)

D T Willingham, Why Students Don't Like School: a cognitive scientist answers questions about how the mind works and what it means for the classroom (2009), San Francisco, CA : Jossey-Bass

Architecture of long-term memory

E Tulving, Episodic and semantic memory, In: Tulving E, Donaldson W, editors. Organization of memory. Academic Press; New York: 1972. pp. 381–403. [Google Scholar]

The difference between information and knowledge

M Akenbrah-Mortis, Clarifying Concepts Of Knowledge And Information - Literature Review, Kwame Nkrumah University of Science & Technology, Kumasi, Ghana, in Journal of Knowledge Management Practice, Vol. 13, No. 2, June 2012

Kivunbi, The difference between Information and Knowledge, (2011). http://www.differencebetween.net/language/difference-between-knowledge-and-information Accessed: 30.5.2019

An introduction to Pierre Bourdieu's ideas about cultural capital

C Reynolds, 'Bourdieu - simple explanation' (2013) https://www.youtube.com/watch?v=8TBfL62wyyU

Sociology Live!, 'Cultural Capital' (2013) https://www.youtube.com/watch?v=6OBTWbgpzE

The importance of cultural literacy / cultural capital

J Buckingham, K Wheldall and S Beams-Wheldall, Why Jayden Can't Read: The triumph of Ideology Over Evidence in Teaching Reading', In 'Policy', 29(3), 2013, pp. 21–32.

R Hart and T R Risley, 'Meaningful differences in the everyday experience of young American children' (1995) Baltimore, MD, US: Paul H Brookes Publishing

E D Hirsch JR, Why Knowledge Matters (2016) Cambridge, MA, US: Harvard Education Press

D Lemov, C Driggs, E Woolway, Reading Reconsidered (2016) San Francisco, US: Jossey Bass publishing

D Willingham, School time, knowledge and reading comprehension (2012) Source, accessed 2.6.19. http://www.danielwillingham.com/daniel-willingham-science-and-education-blog/school-time-knowledge-and-reading-comprehension

Threshold concepts

J H F Meyer, R Land, 'Threshold concepts and troublesome knowledge: Linkages to ways of thinking and practising within the disciplines' (2003), C Rust, editor. Improving Student Learning Theory and Practice–Ten Years On. Oxford: Centre for Staff and Learning Development, Oxford [Google Scholar]

The difference between breadth and progression

C Quigley, 'The Essentials Curriculum: Threshold Concepts for Long-Term Memory' (2019) 5th Edition, first published as 'Essentials: Full Spectrum Curriculum' (2013). UK: Chris Quigley Education Ltd.

Procedural and semantic knowledge

E Tulving, Episodic and semantic memory, In: Tulving E, Donaldson W, editors. Organization of memory. Academic Press; New York: 1972. pp. 381–403. [Google Scholar]

Knowledge categories and knowledge webs

C Quigley, 'Curriculum Companion: Geography' Available Autumn Term 2019

C Quigley, R Bane, 'Curriculum Companion: History' Available Autumn Term 2019

C Quigley, G Stoddart, 'Curriculum Companion: Art & design' Available Autumn Term 2019

The interconnectedness of procedural and semantic knowledge

Aletheia Anglican Academies Trust

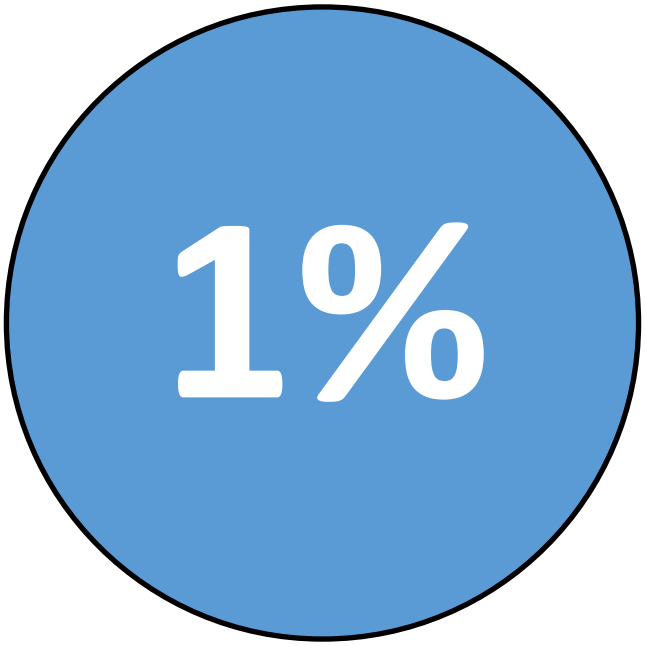
We are God's family – learning together, loving together, growing together – striving to be the best we can be for ourselves, for God and for others.

Community *Love* *Service* *Forgiveness* *Perseverance* *Thankfulness*

Sutton-at-Hone CE Primary School

Curiosity
Independence
Resilience
Creativity
Aspiration

Growth Mindset - 1%



At Sutton-at-Hone we use the '1%' philosophy as part of our growth mindset approach as a tool to enable our children to live out our vision of being 'the best they can be'. The 1% approach is used by children to identify key areas of learning and self improvement that they have reflected on. It is also used by adults when giving feedback on learning. This approach is modelled by staff in order to demonstrate a life long approach to learning.

The '1%' approach is based on Matthew Syed's work.

Aletheia Anglican Academies Trust

We are God's family – learning together, loving together, growing together – striving to be the best we can be for ourselves, for God and for others.

Community Love Service Forgiveness Perseverance Thankfulness