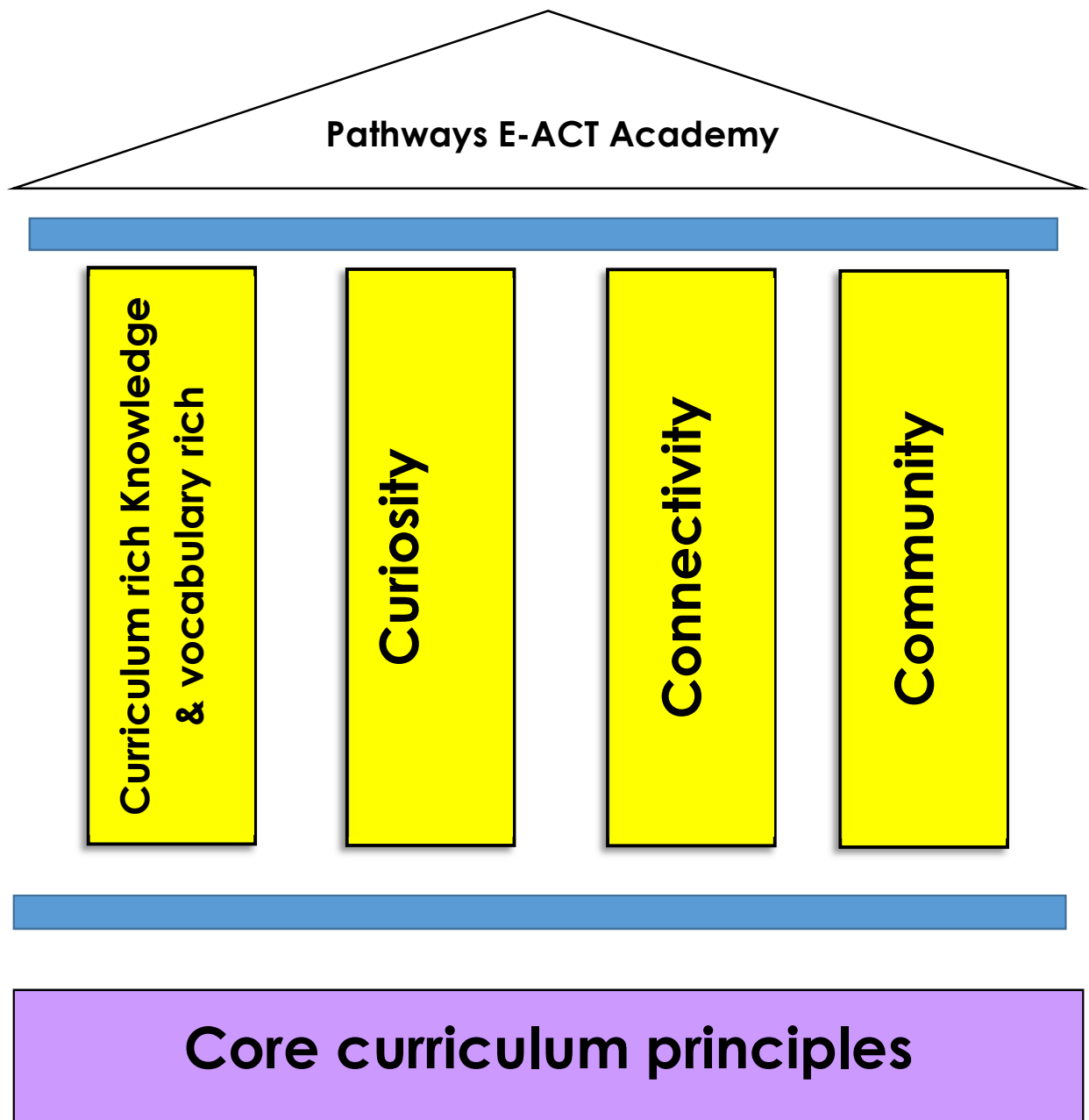


The curriculum at Pathways

The curriculum at Pathways has been built upon a range of research around cognitive science and knowledge across the curriculum.

Curriculum aims and principles: Pathways Pillars



Curriculum Knowledge rich & vocabulary rich: Knowledge has been proven to improve thinking. Extensive research shows that pupils with a rich-base of factual knowledge find it easier to learn. Knowledge is like the 'Velcro' making new information stick. Therefore, we provide a knowledge rich and vocabulary rich curriculum mapping out specifically chosen knowledge throughout the primary phase.

Our knowledge rich curriculum maps out every sequence of learning on a Long term plan, which will teach precisely-specified demanding powerful declarative and procedural knowledge and vocabulary across each age phase. We want all pupils to gain and retain specific subject knowledge, which is planned for in high quality long-term, medium-term and short-term documents. We also believe that a rich subject-specific vocabulary is essential for a challenging curriculum.

Knowledge is needed to improve thinking and drives reading comprehension which is why our curriculum is knowledge rich. We know that knowledge is cumulative and grows exponentially. We aim to teach knowledge in comprehensible components which are well sequenced so that we enhance pupils thinking enabling them to have a secure background of knowledge as well as associations with subject matter. This will result in pupils working memory to be freed up to think about new information. We know that all pupils will learn more if they have greater background knowledge.

Pupils need powerful knowledge to understand and interpret the world. Without it they remain dependent upon those who have it.

Curiosity: We know that powerful rich knowledge supports pupils understanding and interpretation of the world and encourages critical thinking as well as independence. We aim for all pupils to understand and question the wider world as well as experience awe and wonder in each of the subjects making up our curriculum. We have organised our curriculum so that subjects are taught discreetly so that children gain an insight into what it is like to be a scientist, artist, musician, writer, reader, mathematician, explorer, historian. They will have opportunities to question and debate the disciplinary knowledge and be inspired by the scholars and experts who have influenced the knowledge we have today. Therefore, our curriculum is ambitious and aims to give all pupils a deeper and broader understanding of each subject discipline. We respect vertical progression in subject disciplines. We don't dilute ambitious subject content to service cross-curricular links, ensuring that the best of what has been thought and said in each discipline is taught. We recognise and respect the substantive and discipline knowledge as well as skills of each subject specifically. This will ensure the unique contribution each subject makes to a child's knowledge and understanding of the world. Our curriculum develops a love of learning across all subjects and promotes children's independence to take learning further. We provide students with the requisite background subject knowledge to think critically, pursue their curiosity with purpose, give them the tools they need to enquire and make sense of a changing world.

Connectivity: Inspired by current research on how the memory works, our curriculum is sequenced in a precise and relevant learning progression to build on and extend previous knowledge; developing deeper understanding and promoting memory retention, automaticity, and the long-term memory. We aim to use a range of assessment methods to help pupils recall, apply, link, and connect relevant knowledge they have learnt. There are only natural links made between subjects with the aim to provide opportunities for transferable skills.

Community: Our communities need young people who have deep agency with learning, connect learning to application, want to make a difference and use the knowledge they have acquired wisely. Our knowledge-rich curriculum aims to include all pupils and the community. By setting the same demanding curriculum expectations for **all** pupils alongside providing identified support to pupils who need it, will ensure all the same declarative knowledge is learnt. By doing this we aim to narrow the gap between disadvantaged pupils and thus improve life chances. We aim to extend pupils knowledge and experiences of the wider world enabling them to become better citizens; raising their self-esteem and confidence. We aim to enrich and give our pupils a wide range of memorable experiences; embed enrichment opportunities and take children out of their comfort zones. This will then in turn increase pupil's awareness of local and wider community issues. Shared and powerful knowledge enables pupils to grow into useful citizens. As adults they can understand, cooperate and shape the world together.