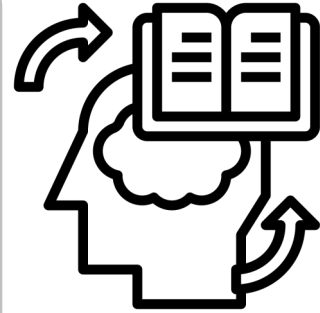




Curriculum Vision

New Mills School is an inclusive school. We want to provide a broad and rich academic curriculum from which all students learn the essential knowledge they need to succeed in life. We believe everyone benefits from a knowledge-led, carefully planned and sequenced curriculum. Our curriculum aims to ensure that pupils understand key concepts and that they transfer key knowledge to long-term memory and apply it fluently. Our curriculum provides windows to the world that extend beyond the immediate environment of the local area and equips students with the knowledge they need to contribute to society.



We see the most challenging tasks, the construction of sophisticated essays, the solving of complex problems, the development of high-quality practical tasks, as a combination of a number of components. Our curriculum is set out to identify these components, teach them in a logical sequence so that they are remembered, then bring them together in order to develop students' composite abilities in the subject.

Long Term Plans

Long Term Plans describe what students learn during their five-year journey in each subject. They show how the broad topics are sequenced so that concepts are revisited to strengthen memory and new knowledge builds on what has come before.

	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	Benjamin Zephaniah 'Refugee Boy'	Spoken Word (live performance and recording). Includes oral traditions/culture.	Poetry (focus on genre - inc. performance, lyrics, sonnet etc)	'A Midsummer Night's Dream'	Rhetoric (to include non-fiction)	
Year 8	George Orwell 'Animal Farm'	'Romeo And Juliet'		Poetry - Equality/Diversity Anthology	Performance poetry/drama	
Year 9	Susan Hill 'The Woman in Black'	Tragedy (or tragedy/comedy)? Including some Greek/Roman/ Shakespeare's 'Death of a Salesman?'		Poetry - Unseen	J.B Priestley - 'An Inspector Calls'	
Year 10	Macbeth - William Shakespeare	Power and Conflict - Various Poets		The Writer's Craft	Dickens: A Christmas Carol	
Year 11	Language Paper 2 Section A + B	Developing Paper 3 knowledge		The Writer's Craft		

Medium Term Plans

MTPs are the bedrock of effective teaching. They ensure the knowledge that students must know is explicit and clear which supports effective planning. Our MTPs aim to provide the granular detail focused on the specific component knowledge that students need to learn. MTPs allow us to:

Episode	Sequence of key Learning (Knowledge, Skills, Understanding, Questions)	Knowledge that is revisited / retrieved / interleaved	English vocabulary (concise definitions)	"I will know" (What all 4 students will know)	"So I can..." (What will the students be able to do/produce?)	How will you assess they have understood this? (What evidence/assessment will you use?)
1	Learning episode: Your Voice Big questions and linked points: - What's my opinion? - How did you get to that opinion? - Why you were here by Julia Roloff? - Why do I think that? - Pan I did not by Sharon Olds	Prior knowledge revisited: Poems are powerful tools for expressing thought and emotion. Interleaving knowledge: Dependent on previous study.	Tier 2 Handled - a subtle difference in meaning. Empower - to encourage/support the ability to do something. Tier 3 Interpretation Opinion	<ul style="list-style-type: none">Being able to read and interpret poetry in limited contexts does not mean you have to be able to recite it to death.The different people can have different opinions on what poetry means.These different opinions stem from our different experiences of the world and they are nuanced.They can have well-earned my opinion on a poem and be empowered that my voice matters.There are questions I can ask myself to access unseen poetry: 'Who is the topic of the poem?' 'Where is the poem set?'	Articulate and justify my personal point of view on any poem put in front of me. Use of cold call Use of think pair share Do now retrieval of tier 2 and tier 3 vocabulary Analytical writing: WWW paragraph reporting personal response to one poem.	Next lesson and beyond-MTPs used to determine individual interpretations for each poem. Use of cold call Use of think pair share Do now retrieval of tier 2 and tier 3 vocabulary Analytical writing: WWW paragraph reporting personal response to one poem.
2	Learning episode: The Voice Big questions and linked points: - Who is the voice in the poem? - Some by Coleridge - How does that voice tie to my voice? - Souvenir by Marjorie Shreve	Prior knowledge revisited: Interleaving knowledge: Hoard Hoard Interpretation Opinion	Tier 2 Ambiguous - open to more than one interpretation (not always obvious). Tier 3 Person Perspective	<ul style="list-style-type: none">The primary voice in a poem is called the persona/poet.Personas are vehicles for the writer's intention.Personas are sometimes ambiguous and open to interpretation.Personas are not the only voices in poems.Personas can be described through writers' choices of words and phrases and are not necessarily clear/obvious.Identifying personas is an essential finding meaning in unseen poetry because if they identify the persona they can identify features like those that motivation of the world.There are questions I can ask myself to access unseen poetry: 'Who is speaking in the poem?' 'Who is being addressed?' 'What is the topic of the poem?' 'Where is the poem set?'	Identify who is the persona in the poem. Identify who is being addressed Suggest why a poet might have chosen a particular persona Use of cold call Use of think pair share Do now retrieval of tier 2 and tier 3 vocabulary Analytical writing Opinion writing	Next lesson and beyond-MTPs used to determine individual interpretations for each poem. Use of cold call Use of think pair share Do now retrieval of tier 2 and tier 3 vocabulary Analytical writing Opinion writing

Composites and Components

These are essential concepts in our curriculum plans. The construction of essays, the execution of projects, the solving complex problems, are all examples of composites. Composites are a synthesis of a number of different components that, once identified and isolated, can be taught and learnt individually. These can then be brought together without overloading a students' working memory. Our curriculum plans aim to identify these components at a granular level, in order that they can be taught effectively, learnt by students, and brought together to complete more complex tasks.

- ensure that all staff are teaching the key knowledge
- enable staff to focus their planning on the pedagogy to ensure the components of knowledge are learned
- ensure that all students, including those with SEND, have equal access to the same essential knowledge.

Key Reading—Curriculum

Ashbee, R. (2021) 'Curriculum: Theory, Culture and the Subject Specialisms'

Myatt, M (2018) 'The Curriculum: Gallimaufry to Coherence'

Kirschner, P & Hedrick, C (2020) 'How Learning Happens: Seminal Works in Educational Psychology and What they Mean in Practice'

Bartlett, J (2024) Developing an Outstanding Curriculum



Knowledge is Generative

Put simply, the more we know, the more we are able to learn. Knowledge is 'sticky', it sticks to what we already know within that knowledge domain. This enables the construction and growth of schemas—webs of interconnected knowledge.

Students are novice learners. We must structure the curriculum in a way that allows students to build effective schemas so that they are able to learn more as time progresses. Students with SEND can have weaker or disorganised schemas which means new knowledge is harder to retain.



End Points

The concept of 'end points' is essential for effective curriculum planning. The questions should always be, *what should students know and be able to do in this subject by, the end of year 7, the end of year 8 or the end of the key stage?* By doing this, we can ensure we work backwards, carefully considering the sequencing of what is taught to ensure it builds cumulatively to a sufficient body of knowledge.

Cognitive Load

This relates to the amount of information we can hold in our working memories at any one time. Processing new information creates cognitive load. As our working memory is limited, we need to ensure that we do not overload students' with tasks, activities or additional information that is not essential to the knowledge that students must learn.

Key Reading—Assessment

Donarski, S, (ed.), (2020) 'The ResearchEd Guide to Assessment: An Evidence-Informed Guide for Teachers'

Christodoulou, D (2016) 'Making Good Progress? The future of Assessment for Learning'

The Seven Principles of Assessment at New Mills School

1. There are three types of assessment

- **Formative Assessment** (Assessment FOR Learning) - assessment that is for identifying what students do and don't know to inform teaching
- **Assessment TO Learn** - Assessment that is designed to aid recall and strengthen memory
- **Summative Assessment** (Assessment OF Learning) – to measure attainment at the end of a period of learning and report a grade.

2. Formative assessment is king

- The primary purpose of assessment is to check for understanding
- Formative assessment takes place frequently within lessons and teachers should adjust the direction and pace of the lesson in response.

3. The curriculum is the progression model

- The curriculum is what all students need to learn – assessment should tell you what has/ has not been learned
- There should be no use of abstract ideas such as AOs (assessment objectives) or 'competencies' – assessment should only measure what has been learned.

4. Learning is an alteration in long-term memory

- Nothing has been truly learned until it is transferred to the long-term memory
- Assessment requires the retrieval of knowledge which strengthens memory.

5. "The final accomplishment may look very different to the means of its nurture."

- Meaningful assessment isolates components
- Composite tasks do not make clear the missing components of learning.

6. Reporting is subservient to assessment

- Whole-school processes must not distort good assessment practice
- Data collection is primarily a function of reporting
- At Key Stage 3 we report on the students' progress in the year to date
- Reporting points are not tied to specific assessments – it is for curriculum areas to ensure an accurate assessment is made on the available evidence.

7. Assessment looks very different in different subjects

- The nature of knowledge in each subject determines how it is assessed .