



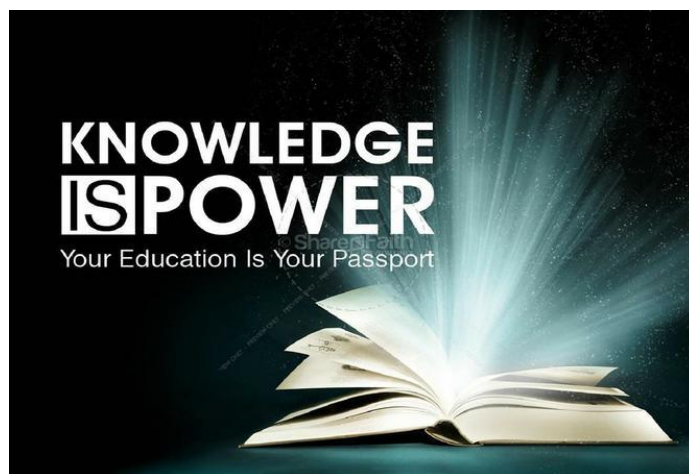
Knowledge Based
Curriculum Statement

September 2023



Our over-arching philosophy underpinning our school curriculum is:

'Knowledge is Power'



VISION:

At Henry Whipple ...

- ❖ We provide a high quality, deep knowledge-rich curriculum that allows our pupils to make connections between the world and its people across subject areas.
- ❖ We have an embedded **Cognitive Science approach** as our teaching and learning pedagogy. (See separate Cognitive Science Strategy)
- ❖ We provide teaching that enables pupils to make purposeful links with vocabulary from their topic of study, applying this within their learning across different subjects.
- ❖ We build upon our pupils' curiosities about specific teaching topics (informed by knowledge organisers) which deepen previous learning.
- ❖ We provide carefully planned enrichments and a dedicated 'Learning Away' programme that ensures there is measurable impact on children's outcomes, including their behaviour, safety and SMSC development.
- ❖ We promote self-regulated learning for all, with pupils leading their learning improvements and identifying their next steps to achieve maximum progress.
- ❖ We celebrate positive attitudes and learning behaviours, which are deep-rooted in our approach. This encompasses the key skills of communication, problem solving, team work, reflecting & reviewing, participating effectively, investigating and self-managing & independence (all key elements of our whole-school Learning Wheel)



IMPLEMENTATION:

Our curriculum vision is translated into practice by...

- ❖ Providing pupils with half-termly bespoke made Knowledge Organisers, which provide important details about the key concepts, individuals, dates/times and core-vocabulary that will be taught for year-group specific coverage of the wider-curriculum.
- ❖ Using these Knowledge Organisers as a fixed resource in class. These are regularly referred to as a key learning tool to consolidate and deepen knowledge in objectives which are taught.
- ❖ Informing all stakeholders about learning in school through sending Knowledge Organisers home in advance of upcoming learning.
- ❖ Eliciting pupils' focussed curiosities which are informed by Knowledge Organisers so that previous knowledge and any misconceptions can be identified. Therefore, learning opportunities can be maximised closely matched to pupils' needs and interests.
- ❖ Planning learning sequences which are closely matched to selected vocabulary that will be taught within each topic area so that vocabulary can be built upon meaningfully and retained in long-term memory.
- ❖ Regularly reviewing pupil knowledge for topic areas taught through self-regulated learning approaches including knowledge-quizzing whereby pupils half-termly revisit and recall their learnt knowledge.
- ❖ Tracking learning against core year-group specific objectives termly using SIMs data input for the wider curriculum to identify progress made and analysis of any arising gaps in knowledge including whole-school areas for development.
- ❖ Maintaining a broad and balanced curriculum teaching approach in our coverage, whereby pupils strengthen PSHE and Arts aspects of their learning, meeting individual needs and promoting our 'Believe, Belong, Achieve' philosophy.
- ❖ Promoting high aspirations through outreach links with organisations such as the University of Nottingham and wider external providers for specialist teaching in languages, PE and the arts to enhance our teaching delivery.
- ❖ Promoting the wellbeing and emotional health of our pupils through dedicated Headspace time daily, whereby pupils reflect and consider their own sense of self.
- ❖ Involving the wider community with learning through targeted Learning Together events, sharing expectations and curriculum coverage with all parents/carers, including themed weeks across the school year.

- ❖ Building long-lasting memory of core concepts and knowledge through use of Graphic Organisers and our Learning Toolkit as an approach to teaching and learning for all pupils. (Cognitive Science Approach)
- ❖ Broadening cultural capital and social equity for our pupils through our Learning Away and enrichment programme so that pupils' experience a wide-ranging breadth of opportunities throughout their learning at HWP.

IMPACT

We know our curriculum works for our pupils through...

- ❖ Tracking of progress against core year group expectations: with the expectation that all pupils achieve expected standards for their specific year group objectives.
- ❖ Pupil voice impact showing evidence of the positive impact and use our Knowledge Organisers and Graphic Organisers to improve and deepen their knowledge and understanding.
- ❖ Pupil voice impact showing evidence of the positive impact that Headspace and Emotional Wellbeing has upon their learning and sense of self.
- ❖ Parent voice impact showing the increased response, awareness and support of our knowledge-based curriculum approach.
- ❖ Evidence of pupils applying taught knowledge and vocabulary within core subject teaching; independently making connections and links across learning.
- ❖ Increased attendance and support for our Learning Together events which identifies parent agreement with our curriculum vision and knowledge-based outlook.
- ❖ Parent and pupil voice response showing 100% support for how Learning Away positively impacts upon their child's learning and SMSC development.

Knowledge Organisers:

Examples of our school knowledge organisers are attached for your information.



Knowledge Organiser

Topic area: **The War of the Roses**

Spring 2

Year: 4

Curiosity = Wonder + Awe



What was it? A civil war fought in England. It lasted for just over 30 years from 1455 to 1487. However, the battles were mostly small and sometimes were years apart. In 1459, Queen Margaret (House of Lancaster) declared the Duke of York (King Henry VI's cousin: Richard) a traitor, and war broke out between the House of York and the House of Lancaster.

What happened? By the end of the Wars of the Roses, tracing the rightful claim to the throne of England was a difficult task. Henry Tudor marched towards England from Wales (his homeland) with a force of only 5,000 soldiers (mostly French) to battle against King Richard III (whose army had over 10,000 soldiers) at Bosworth. Richard also had cannon fire as an advantage. Outnumbered and poorly positioned, Richard III led a Yorkist cavalry charge against the Lancastrian forces, but one of Henry's French pikemen knocked Richard off his horse! Lord Stanley, (who has watched the battle from the sidelines with his 3,000 men), sent in his soldiers to seal victory for Henry.

Why is it significant? Henry unified the two houses of York and Lancaster, creating the Tudor Rose after the 30-year feud. Henry VII's new royal dynasty, the Tudors, would lead England into a great period of change. Henry's VII's reign is considered the end of the medieval period.

Important figures:

House of Lancaster

Henry VI - The king at the start of the war, he was mentally ill. He was housed in the Tower of London for many years until he died.

Margaret of Anjou - Wife of Henry VI, she took control of the country and led the fight against Henry's enemies.

House of York

Richard, Duke of York - Father of Edward IV and Richard III, he began the war by defeating the Lancastrians and putting Henry VI in jail.

Edward IV - The first York to become king, Edward IV was king for much of the war from 1461 to 1470 and 1471 to 1483.

Edward V - The son of Edward IV, he was twelve when his father died. He was king for only a few months before he was sent to the Tower of London and disappeared.

Richard III - Brother of Edward IV, he took the throne from his nephew Edward V. He was king for just over two years before he was killed in battle.

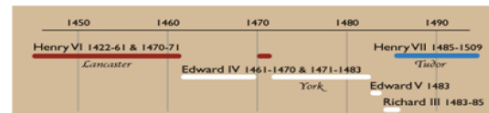
House of Tudor

Henry VII - Defeated Richard III to end the Wars of the Roses in 1487. Founder of the house of Tudor.

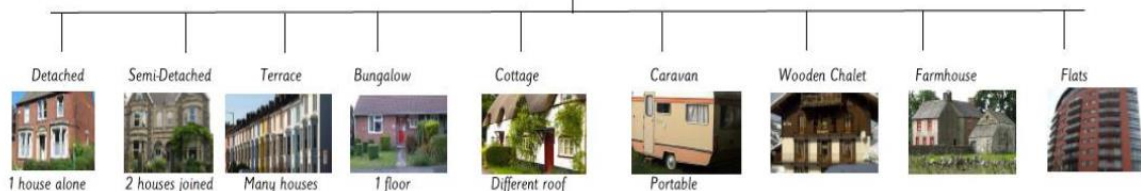
Word	Definition
1 Yorkist	Supporter of Duke of York, and later his sons, during the War of the Roses
2 Lancastrians	Supporter of King Henry VI, or members of his family, during the War of the Roses
3 Civil War	A war between citizens of the same country
4 Rebellion	To show armed resistance against control or authority from a government or leader
5 Exile	To be banned from your native country, typically for political reasons
6 Chivalry	The medieval knight system with its religious, moral, and social code.
7 Cannon fire	The act of firing weapons or artillery at an enemy
8 Cavalry charge	A charge by mounted troops. Cavalry were historically the most mobile of the combat arms.
9 Pikemen	Soldiers who carried 12 foot long, steel headed pikes, used to stop cavalry charges
10 Feud	A prolonged bitter quarrel or dispute
11 Dynasty	A succession of powerful people from the same family
12 Allies	A state or group of people formally cooperating for a military or other purpose



- One of the largest battles in the war was the Battle of Towton where over 50,000 soldiers fought and around 25,000 soldiers were killed.
- Edward IV was six foot four inches tall. This was very tall for the time.
- The two houses were both branches of the royal House of Plantagenet.
- Some English nobles switched sides several times hoping to end up on the winning side
- Margaret of Anjou led the Lancastrian army during several of the battles.



Types of house



- People used to all live in the same room and houses only had one room
- Toilets used to be shared with other houses on the same street (and they were outside!)
- Almost half of the houses in London are flats or apartments
- The **windows** in houses have changed over time - they used to be iron or wood. Many today are made of plastic



Windows

Victorian houses

- Bay windows (they stick out)
- Iron Railings
- Patterns in the brickwork made from coloured bricks
- Stained glass in doorways and windows.
- Roofs made of slate.
- No garage
- Sash windows (they open by sliding the window up)

Modern houses

- Double glazed windows and doors
- Conservatory
- Garages and driveways
- Solar panels

The Vikings were a group of people who invaded England from around 787 AD to 1066. They travelled here from Norway, Sweden and Denmark.

They were called the Vikings because they invaded countries and stole precious treasures from people. The people called this 'going Viking', and so they were named after their actions.

They are remembered for being fierce warriors and are often thought of as a group of violent criminals, but modern evidence suggests this may not be a totally accurate representation of them as a group of people.

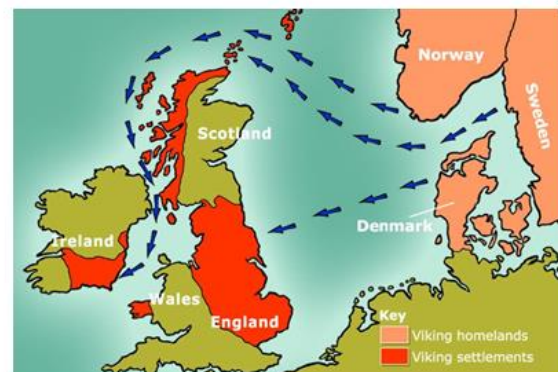


Vikings travelled to fight on boats called longships. They were long and thin with a dragon head on the front.

The map below shows where Vikings travelled from and where they settled in Britain. They also settled in Iceland. The green parts show areas where the Vikings never settled, even though they tried.



The Vikings believed in many gods, such as the ones above. They worshipped all of them but prayed to them at different times.



Knowledge Quizzing:

Long and Short term low stakes high impact quizzing of key concepts and taught vocabulary

Knowledge Review Quiz Year 2: Houses and Homes



Score:
%

1. Which of these is a house with only one floor?

- A) Bungalow B) Cottage C) Detached house D) Chalet

2. How much of London's houses are flats or apartments?

- A) Half B) A quarter C) A third

3. A house that is on its own is...

- A) Terraced B) Detached C) Semi-Detached

4. Which of these would you NOT find in an olden house?

- A) Toilet B) Electricity C) Fire D) Kitchen

5. A room below a house is called a...

- A) Attic B) Pantry C) Celler D) Gutter

6. A small room or cupboard for storing food is called a...

- A) Attic B) Pantry C) Celler D) Gutter

7. Houses in a continual row are called...

- A) Terraced B) Detached C) Semi-Detached

8. Which of these would you NOT find on a Victorian house?

- A) Bay windows B) Stained glass C) Slate roof D) Conservatory

9. People had to pay a 'window tax' during which time...

- A) Victorian B) Tudor C) Georgian

10. A space or room inside a roof is called...

- A) Attic B) Pantry C) Celler D) Gutter

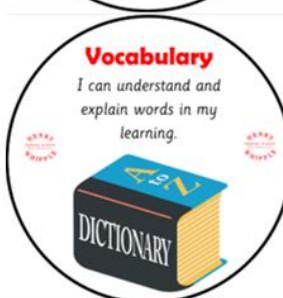
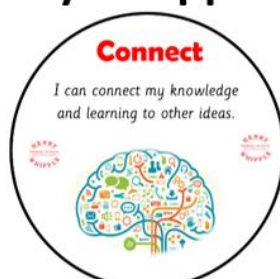
11. Houses were made from wood during which time...

- A) Victorian B) Tudor C) Georgian

12. Every house needs to provide...

- A) Electricity B) Shelter C) Games D) Water

Henry Whipple Learning Toolkit



Graphic Organisers



Circle Map



Bubble Map
(Describing)



Double Bubble
(Compare / Contrast)



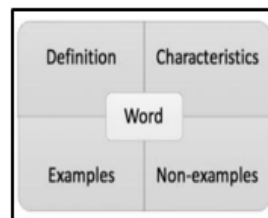
Tree Map
(Classify)



Brace Map
(Parts of a whole)



Multi-Flow
(Cause and Effect)



Fray Model
(Vocabulary)

