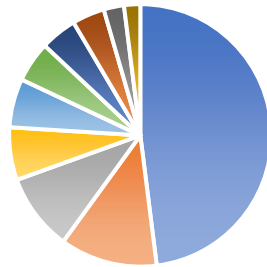


Our context

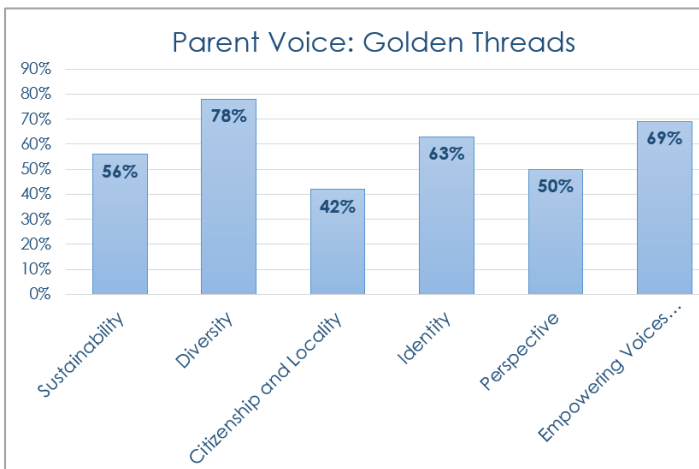
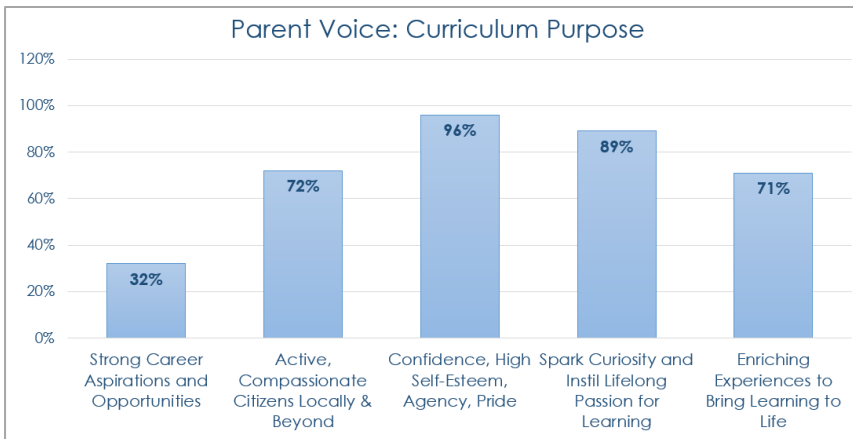
We serve a proud, incredibly diverse community and our fantastic children join us from a range of backgrounds and experiences. We know it is important to reflect our community in the curriculum and value the priorities of our children's parents.

Carrington Context 2025



- White - British
- Indian
- Pakistani
- White and Black Caribbean
- Black - African
- White and Asian
- Any Other Mixed Background
- Any Other White Background

Curriculum Purpose: Parent/Carer Voice



Mission Statement

Children get one chance at primary education. Our unique children deserve an inclusive, holistic curriculum that shapes them as confident, inquisitive and proud individuals. We are committed to ensuring that every child thrives, recognising and responding to their diverse needs and experiences.

Our aim is for every child to leave Carrington with an empowered voice and, through purposeful, broad and practical learning experiences, learn the skills to be compassionate and active citizens who make a difference in their communities and beyond.

We foster a deep appreciation for the environment and celebrate and promote diversity in all its forms ensuring every child feels valued and represented.

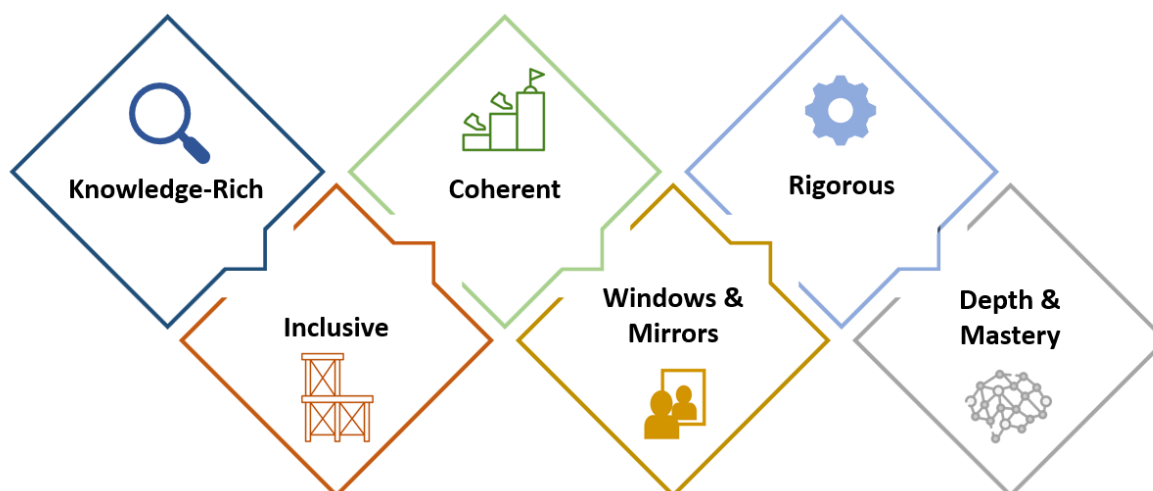
We champion an ambitious, knowledge-rich curriculum because children are empowered by knowing things. The specifics of what children learn matter and subject traditions are respected, providing the vital inspiration, challenge and confidence to express themselves, determine their own future and build a life-long passion for learning.

The Case for Knowledge-Rich

Curriculum leaders have engaged with research into the benefits of a curriculum rich in knowledge. This is one of the key principles that guides choices around curriculum design.

- We know that a rich body of powerful knowledge allows children to think deeply and creatively about what they see, hear and encounter in the world.
- Children who have a broad and rich knowledge base by the time they leave primary school are significantly more likely to be academically successful at secondary school (Hirsch, 2018)
- Powerful knowledge is knowledge that takes pupils beyond their own experiences'. This is particularly important in disadvantaged contexts in relation to the promotion of social justice
- Those from disadvantaged backgrounds begin school with a 'knowledge gap'. Ensuring this is eradicated before children leave primary school is the most significant thing we as teachers can do to give the less-privileged access to the knowledge they need to succeed

Design Principles

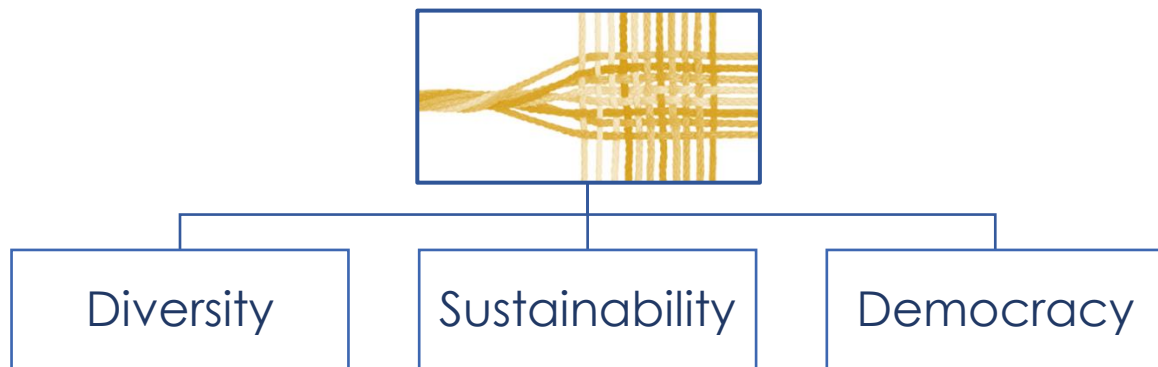


<p>Powerful knowledge provides an underpinning philosophy, proving cultural capital. Granular knowledge is tightly defined and specified in detail. Skills are developed in conjunction with knowledge.</p>	<p>Curriculum planning is carefully sequenced so new content builds gradually on prior learning. Vertical and horizontal links between curriculum areas are made. Key concepts are woven through the curriculum.</p>	<p>Subject traditions are respected, and lessons are taught in a way that is faithful to the subject discipline. Pupils gain disciplinary and subject-specific knowledge. The aims of the NC are covered.</p>
<p>All pupils, including those who are disadvantaged or those with SEND, are given the knowledge they need and reasonable adjustments or adaptations are made for specific pupils' needs.</p>	<p>Relevant knowledge that reflects and celebrates our pupils and their cultures alongside powerful knowledge that takes them beyond their everyday, broadening horizons.</p>	<p>Pupils master core concepts, with space to build their knowledge and deepen their understanding. Assessment is effective and time is available for revisiting content and dealing with gaps in knowledge and skills.</p>

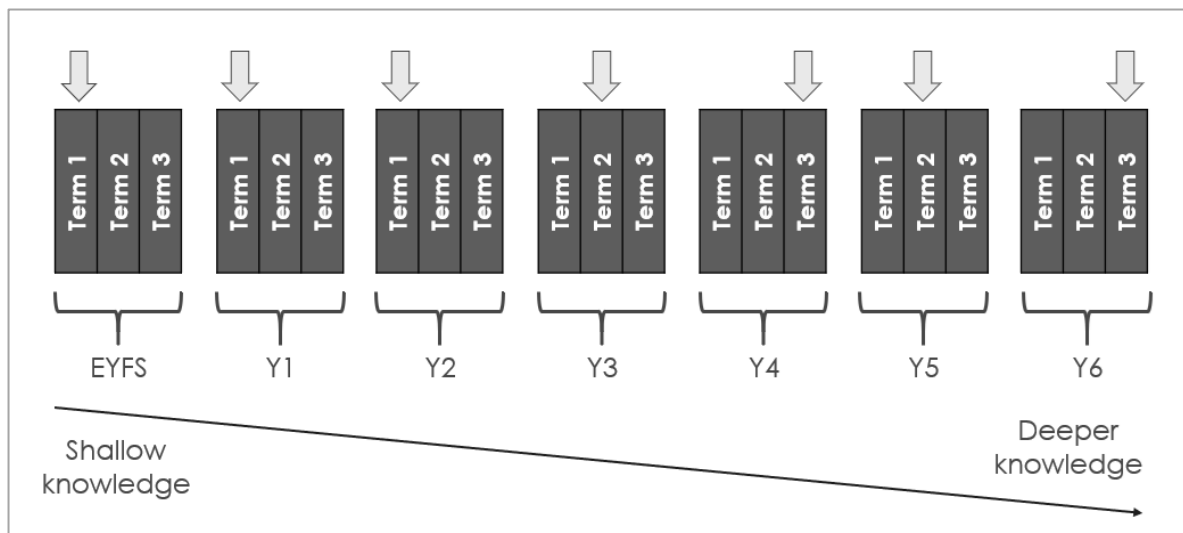
Golden Threads

Alongside a rich diet of carefully selected powerful knowledge, we want our children to leave Carrington with a deep understanding of 3 key concepts.

Our 'Golden Threads' are woven through the curriculum and are revisited, remembered and built upon in every year across a range of subjects. These concepts bring coherence to the curriculum, demonstrate to children the interrelatedness of ideas and guide decisions around curriculum content. The Golden Threads were selected specifically for our unique children and their community.



Golden Threads are deliberately mapped across the curriculum so that teachers can ask children what they remember about a concept from previous years. Children will have the opportunity to explore concept thread in multiple, novel contexts, allowing them to journey from shallow to deeper understanding.



Adapted from 'Curriculum Coherence' (Neil Almond)

Topics Overview

Our topics have been carefully selected to offer our children a broad, rich diet of powerful knowledge, build cultural capital and embed Carrington's Golden Threads.



Are we meeting NC requirements for History & Geography?

Do the topics enable effective progression of knowledge and skills?

Do the golden threads progress through the topics?

Specifying Core Knowledge

Within each unit of learning, 'core knowledge' is specified on unit plans; the knowledge that we feel is significant for the following reasons:

- Reinforces Carrington's Golden Threads
- Takes children beyond their everyday
- Prepares children for subsequent learning

Core Knowledge	
	<p>L1 To order the key events of the Vikings in Britain</p> <ul style="list-style-type: none"> • When the Vikings arrived, Britain was ruled by the Anglo Saxons • Some time periods run con-currently meaning they overlap • Know some of the key events during the Vikings' time in Britain and that there are consequences (effects) for each event (cause) • BCE and CE can be used instead of BC and AD
	<p>L2 To know where the Vikings came from and why they wanted to invade Britain</p> <ul style="list-style-type: none"> • Britain was divided in kingdoms during Anglo-Saxon times • Vikings travelled from Scandinavia on longboats to Britain • The route taken by the Vikings was similar to that of the Anglo Saxons



A section of a unit plan from Year 5: The Vikings

Building coherence through sequencing

The rationale:

- We know that 'learning can be defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned'. (Ofsted)
- We know that the sequence in which knowledge is taught is critical if that knowledge is to be remembered.
- We understand that "Generative (or 'sticky') knowledge is acquired when new ideas are integrated with a learner's existing schemata." (Osborne and Wittrock 1983). We aim to sequence the curriculum so that children build useful and increasingly complex schemata and gain knowledge for subsequent learning.

To ensure that significant, enabling knowledge is remembered, we consider two key strategies when sequencing our curriculum

Build on prior learning	Re-encounter key concepts
<ul style="list-style-type: none"> • Small steps • Map Progression of skills and knowledge • Identify 'enabling' knowledge required to prepare children for subsequent learning 	<ul style="list-style-type: none"> • Key concepts are presented regularly throughout the curriculum • Deepening levels of complexity • In different contexts or applications • Spaced retrieval starters 



The Carrington Curriculum



Here are just some examples of the teaching of new knowledge builds on prior learning across history and geography topics.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Our School	Toys	The Great Fire of London	Our Local Area	Wangari Maathai	Carrington to Kenya
Year 2	Great Britain	The Gunpowder Plot	Hot and Cold Places	Ibn Battuta	Forests	Superwomen
Year 3	Oceans and Seas	Great Expeditions	Volcanoes and Mountains	The Stone Age to The Celts	Rivers of the World	Ancient Egypt
Year 4	Polar Regions	Ancient Greeks	Fair Trade	Roman Britain	Wild Weather	Anglo-Saxons
Year 5	Incredible Animal Journeys	The Vikings	Deserts	Restless Earth	The Golden Age of Islam	The Tudors
Year 6	Coasts	WW2	Carrington History Study	Our Changing Climate	Windrush to Now	Population

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Our School Seasonal Change 1	Toys Everyday Materials	The Great Fire of London Seasonal Change 2	Our Local Area Human Body	Wangari Maathai Classification of Living Things	Carrington to Kenya Plants
Year 2	Great Britain	The Gunpowder Plot	Hot and Cold Places	Ibn Battuta	Forests	Superwomen
Year 3	Oceans and Seas	Great Expeditions	Volcanoes and Mountains	The Stone Age to The Celts	Rivers of the World	Ancient Egypt
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- In KS2, historical periods are taught in chronological order
- Within each unit, concepts such as settlement, invasion, power and equality are re-visited

- The seasons are explored at depth in EYFS before children revisit this in Y1 science units
- Children then build knowledge of more complex and extreme weather before understanding climate change

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- Famous world rivers are studied before the Nile is taught again in the context of Ancient Egypt
- The importance of the Nile and Ancient Egyptian use of irrigation is taught before children explore the concept of desertification

- Championing the achievements of significant women in history is a key thread through our history units.
- Wangari Maathai, Mary Seacole, Florence Nightingale, Amelia Earhart, Queen Boudicca and Floella Benjamin are all covered in depth throughout these topics

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- The importance of forests is first studied through Wangari Maathai's work on the 'Green Belt' in Y1.
- The different layers of the forest and the bio-diversity found in them is studied in year 2.
- In year 4, the importance of forests in producing food for humans is explored before a deforestation case study of the Amazon is completed in year 6.

- Geography studies begin with the immediate and local area in year 1 before zooming out to Great Britain and the wider world in year 2



In a spiral curriculum, concepts are purposefully re-encountered in different contexts and at a deeper, more sophisticated level.

An example of the progression and revisiting of key substantive concepts in history.

Invasion, Migration and Settlements			
Early Years	KS1	LKS2	UKS2
<ul style="list-style-type: none"> Know that many children in our school have parents who moved to the UK from other countries for different reasons Know that many of us have families in different parts of the world with different cultures Know that they live in a house with family and that there are different types of housing 	<ul style="list-style-type: none"> Compare British settlements such as London during the Great Fire to modern cities Know the difference between rural and urban areas and the meaning of village, town and city 	<ul style="list-style-type: none"> Know the long-term impact that different rulers have had on the settlements of Britain such as Roman architecture Explore the importance of farming and its link with communities and settlements in the time of the Anglo-Saxons, understanding that farmland was the reason for their arrival in Britain Know the appealing features of Great Britain and why different invasions of Britain took place Study the impact of the topography of Greece and the emergence of City States Know the significance of the Nile on Ancient Egyptian Civilisation. 	<ul style="list-style-type: none"> Know the significance of urban and rural settings during WWII to better understand evacuation Compare Tudor London to the modern day Recognise the contribution of migrants from the Windrush generation and other regions on British culture and society Compare and contrast the climate and topography of Scandinavia and Britain and explore this as a reason the Vikings first invaded and settled in Britain Know the push and pull factors for migration in different contexts including: evacuation during WWII (British, Polish and German children), people from Windrush Generation and others Know the roots of the British Empire that can be seen in the Commonwealth today

In maths, place value is revisited at increasing levels of complexity throughout Y1.

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)			Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation	
Spring	Number: Addition and subtraction (within 20)			Number: Place Value (within 50)			Measurement: Length and Height	Measurement: Weight and Volume		Consolidation		
Summer	Number: Multiplication and Division		Number: Fractions		Geometry: Properties of Shape	Number: Place Value (within 100)		Measurement: Money	Measurement: Time			Consolidation

Y3: Wild Weather



Y4: Rivers of the World



Y6: Our Changing Climate

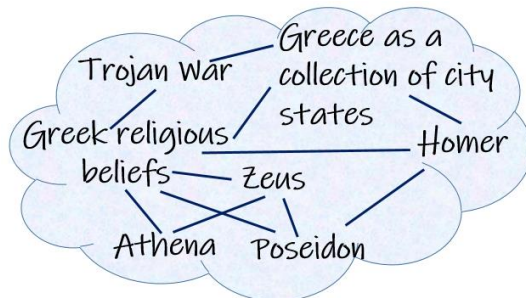
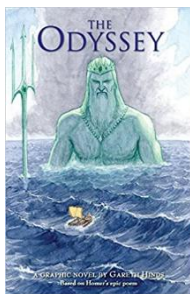
The water cycle is revisited throughout KS2, each time exploring it in more depth or in a new context.

In year 3, pupils study the key terms and stages of the water cycle during the 'Wild Weather' geography topic. In the rivers topic, year 4 pupils revisit the vocabulary and learn that there is a finite amount of fresh water on earth, exploring what people can do to waste less water. In year 6, pupils study the concept of drought and the impact of a lack of rainfall on regions such as the Amazon Rainforest.

Horizontal links across the curriculum

We know that prior, back-ground knowledge of a given context is crucial to children's success in future learning, particularly in reading and writing. Knowledge of context and of key vocabulary means children can read and write more fluently and with deeper meaning.

“Language is surrounded by a cloud of taken-for-granted, unspoken knowledge without which the said cannot be understood” (D. Willingham).



It is this cloud of knowledge, provided by the curriculum, that allows for deeper meaning and sense-making.

(Adapted from 'Jason Wade Education')

With this in mind, subject leads look for opportunities for horizontal learning links across different curriculum areas to enable children to utilise connected and relevant background knowledge in their learning.