



At Discovery Federation, we aim to provide children with a pathway to discovery themselves and the world around them. Learners leave us with the independence to make a positive contribution to their community and wider world.



Discovery Federation Curriculum Intent

In order to develop our curriculum intent, we have considered the key characteristics of children within our Federation: there are high levels of disadvantage and SEND. Our catchments are not diverse and children rarely venture beyond their immediate village. Our curriculum development has focused on developing basic skills, vocabulary and a sense of the wider world. We try to instill in our children that education is the key to becoming a successful adult. This is then adapted by each school within our Federation to reflect their unique context e.g. Moorside has links to Steelworks and New Brancepeth has links to coal mining.

The intent of our curriculum is linked to the core aim of our Federation: -

- D - to discover
- I - to be inventive
- S - to be secure
- C - to be confident
- O - to be open minded
- V - to be versatile
- E - to be empathetic
- R - to be responsible
- Y - to be yourself

These values form the threads of our curriculum. It is constructed to give children the core knowledge they need to ensure they leave us as well-rounded individuals, ready to take the next steps in their school career with confidence. We place great emphasis on inclusion and accelerating the progress for all children regardless of their starting points. We have used the key components of the EYFS framework and National Curriculum to plot our curriculum objectives, key learning and progression within this.

We start our children's learning journey in nursery with a strong focus on early language, physical development, social and emotional literacy together with a love of story. This is underpinned by developing children's pre-reading skills and building on this through systematic phonics in Reception and Year 1. Story planning also forms a cornerstone of our Early Years curriculum with all provision being built around the key themes of story and rhyme. Key vocabulary is identified and specifically taught from Nursery to Year 6.

In order to support children with their journey of discovery there is a key focus on reading across the curriculum to support and underpin the development of knowledge. Reading runs across all subjects with core texts identified for each year group through Reading Spines and Page Turners. These form the core texts that our children experience in each year group supplemented by novels for the teaching of the English curriculum. Further exposure to a range of non-fiction texts is provided through wider curriculum subjects.

As a Federation with schools in areas of high disadvantage, 'closing the vocabulary gap' is important to us. Our curriculum has been designed and key vocabulary identified for each subject. This is progressive across all year groups, so children's understanding of subject specific vocabulary is directly taught then revisited and built upon year after year. This vocabulary has been identified from the National Curriculum Programmes of Study.

We have three core themes that repeat annually in each year group: family, community and the wider world with a fundraising event linked to one of these. We hope by threading these three core themes as project outcomes through our curriculum, we support the development of British values and develop our core aims of empathy and responsibility.

We recognise the importance of physical and mental health and have developed a *Resilience Passport* for each year group to support this development from Nursery to Year 6 linked to our Federation core aims. We use this passport



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to track engagement with activities across the year and teachers will meet termly with children to discuss progress, developing responsibility and ownership with the individual child. Teachers also discuss these passports with parents/carers at Parents Evenings. At the end of the year, every class will have a graduation ceremony which parents/carers can attend to celebrate achievements. Children can graduate with a pass, merit or distinction dependent upon how much they engage with the activities and work towards completing them. This is to instill a sense of confidence and security within our children giving them some ownership for their own learning.

Due to the levels of disadvantage faced by our children, many of them do not venture beyond their immediate locality. In Early Years, we focus on developing children's sense of place through using the local environment e.g. park, church, shops. Throughout school, developing children's experiences of the wider world and beyond their immediate surroundings is threaded through the curriculum with key visits identified termly. These experiences include a core offer of at least one visit to an art gallery and museum in each Key Stage. We ensure children experience residential visits at Key Stage 2. We also encourage staff to use visitors to develop children's core skills and knowledge, whether this be a local shopkeeper, fire fighter or someone with specialist skills in a key area.

Fantastic Fridays allow us to ensure our curriculum offer is enriched and remains broad and balanced despite the key focuses of English and maths. To this end, we run a collapsed curriculum day on a Friday with children accessing physical education, computing, music, wellbeing (PSHE), online safety and religious education to ensure these activities remain high priority and children access their core entitlement.

Assessment

Development of conceptual understanding, knowledge and making links between these is central to our curriculum. To support this, we use low-risk retrieval practice using 'Flashback Four' quizzes at the start of every lesson to continually review previous learning in across all subjects, so children consistently draw on and revisit knowledge to ensure it sticks.

End of unit assessments also form a key part of our curriculum, highlighting for teachers the clear expectations for each subject in every year group. This allows children to demonstrate their learning in a low-stakes environment and highlights for staff any core components of the curriculum that need to be revisited in further detail. It supports subject leaders to monitor standards within individual subjects.