

# Seaton Sluice First School



## Rationale for school curriculum design

“Growing Knowledge”



**This is the rationale that applies to the curriculum of every subject area at Seaton Sluice First School.**

Our rich curriculum has been designed to include the essential **substantive knowledge** that we want our pupils to remember. This **knowledge** is selected carefully and **linked together** by a range of **abstract themes** that connect learning and help our pupils **make sense of the knowledge that they are developing**.

Pupils develop **disciplinary knowledge** for each subject through a process of using and applying the key substantive knowledge. In doing so, they are learning to become scientists, mathematicians, artists, musicians, writers, authors and so on.

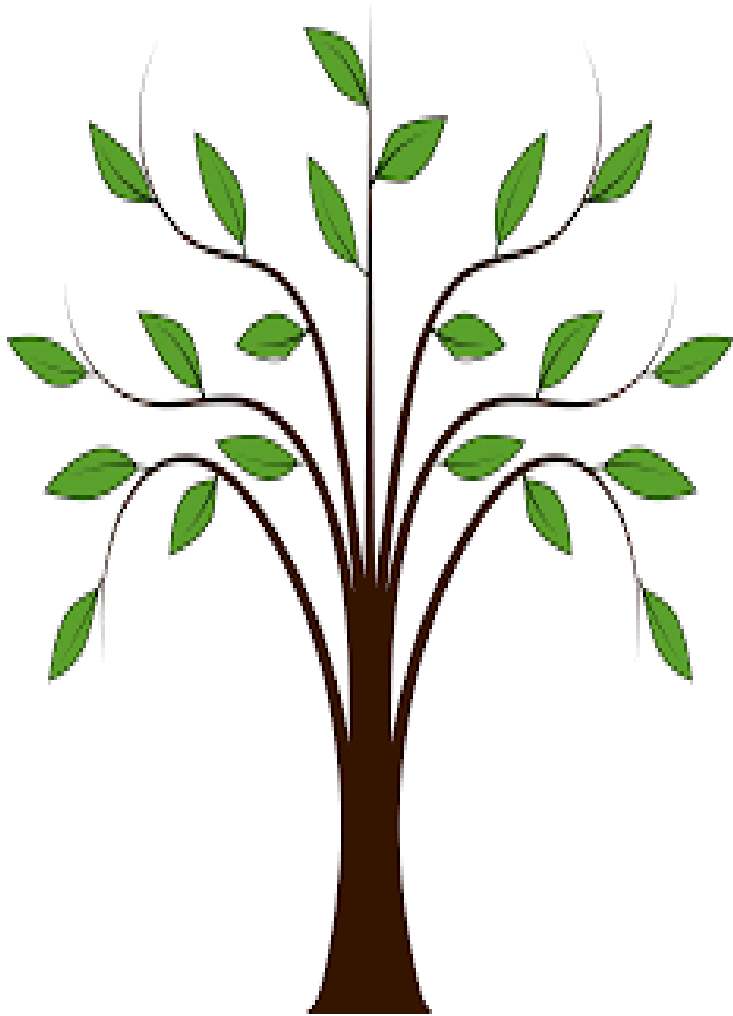
Learning is planned in a well-thought out series of lessons that **build progressively** towards a **defined end point** at which the **essential, non-negotiable knowledge** pupils need to remember is clearly outlined.

At Seaton Sluice First School, each learning 'unit' is described within a **'Growing Knowledge'** model that identifies the starting point or 'foundation' from which knowledge will 'grow'. The visual of a tree is used to assist the pupils in making sense of their learning and making important links. With the right nutrients and environment, the tree will thrive and grow.

The 'Growing Knowledge' model which is presented at the start and end of each lesson, provides the basis for necessary assessment of learning within each lesson and unit of work. An example of this would be within art, within the area of 'drawing', identifying the foundation (what the pupils know and remember) then the next stages of learning or 'growth' outlined by the teacher. This model scaffolds pupils' thinking in making sense of their learning and together with the guidance of teacher, allows them to review and identify their next steps which leads towards a successful end point.

**The example below shows how a unit of learning will be presented to the pupils at the start and end of each lesson:**

## Growing knowledge in: Drawing (Year 2) in Art



### Branching out

I will create a further masterpiece that is in the style of Kandinsky. This time, I will have more freedom to develop my own ideas and show different shades, line types and thickness.

### Growing more

I will use my learning to create some of my own masterpieces in the style of Kandinsky. This means that I will be able to show different shades. I will do this using pencils and pastels.

### Growing

I am going to use thick and thin lines by adding pressure. We will look at the artist Kandinsky and learn about how he used shapes and lines to create masterpieces.

When I was in Year 1, I drew different lines to make sketches of different themes such as myself, Kings and objects. This included wavy, zig-zag and thin lines. I also learnt about the artist James Rizzi who created pop art style pieces. (Foundation)