

Pathfinder Schools Curriculum Plan 2019 – 2021

What does a Pathfinder Schools curriculum Intend to achieve?

Pathfinder Schools exist to deliver the very best educational outcomes for every learner. Based upon a foundation of independence, we empower young people to broaden their horizons and open their minds to new opportunities.

The Pathfinder Curriculum is based on our conviction that at the heart of every Pathfinder School is the belief that life is about more than success; it's about greatness. Together we want to develop inspirational schools which instil our values of independence, humanity and collaboration in every learner, enabling them to find the greatness within them.



The Pathfinder Curriculum goes beyond the ambitions set by the National Curriculum as it caters for our pupils' development as active citizens, each with the ability to explore their own greatness whilst being prepared for external assessments.

Whilst guided by the National Curriculum it is tailored to meet the unique nature of each of our schools and thereby supports the development of well-rounded individuals, able to cope with life in today's dynamic society and well prepared for the next stage in their development.

The ability to read lays the foundations for learning to take place and as such is prioritised in all Pathfinder Schools.

'Reading is the key that opens doors to many good things in life. Reading shaped my dreams, and more reading helped me make my dreams come true.'

Ruth Bader Ginsburg

Curriculum principles to be used by all Pathfinder Schools

1. Pathfinder values linked in with your school values should be used to shape the curriculum.
2. The curriculum should be based on Development Matters at EYFS and the National Curriculum for KS1-4 and should reflect your schools context by including local history and reflecting the cultural diversity and makeup of your school population.
3. The curriculum should be ambitious for what pupils know and can do by the time they leave your school in terms of skills, knowledge, vocabulary, concepts and personal attributes.
4. The curriculum should build on prior knowledge and curriculum plans should set out a coherent sequence and structure that can successfully be implemented showing progression in skills, knowledge, vocabulary and concepts.
5. Learning should be designed to meet end-points and be connected and revisited so that it is thoroughly embedded. Research shows us that this is the way to commit learning to long-term memory. The curriculum will be sequenced using evidence-based research on how children learn and how to transfer key knowledge to long-term memory.
6. The curriculum should be co-constructed and clearly communicated so that it is clear to all and is fully understood and owned.
7. The curriculum should be ambitious in seeking to build in development of the whole child through PHSE, British Values, SMSC, SRE and global citizenship, enabling all pupils to develop 'cultural capital'.
8. The curriculum should be fully inclusive enabling progress for all pupils including SEND, PP, EAL and LAC.
9. Reading should be prioritised in the curriculum for all pupils, including developing a love of reading.
10. Learning should be integrated across subjects to better establish links and common vocabulary to support and develop schemata.
11. Assessment in subjects should be meaningful and driven by the curriculum to ensure that the necessary concepts are developed and committed to long-term memory. At all times staff workload will be taken into consideration.
12. Feedback to pupils should be meaningful, motivating and linked to the delivery of the curriculum and designated end-points, appropriate to age and experience whilst at all times taking into consideration staff workload.
13. The curriculum will be reviewed regularly to ensure relevance and coherence in line with the Pathfinder and individual school priorities.

How will we implement this?

Curriculum Principle	Actions
1. Pathfinder values linked in with your school values should be used to shape the curriculum.	<ul style="list-style-type: none"> ➤ Curriculum leads in all schools to remind staff of Pathfinder Values and ensure these underpin all curriculum plans ➤ All schools to undertake Audit of curriculum (Appendix 1 – September 2019) ➤ Subject leads to introduce Pathfinder planning following central training and ensure that both Pathfinder and School values are included
2. The curriculum should be based on the National Curriculum and should reflect your schools context by including local history and reflecting the cultural diversity and economic background of your school population.	<ul style="list-style-type: none"> ➤ Curriculum leads of all schools to attend training (September 2019) to ensure all are aware of this when redesigning school curricula ➤ All schools to undertake Audit of curriculum (Appendix 1 – September 2019) and individual subject audits in line with the 2 year plan (Appendix 3) ➤ All subject leads to attend central training over a 2 year period (Appendix 2) where National Curriculum for each subject is revisited. Training to be cascaded back in individual schools
3. The curriculum should be ambitious for what pupils know and can do by the time they leave your school in terms of skills, knowledge, vocabulary, concepts and personal attributes.	<ul style="list-style-type: none"> ➤ Curriculum leads of all schools to attend training (September 2019) to ensure all are aware of this when redesigning school curricula ➤ All schools to undertake Audit of curriculum (Appendix 1 – September 2019) and individual subject audits in line with the 2 year plan (Appendix 3) ➤ All subject leads to attend central training over a 2 year period (Appendix 2) where National Curriculum for each subject is revisited. Training to be cascaded back in individual schools ➤ Individual subject planning grids developed by subject leads of all schools across all phases ensure that skills, knowledge, concepts and vocabulary are ambitious, sequential and revisited throughout KS's (Appendix 5)
4. The curriculum should build on prior knowledge and curriculum plans should set out a coherent sequence and structure that can successfully be implemented showing progression in skills, knowledge, vocabulary and concepts.	<ul style="list-style-type: none"> ➤ Curriculum leads of all schools to attend training (September 2019) to ensure all are aware of this when redesigning school curricula ➤ All schools to undertake Audit of curriculum (Appendix 1 – September 2019) and individual subject audits in line with the 2 year plan (Appendix 3) ➤ All subject leads to attend central training over a 2 year period (Appendix 2) where National Curriculum for each subject is revisited. Training to be cascaded back in individual schools ➤ Individual subject planning grids developed by subject leads of all schools across all phases ensure that skills, knowledge, concepts and vocabulary are ambitious, sequential and revisited throughout KS's (Appendix 5)
5. Learning should be designed to meet end-points and be connected and revisited so that it is thoroughly embedded. The curriculum will be sequenced using evidence-based research on how children learn and how to transfer key knowledge to long-term memory.	<ul style="list-style-type: none"> ➤ All schools to undertake Audit of curriculum (appendix 1 – September 2019) and individual subject audits in line with the 2 year plan (Appendix 3) ➤ All subject leads to attend central training over a 2 year period (Appendix 2) where National Curriculum for each subject is revisited. Training to be cascaded back in individual schools ➤ Individual subject planning grids developed by subject leads of all schools across all phases ensure that skills, knowledge, concepts and vocabulary are ambitious, sequential and revisited throughout KS's (Appendix 5) ➤ Knowledge webs constructed for each unit to reference end points and ensure connectivity and the revisiting of concepts (Appendix 4)

	<ul style="list-style-type: none"> ➤ Trust and schools will provide evidence based and relevant CPD to support the design and implementation of the curriculum a both whole school and subject-specific level
6. Your curriculum should be co-constructed and clearly communicated so that it is clear to all and is fully understood and owned.	<ul style="list-style-type: none"> ➤ All schools to undertake audit of curriculum (Appendix 1 – September 2019) and individual subject audits in line with the 2 year plan (Appendix 3) ➤ All subject leads to attend central training over a 2 year period (Appendix 2) where National Curriculum for each subject is revisited. Training to be cascaded back in individual schools ➤ Time scale realistic so that all staff can co-construct curriculum material in a meaningful way ➤ Knowledge webs to be used referring back to planning grids to ensure co-construction (Appendix 4) ➤ Individual subject planning grids developed by subject leads of all schools across all phases ensure that skills, knowledge, concepts and vocabulary are ambitious, sequential and revisited throughout KS's (Appendix 5) and fed back at SM ➤ Knowledge webs constructed for each unit to reference end points and ensure connectivity and the revisiting of concepts (Appendix 4) ➤ Allow staff meeting time for planning across individual schools ➤ Shared area for all knowledge webs to be stored ➤ Curriculum TEAMS set up for communication and blogs with latest research and findings
7. Your curriculum should be ambitious in seeking to build in development of the whole child through PHSE, British Values, SMSC and global citizenship, enabling all pupils to develop cultural capital.	<ul style="list-style-type: none"> ➤ All schools to undertake audit of curriculum (appendix 1 – September 2019) and individual subject audits in line with the 2 year plan (Appendix 3) ➤ All schools to develop enrichment map to show variety of enrichment on offer in schools ➤ All schools are expected to give consideration to the inclusivity of the curriculum ensuring that all pupils have access and showing awareness of the difference between equality and equity ➤ PP group across Pathfinder Schools to further explore raising access and attainment of vulnerable pupils
8. The curriculum should be fully inclusive enabling progress for all pupils including SEND, PP, EAL and LAC.	<ul style="list-style-type: none"> ➤ All schools to undertake Audit of curriculum (Appendix 1 – September 2019) and individual subject audits in line with the 2 year plan (Appendix 3) ➤ An expectation that all pupils (unless specific SEN need has been identified and an adapted offer is in place) will have access to the full curriculum offer with support given as necessary to ensure access for those who may be disadvantaged
9. Reading should be prioritised in your curriculum for all pupils.	<ul style="list-style-type: none"> ➤ All schools to undertake Audit of curriculum (Appendix 1 – September 2019) and individual subject audits in line with the 2 year plan (Appendix 3) ➤ All schools to develop expectations around phonics of what stage pupils should have reached at the end of each term in YrR and Yr1 and interventions for those who are not on track ➤ All schools to develop reading plan to show progression and sequencing of reading skills ➤ All schools to develop list of quality texts children should have knowledge of at each KS
10. The learning will be integrated across subjects to better establish links and common vocabulary to support and develop schemata	<ul style="list-style-type: none"> ➤ CPD after the curriculum subject mapping has been established and is secure. CT to be introduced to the 3D curriculum during CPD Spring 3 2020

	➤ Knowledge webs to include knowledge previously taught
11. Assessment in subjects will be meaningful and driven by the curriculum to ensure that the necessary concepts are developed and committed to long term memory. At all times staff workload will be taken into consideration.	➤ Curriculum meeting 20/01/20 to look at assessment including low stakes testing to support knowledge retention and end of unit assessments to pull together various components to form the composite ➤ Knowledge webs to include specific section for end of unit assessment to ensure it is considered at the planning stage
12. Feedback to pupils will be meaningful, motivating and linked to the delivery of the curriculum and designated end points appropriate to age and experience whilst at all times taking into consideration staff workload.	➤ Curriculum meeting 20/01/20 to look at assessment and feedback including low stakes testing to support knowledge retention and end of unit assessments to pull together various components to form the composite ➤ Knowledge webs to include specific section for end of unit assessment to ensure it is considered at the planning stage ➤ CPD on Science of learning for all Pathfinder SLT 23/01/20 and 19/03/20
13. The curriculum will be reviewed regularly to ensure relevance and coherence in line with the Pathfinder and individual school priorities	➤ Curriculum audit (Appendix 1) to be repeated in Summer 2020 and again in Summer 21 to assess impact. Actions to be built into individual school SDPs to ensure central to annual school development planning. ➤ Pupil voice will be built into school monitoring and evaluation schedules to ensure that the curriculum is enabling pupils to learn ie 'know more and remember more' ➤ Staff surveys will include questions about the curriculum so that views can be considered and built into future plans

What will the impact be?

The curriculum group, made up of curriculum leads from each school, will meet termly (3x year) in order to communicate both to and from individual schools. This will be a responsive model where practice is altered in light of findings – curriculum leads will be responsible for ensuring this is fed back to all schools.

At the beginning of the process and at the end of Yr 1 and Yr 2 the curriculum audit (Appendix 1) will be completed and compared with earlier audits to measure the impact. Actions will be built into individual school SDPs to ensure central to annual school development planning.

All schools will have a curriculum planned in line with the Pathfinder principles, as listed above, to ensure they go beyond the ambitions set by the National Curriculum and cater for our pupils' development as active citizens, each with the ability to explore their own greatness whilst being prepared for external assessments.

Each school's curriculum should be tailored to meet their unique nature and should support the development of well-rounded individuals, able to cope with life in today's dynamic society, well prepared for the next stage in their development.

Appendix 1 Curriculum Audit

Pathfinder Curriculum Audit

Name of School:

Date:

Completed by:

Intent	5	4	3	2	1
	This aspect of the curriculum is central to the school's work. It is embedded practice	Embedded with minor points for development. Leaders are taking action to make these developments	Coverage is sufficient but there are some weaknesses which leaders have identified but are not yet developing	There are major weaknesses in either leadership, coverage or progression	This is absent from the curriculum design
1. How have the Pathfinder values linked in with your school values to shape the curriculum?					
2. How does your curriculum reflect your schools context? Does it include local history and reflect the cultural diversity and economic background of your school population?					
3. Is your curriculum ambitious for what pupils know and can do by the time they leave your school in terms of skills, knowledge and concepts and personal attributes?					
4. Have you designed your curriculum to build on prior knowledge and does your plan set out a coherent sequence and structure that can successfully be implemented? Does your plan show progression in skills,					

knowledge, vocabulary and concepts?					
5. Have you ensured that learning is designed to meet end points and is connected and revisited so that it is thoroughly embedded?					
6. Have you shared your curriculum so that it is clear to all and is fully understood and owned?					
7. Is your curriculum ambitious in seeking to build in development of the whole child through PHSE, British Values, SMSC and global citizenship enabling all pupils to develop cultural capital?					
8. Have you ensured that your curriculum enables progress for all pupils including SEND, PP, EAL and LAC?					
9. Is reading prioritised in your curriculum for all pupils?					

Appendix 2 Subject Training Timetable

Subject	Term to be completed
History	Autumn Term 1 2019
Geography	Autumn Term 2 2019
Science	Spring Term 3 2020
Computing	Spring Term 4 2020
Art	Summer Term 5 2020
Design and Technology	Summer Term 6 2020
Music	Autumn Term 1 2020
RE	Autumn Term 2 2020
PSHE	Spring Term 3 2021
MfL	Spring Term 4 2021
PE	Summer Term 5 2021

Appendix 3 Subject Planning Audit

Key Stage (complete as appropriate)	Knowledge	Skills	Concepts	Vocabulary	Ideas for wider experiences
EYFS					
KS1					
KS2					
KS3					
KS4					

Appendix 4 Knowledge Web and example planning format

Knowledge Web Proforma

Quick Summary of knowledge to learn and unit title					Pre-knowledge (what have the pupils already been taught)		
Knowledge Concept		Knowledge Concept			Knowledge Concept		
Knowledge Concept		Knowledge Concept			Vocabulary		
Key skills covered (Complete using Pathfinder Schools Progression in Skills, Concepts and Vocabulary)					End unit assessment		
List of concepts to be included each year (highlight which covered)							

Sequence of teaching unit (example)

<p>Step 1:</p> <p>Key Skill:</p> <p>L.O:</p> <p>Concept:</p> <p>Session outcome:</p>	<p>Step 2:</p> <p>Key Skill:</p> <p>L.O:</p> <p>Concept:</p> <p>Session outcome:</p>	<p>Step 3:</p> <p>Key Skill:</p> <p>L.O:</p> <p>Concept:</p> <p>Session outcome:</p>	<p>Step 4:</p> <p>Key Skill:</p> <p>L.O:</p> <p>Concept:</p> <p>Session outcome:</p>
<p>Step 5:</p> <p>Key Skill:</p> <p>L.O:</p> <p>Concept:</p> <p>Session outcome:</p>	<p>Step 6:</p> <p>Key Skill:</p> <p>L.O:</p> <p>Concept:</p> <p>Session outcome:</p>	<p>Step 7:</p> <p>Key Skill:</p> <p>L.O:</p> <p>Concept:</p> <p>Session outcome:</p>	<p>Step 8:</p> <p>Key Skill:</p> <p>L.O:</p> <p>Concept:</p> <p>Session outcome:</p>
<p>Step 9:</p> <p>Key Skill:</p> <p>L.O:</p> <p>Concept:</p> <p>Session outcome:</p>	<p>Step 10:</p> <p>Key Skill:</p> <p>L.O:</p> <p>Concept:</p> <p>Session outcome:</p>	<p>Final assessment of knowledge task:</p>	

Appendix 5 Pathfinder Subject Progression Grid example

Pathfinder Schools Progression in Skills, Concepts and Vocabulary

HISTORY						
Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	1a) Sequence events or objects within own experience in chronological order.	2a) Describe where the people and events studied fit on a timeline.	3a) Place the time studied on a timeline, using dates to help sequencing.	4a) Place a number of events within the period studied onto a timeline.	5a) Use dates confidently to place and order events on a timeline.	6a) Place the current study on a timeline in relation to other periods studied.
	1b) Use common words and phrases relating to the passing of time.	2b) Use some historical terms to describe the passing of time.	3b) Describe memories from his or her own life using historical vocabulary.	4b) Understand and use more complex historical terms (e.g. BC/AD)	5b) Make comparisons between different times in history using historical language.	6b) Note connections, contrasts and trends over time.
Necessary Cumulative Vocab.	Past, present, future, next, before, after, first, then, old, new, timeline	Living memory, Chronology and derivatives, historical, ancient, older than	Period, era, age, history and pre-history, early, middle, late, ancient, modern	BCE AD, decade, century, millennium		Translating dates into centuries
Interpretations of History	1c) Begin to identify different ways the past has been represented (e.g. photos, stories, adults talking about the past).	2c) Identify different ways the past has been represented (e.g. photos, first-person narratives, retelling of events).	3c) Identify and give reasons for different ways in which the past is represented.	4c) Understand that sources can give different versions of events and can sometimes contradict each other.	5c) Make a reasoned judgement about the validity of different representations from the past.	6c) Consider ways of checking the accuracy of interpretations of the past.
Necessary Cumulative Vocab.	Artefacts,	Opinion, evidence Sources: written, oral, visual and physical	Primary, secondary	Bias, reliability, trustworthy	Perspective, viewpoint, reasoned judgement, propaganda	Justify, accuracy, interpretation
Historical Enquiry	1d) Talk about and describe artefacts from the past and present.	2d) Ask questions about a source and consider where to find answers.	3d) Ask a wider range of questions about a source.	4d) Use more than one source of information to answer questions about the past.	5d) Begin to identify primary and secondary sources.	6d) Recognise and use primary and secondary sources effectively to find out about the past.
	1e) Ask and answer simple questions related to different sources or artefacts.	2e) Begin to discuss how useful a source is.	3e) Compare different sources and evaluate their usefulness.	4e) Suggest which source was most useful and why.	5e) Use evidence from a range of sources to answer own questions about the past.	6e) Devise historically valid questions about change and cause.

Necessary Cumulative Vocab.	Similarities and differences, past, present, future	Opinion Artefacts, sources written, oral, visual and physical	Comparison and contrast, Primary, secondary	Validity, origin of source, purpose of source, content of source, Bias, reliability, trustworthy	Perspective, viewpoint, reasoned judgement	Propaganda, balance, cause and consequence, Justify, accuracy, interpretation
Events, People and Places	1f) Understand key features of events. 1g) Identify some similarities between ways of life in different periods.	2f) Discuss the lives of significant individuals in the past. 2g) Describe significant historical events and places in own locality.	3f) Use given sources of information to find out about a significant historical person from the period studied. 3g) Identify and describe key events in their life.	4f) Choose between a range of sources to find out about a significant person or event from the period studied. 4g) Begin to examine the causes of events.	5f) Give some reasons for important historical events. 5g) Examine causes of great events and the impact on people of the time.	6f) Use evidence to support arguments about events in the past. 6g) Make confident use of a variety of sources for independent research about events and people from the past.
Necessary Cumulative Vocab.	significant, important cause, consequence, equality, fairness, event, society, achievement	Significant historical event, commemorate, memorial, tradition, individual, contribute, achievement, society, key events, extinction	Invasion, settlement, migration, population, national, international, global,	Biography, autobiography, change, continuity, empathy	Economic, social, political	
List of concepts to be included each 2 years ie KS1, Lower KS2 and Upper KS 2						
Artefacts and Evidence	Settlements	Culture and Pastimes	Travel and Exploration	Conflict	Change and Continuity	
Location	Beliefs	Food and Farming	Society	Significant People and Events		