

# Porchester Junior School



## Curriculum Policy

Adopted- September 2025

Review-September 2026



***Respect Aspiration Responsibility Confidence Resilience***

**We are the PRIDE of Porchester**



### **Our school curriculum at Porchester Junior School**

At Porchester, we strive to provide our children with a high-quality education and experiences that support and develop the whole child. We are committed to providing opportunities that enable all pupils to achieve every day that will not only ensure our children are secondary ready, but also prepare them for life in what will be their modern Britain.

Our school vision is:

**At Porchester, our children will be knowledgeable, passionate and confident individuals. They will be the best versions of themselves and proud of who they are.**

This is achieved through our continuous mission statement. Our mission is to cultivate a vibrant learning community where children become knowledgeable, passionate and confident individuals. Through excellent teaching and a well-planned curriculum, we ensure our children acquire essential knowledge and skills across all subject areas. By fostering a supportive and inclusive environment, we empower our children to reach their full potential. We inspire a love for learning, equipping them to become lifelong learners who positively impact their communities. Together, we strive to provide an education that ignites curiosity, fosters critical thinking, and prepare our children for a dynamic future.

We define curriculum as the totality of a child's experience at Porchester Junior School including not only what but also how each child learns. At Porchester, our Curriculum is broad and balanced, rich and varied, providing our children with a high-quality education and experiences that support and develop the whole child. We are committed to making every day count for all children that will not only ensure they are ready for the next stage in their education, but also prepare them for life in what will be **their** modern Britain.

Our curriculum encompasses our school values of pride: respect, aspiration, responsibility, confidence, resilience.



## Porchester Principles and Rationale



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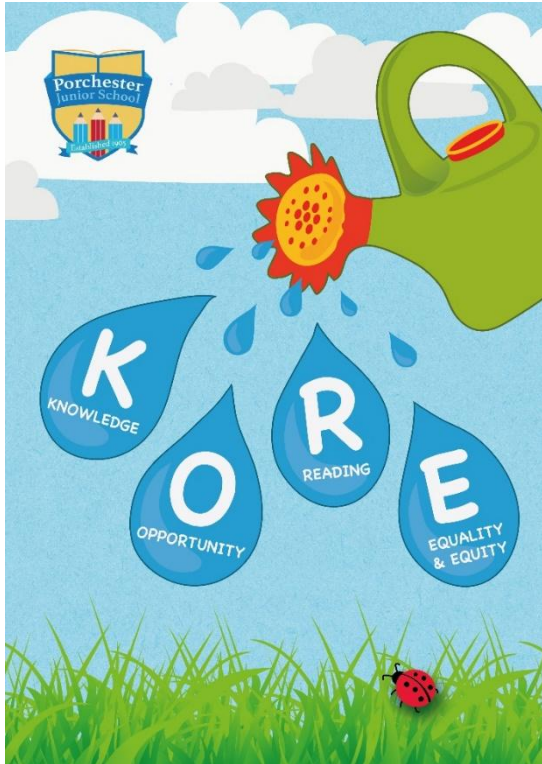
We know that our children need:			
Acquire knowledge and understanding of the wider world	Develop independence, resilience and aspiration	Develop vocabulary through reading and communication	To be caring, tolerant and respectful citizens ready to play their part in modern Britain
<b>Concept – diversity</b>	<b>Concept – worth</b>		<b>Concept – diversity, cause and effect</b>
We know this because:			
<ul style="list-style-type: none"> <li>Majority of our children in our school are either no religion (55) or Christian (24). Potential risk of prejudicial incidents based on the lack of understanding of people's faiths.</li> <li>31% school community claiming free school meals meaning we need to enhance the cultural capital of all our children.</li> <li>Research from the Global Education Monitoring Report shows that children need analytical skills to understand global challenges like sustainability and inequality. Encouraging an enquiry approach, where kids ask questions about the world, helps them grasp these issues better.</li> </ul>	<ul style="list-style-type: none"> <li>Historically, the children will be reluctant to view mistakes as a learning opportunity. The demand for the KS2 curriculum increases.</li> <li>Our children have had different learning experiences and need to build their resilience and independence for those who were heavily affected.</li> <li>We want to promote positive experiences of lockdown, where the nation and children have had to become resilient and independent.</li> <li>30% of our pupils are in receipt of pupil premium and we want our curriculum to be aspirational for all – "no glass ceiling"</li> <li>15% of our children are on the SEND register.</li> <li>The EEF suggest that high quality first teaching is the most effective support for children in receipt of pupil premium and that being aspirational and having high expectations can lead to better educational outcomes.</li> <li>The EIF has produced research showing that fostering resilience in children, especially those from disadvantaged backgrounds, helps them overcome challenges and succeed in life.</li> </ul>	<ul style="list-style-type: none"> <li>On arrival, children are articulate. Our curriculum needs to continue to build and consolidate – careful consideration of vocabulary needed (the key vocab that carries the most knowledge)</li> <li>Some of our children are not from word-rich, text-rich homes, so we provide this. EEF research shows that the vocabulary gap between disadvantaged pupils and all others is evident even when children begin school at age 5 and grows bigger at every stage of education afterwards.</li> <li>Vocabulary links to aspiration and future success – we want our children to excel in secondary and beyond – Russell Group Universities</li> <li>Research by the Reading Agency (2015) indicates that 1 in 5 children leave secondary school with insufficient proficiency in reading. The reading skills of disadvantaged pupils by the end of secondary education are almost three years behind those of children from the most affluent homes.</li> <li>The National Literacy Trust reported in 2019 that only 25% of children aged 9-14 choose to read regularly in their free time.</li> </ul>	<ul style="list-style-type: none"> <li>The majority of parents/carers do not provide information about religion when their child joins our school.</li> <li>Some of our children need a window to the wider world and life in modern Britain as they live in monocultural neighbourhoods and wards. We want them to celebrate diversity and care for each other.</li> <li>Our catchment is 75% white British, so we want to ensure that our curriculum promotes British Values and educates against protected characteristics (race, prejudice incidents)</li> <li>A study by Ofsted highlighted the importance of exposing children to a variety of learning materials that reflect diverse global cultures and experiences.</li> </ul>

### These are important to ensure our children:

<ul style="list-style-type: none"> <li>Broaden their horizons by developing an understanding of global issues and culture.</li> <li>Show an interest in and respect for the diversity of the world.</li> <li>Are responsible citizens who make a positive contribution to their community and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>Are active learners with a thirst for knowledge.</li> <li>Embrace challenge.</li> <li>Have high expectations of themselves and others.</li> <li>Demonstrate excellent behaviour for learning.</li> <li>Are ready for secondary school and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>Are confident, precise, articulate communicators.</li> <li>Achieve the highest standards.</li> <li>Effectively express their thoughts and opinions.</li> <li>Have a love of reading.</li> <li>Can access the ambitious curriculum offer we deliver</li> <li>Can articulate their knowledge, learning and understanding</li> <li>Can achieve success throughout the curriculum and the wider world by constantly developing speech and language</li> </ul>	<ul style="list-style-type: none"> <li>Have an understanding of what is right and wrong within the choices they make which affect themselves and others.</li> <li>Grow and develop into strong, independent and resilient learners.</li> <li>Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated.</li> <li>Have the knowledge, experiences and opportunities they need to enable them to be able to understand life in modern Britain.</li> <li>Develop a multitude of valuable attitudes and attributes such as acceptance and celebration of those with protected characteristics.</li> <li>Understand potential issues such as racism, Islamophobia, sexism and homophobia and be prepared to stand up for what is right.</li> </ul>
Therefore we build our curriculum on the following four principles:			
<b>Knowledge (or Memory)</b> Our curriculum is grounded in the belief that knowledge and key concepts are the foundation of all learning. We understand that children need a deep body of knowledge and a clear grasp of essential concepts (a) to unlock higher-level thinking, skills, understanding and improve schema. Our carefully designed, well-sequenced curriculum ensures that knowledge is developed over time and revisited regularly. This approach helps children deepen their understanding, retain knowledge, and build connections across different subjects. By focusing on both knowledge and key concepts, we equip our pupils with the tools they need to succeed academically and personally. Our aim is for every child to "know more, remember more," and confidently apply both their knowledge and conceptual understanding. This strong foundation not only supports their current learning but also opens up a wide range of future opportunities, empowering them to make informed decisions as they progress through their education and life.	<b>Opportunities</b> We want our children to experience the very best in all subjects and ignite their curiosity and reinforcing classroom knowledge. Cultural capital extends beyond trips and costly outings; it enriches our pupils' lives daily. Our weekly assemblies play a vital role in this, exploring literature, the wider curriculum, and current events. These sessions broaden their understanding of the world and inspire them to become informed individuals. We also invite experts to visit the school, sharing their knowledge and real-world insights. This connection to the curriculum shows our children the exciting possibilities that lie ahead. Additionally, we offer leadership opportunities, such as our pupil leadership teams and roles within each class, helping pupils develop skills in communication, responsibility, and teamwork. Through these roles and enriching experiences, our pupils gain the confidence to pursue their aspirations and shape their futures.	<b>Reading (or Vocabulary)</b> Reading and vocabulary are at the heart of our curriculum. We ensure that any child, who struggles, receives the support needed to become proficient readers as quickly as possible. We know that reading is essential for accessing the vital curriculum. We carefully plan vocabulary development across all subjects, ensuring that students are exposed to relevant and challenging words that enhance their understanding and engagement. A rich vocabulary not only supports academic achievement but also fosters effective communication, which helps our children begin to know how to express themselves. Our staff recognise that teaching reading is part of all of our subjects and provide the children the opportunity to be exposed to subject specific vocabulary. By prioritizing reading and thoughtfully planning vocabulary, we empower our children to engage with and comprehend the rich knowledge we have planned for them, setting them up for success in all areas of learning.	<b>Equality and Equity</b> Equality and equity are fundamental principles of our curriculum, as we strive to ensure that all children have access to an ambitious program and the opportunity to achieve their best possible outcomes. Our staff adapt the curriculum to meet the needs of different groups, including those with SEND, those eligible for Pupil Premium, and students with protected characteristics. We recognise the importance of consistently raising awareness and celebrating diversity and equality among our children. This is carefully integrated into all subjects and is also addressed through our PSHE curriculum and assemblies. By promoting a culture of inclusion and respect, we empower all children to thrive and reach their full potential. To further support these principles, we encourage pupil leadership throughout the school. Leadership roles with the opportunity to voice their opinions and advocate for their peers. By empowering students to take on leadership responsibilities, we foster a sense of ownership and commitment to equality, enabling them to promote inclusivity and respect within the school community.
This is evidenced through:			
<ul style="list-style-type: none"> <li>School values – aspiration, resilience, confidence</li> <li>Well-sequenced and progressive</li> </ul>	<ul style="list-style-type: none"> <li>School values – responsibility</li> <li>Pupil Leadership</li> </ul>	<ul style="list-style-type: none"> <li>School values – confidence, aspiration</li> <li>Pupil Leadership</li> </ul>	<ul style="list-style-type: none"> <li>School values – respect</li> <li>Pupil Leadership</li> </ul>

At Porchester Junior School, our curriculum vision is to develop our pupils' independence, resilience and aspirations; knowledge and understanding of the wider world and vocabulary.

Porchester staff supported the development of our curriculum vision which is based on the context and needs of our local community. We communicate our vision through the acronym, **'KORE'**.



### **K – Knowledge (including memory)**

Our curriculum is grounded in the belief that knowledge and key concepts are the foundation of all learning. We understand that children need a deep body of knowledge and a clear grasp of essential concepts in order to unlock higher-level thinking, skills, understanding and improve schema. Our carefully designed, well-sequenced curriculum ensures that knowledge is developed over time and revisited regularly. This approach helps children deepen their understanding, retain knowledge, and build connections across different subjects. By focusing on both knowledge and key concepts, we equip our pupils with the tools they need to succeed academically and personally.

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their knowledge and conceptual understanding. This strong foundation not only supports their current learning but also opens up a wide range of future opportunities, empowering them to make informed decisions as they progress through their education and life.

### **O – Opportunities**

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Our weekly assemblies play a vital role in this, exploring literature, the wider curriculum, and current events. These sessions broaden their understanding of the world and inspire them to become informed individuals.

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### **E – Equality and equity**

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### **Vision**

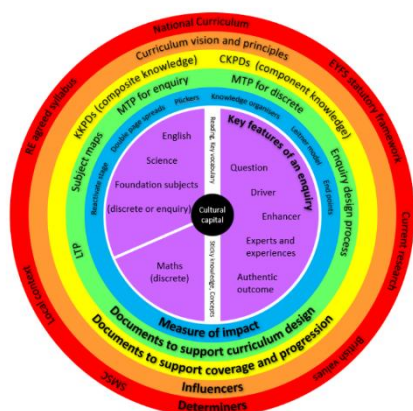
At Porchester, our vision is to develop pupils' independence, resilience, aspirations, vocabulary, and knowledge and understanding of the wider world. Our curriculum encompasses all learning experiences offered during their time at our school, enabling children to achieve their academic potential while becoming responsible and respectful citizens.

Central to our approach is our clear “KORE”: **Knowledge, Opportunity, Reading, and Equality & Equity**. This underpins everything we do.

Our trust mission is to create unique, exceptional and sustainable schools that inspires communities and empowers children. The ethos of adopt, adapt and fly recognises the importance of a curriculum to meet the needs of each individual community. The implementation of the FHP core elements and principles provides all children with the knowledge and skills they are entitled to learn. We aim to make every day count!

The FHP curriculum, underpinned by current research and the National Curriculum, ensures our children will be well-rounded individuals who are prepared for the next stage of their journey. It will promote the demonstration of compassion, mutual understanding, integrity and a pursuit of excellence in order for our children to reach their potential and make a

positive contribution to the wider world. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a legacy.



We ensure that all children develop a coherent and detailed body of knowledge as they progress through school. Regular opportunities are provided for pupils to make meaningful links to prior learning, reactivating knowledge and strengthening understanding. This prepares them to leave Porchester at the end of Year 6 with a deep and connected schema of knowledge.

Our curriculum is designed to be relevant and engaging. Learning is enriched by first-hand experiences, expert visitors, and the inclusion of the local context wherever possible, enabling children to relate to and embed key knowledge and understanding.

Fluency in the core subjects, with reading at the heart, ensures access to the full curriculum and is central to our approach. The curriculum is structured through enquiry drivers (e.g. History, Geography), enhancers, and discrete subjects, ensuring progression, coverage, and secure retention of knowledge and skills.

It is underpinned by three key concepts: **cause and effect, diversity, and worth**. These concepts are revisited across a wide range of contexts and subjects, promoting deep understanding and supporting the transfer of knowledge into long-term memory. Our curriculum also fosters inclusive and aspirational environments where learners thrive, build cultural capital, and are empowered to make ambitious choices about their future, overcoming barriers they may face.

Each enquiry lasts a term and is guided by an overarching question- for example, *“Why is it so important to remember the past?”* or *“How does the earth show its power?”* These questions stimulate curiosity, draw learning together, and encourage personal reflection. Enquiries begin with an engaging hook that excites children and sparks interest in the upcoming learning journey.

Curriculum drivers such as History or Geography lead the key learning for each enquiry, supported by enhancer subjects including Art, Design & Technology, and PSHE. Science, as a core subject, is taught weekly as a discrete subject, reflecting its importance while also making meaningful links across the curriculum where possible. In addition, History, Geography, Art, Design & Technology, PSHE, and Science often enhance enquiry learning.



Subjects such as Computing, RSHE, and RE - along with any other content not authentically linked to an enquiry - are taught discretely throughout the year.

### **Discrete Subject Teaching**

Some subjects are taught discretely using published schemes, adapted to meet the needs of our pupils:

- **Music:** Junior Jam
- **Spanish:** Language Angels
- **PE:** Primary Stars

### **Knowledge rich curriculum**

Our curriculum vision is to plan and deliver a high-quality knowledge rich curriculum.

Following research of cognitive scientists in recent years, we believe this is important as the more knowledge or schema our children have secured in their long-term memory, the more space is freed up in their working memory to learn new knowledge.

## **1. Knowledge frees up your brain's capacity for thinking**



Cognitive scientists have found that our brain works at different speeds, depending on whether we have learned something already, or whether we are relying on "working memory". Working memory is new information you can keep in your head and is very limited (holding between three and seven pieces of new information). That is why learning your times tables by heart is useful. Completing more complex calculations is made more simple if knowledge of tables is already 'locked in'. This links to our use of rolling numbers.

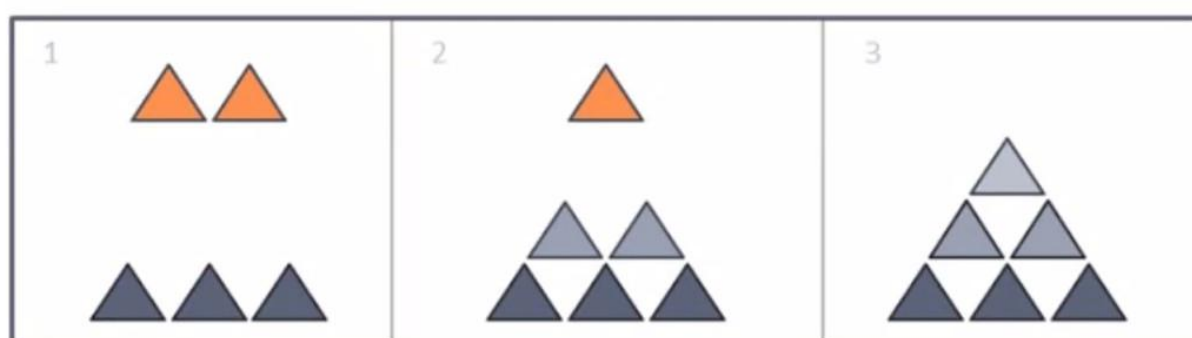
## **2. We learn new things by connecting them to old things**

The way in which the brain stores new information, and makes inferences and discoveries, is by connecting to existing stored knowledge (schema). You cannot have skills without knowledge, because you cannot evaluate something you do not know anything about. You also cannot come up with new ideas without jumping off existing ones.



We ensure our curriculum is progressive and builds a clear schema of knowledge by making links to prior learning and building on prior knowledge. Our vision is to ensure our children develop a pyramid of knowledge similar to Efrat Furst's model of knowledge acquisition.

Clear horizontal links are made between subjects in each year group and also vertical links are made within subjects in different year groups. These links are planned for carefully in our well-designed Long Term Plans and detailed Medium term Plans. They are understood by all teaching staff to ensure they are using secure prior knowledge to build new knowledge.



“The process of constructing knowledge can be described as building a pyramid: a new piece of knowledge (orange triangle) is placed on top of the existing structure of knowledge (grey triangles), in a meaningful way (correctly aligned).”

### **Curriculum Planning**

Our curriculum is led by four core features (KORE), devised and agreed by all staff. These are as listed below:

1. Knowledge
2. Opportunity
3. Reading (including vocabulary)
4. Equality

Long Term planning clearly maps out the progression of knowledge across Lower School (Years 3 and 4) and Upper School (Years 5 and 6) in a two year cycle. Knowledge statements are taken from Key Knowledge Progression Documents (KKPDs) which follow the national curriculum subject and are arranged into Termly units of enquiries, where they are either part of the enquiry as a driver or enhancer or taught discreetly.

KKPDs are used to plan termly sequences of learning using which are captured in our Medium-Term Planning documents. Knowledge statements are skilfully transferred into sequences of granular learning objectives that build, day by day and week by week, to answering the key overarching question of the enquiry. This authentic outcome to the



enquiry allows children to answer the question in a way that allows them to demonstrate their learning and knowledge gained from the enquiry; produce high quality work that answers the question; share their answer to the question with an audience wider than the school and also leave a social legacy beyond their classroom and their school.

For English and Maths, we develop our medium-term objectives from the National Curriculum as well as a range of other sources, such as White Rose for Maths. Foundation subjects are based on knowledge and skills development and we use a key knowledge progression document throughout the year groups to ensure each stage builds on previous learning.

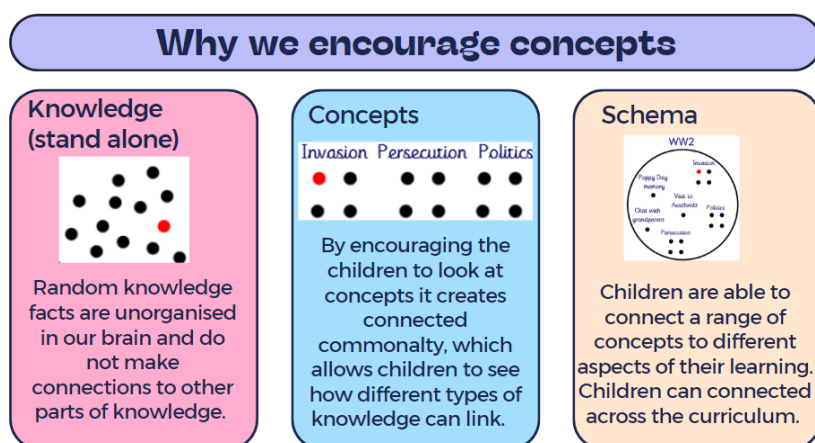
Our short-term plans are those that our teachers write. We use these to set out what is to be taught, how it is to be taught and expected outcomes.

Pupil leadership is a pivotal part of our schools ethos. A curriculum team to contributes to our curriculum development and meets the Curriculum Lead to ensure they have the opportunity to have their impact can be seen.

We aim for our curriculum planning to be broad, balanced, relevant, coherent, progressive, differentiated and accessible to all.

### **Curriculum concepts**

Concepts are a vital part of our curriculum as they form the foundation for deeper understanding and critical thinking. Teaching core concepts helps children make connections between different subjects and real-world experiences, promoting meaningful learning rather than random facts.



Diversity - Teaching diversity is vital as it fosters inclusivity, respect, and understanding. It prepares students for a multicultural world, combats stereotypes, and encourages empathy, enriching learning experiences and promoting a more equitable society. When we consider the demographic of Porchester (predominantly White British) we felt this was a key concept we need to explore.



the choices we make.

Cause and effect - Teaching cause and effect is essential as it helps students understand the relationship between actions and outcomes. It promotes critical thinking, problem-solving, and the ability to analyse consequences, enhancing their ability to make informed decisions and grasp complex processes. Our values link to aspiration and resilience and



material wealth.

Worth - Our concept of worth links with both financial worth and self-worth. We want our children to be aspirational. Teaching financial worth and self-worth helps children understand the difference between money and personal value. It builds confidence, promotes healthy financial habits, and reinforces that true worth comes from character, not

### **Assessment**

Key knowledge and vocabulary are collated for each enquiry onto a knowledge organiser. It is also displayed on our dedicated enquiry learning displays. Knowledge organisers are stuck into each child's enquiry workbook and also shared with home to support home learning.

Each week, key knowledge and vocabulary from the knowledge organiser is identified that will be learnt. At the end of the week there is a low-stakes quiz to assess children's retention of this knowledge via Plickers. Key knowledge from previous weeks, terms and years is also included in weekly quizzes to promote the retention of knowledge into the children's long-term memories.

At the end of the term, children apply their learning in their response to the overarching enquiry question through the authentic outcome. The children create a double page spread that answers the question using the knowledge they have acquired during the unit of work. In Science there is an end-of-enquiry quiz that assesses the children's knowledge retention. The "Big Book of Knowledge," will be created for the children to take with them throughout their Porchester journey and will be sent home at the end of Y6 in preparation for secondary school.

### **Children with additional needs**

The curriculum at Porchester is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with parents.

If a child has a special educational need, our school does all it can to meet these individual needs. We ensure that the children are supported through scaffolds, additional resources and interventions when needed, the children are given equal opportunities to access the learning.

## Equal opportunities

It is important that teachers plan work that offers equal opportunity in respect of gender, race and ability. For example:

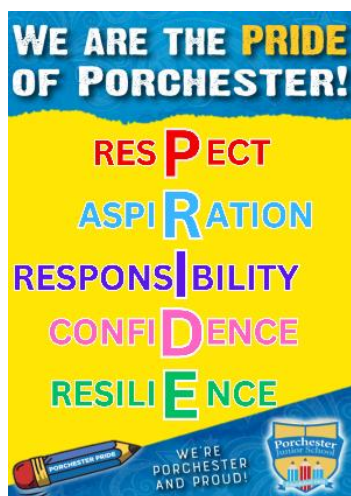
- by ensuring that activities are adapted to meet the needs of all children.
- by ensuring that multi-cultural themes are explored so that children are encouraged to develop awareness, interest

## Pride

The school's vision and values are at the heart of everything we do. We are the PRIDE of Porchester and demonstrate respect, aspiration, responsibility, confidence and resilience every single day. We have a child-focussed learning environment and our vision to promote our pupils as leaders runs throughout the school.

This ethos is owned by us all and the expectation that we all adhere to these values are non-negotiable. We are a children-first school, and our pupils are at the heart of every decision made in school. We are proud to be Porchester and go above and beyond for our children.

At Porchester, our values mean:



We show **RESPECT** by listening to others, being kind and treating everyone fairly.

We show **ASPIRATION** by setting goals, challenging ourselves and working hard to achieve our dreams.

We show **RESPONSIBILITY** by being accountable for ourselves, helping others and doing our best.

We show **CONFIDENCE** by believing in ourselves, sharing our ideas and trying new things.

We show **RESILIENCE** by never giving up, learning from mistakes and approaching situations with a positive mindset.