



The standard of education at The Green is excellent. Pupils produce work of the highest quality across the curriculum. The school's curriculum has been designed specifically to meet pupils' needs and celebrate the local area. It is planned meticulously. Staff teach the curriculum step by step, helping pupils to deepen their understanding by building on what has gone before. OFSTED, 2024.





Our school vision is to 'MAKE EVERYDAY COUNT'.

This is embodied through our **carefully constructed knowledge-based curriculum** which is designed to use every opportunity to **prepare our children to be kind citizens** of our world and ensures that each **opportunity for learning supports the development of our children's cultural capital**.

At The Green, we believe that **every child has the fundamental right to an excellent education** and want the **best for every child, every day**.

Our curriculum is designed to **excite, inspire and challenge** our children on their learning journey and provide **unforgettable experiences that ignite a passion and curiosity for learning** and knowledge as we guide our children onto the **next stage of their learning journey**.

As a staff, we have **designed our curriculum vision together** through an **excellent understanding of our community, our families** and most importantly, **our children**. Our curriculum is driven through the following principles and our vision is communicated through the acronym SAIL.

S Success 	A Awareness 	I Independence 	L Language Rich 
<ul style="list-style-type: none"> Our children are challenged to strive for excellence always. Our children are provided with learning experiences, which inspire our children to achieve their goals. Our children are engaged with opportunities to be aspirational through taking risks, asking questions, solving problems and evaluating their own learning and that of their peers. 	<ul style="list-style-type: none"> Our children are exposed to knowledge beyond their lived experiences to support their understanding and challenge their understanding. Our children are nurtured in a culture of kindness towards each other and others to give them a firm foundation in taking care of others. 	<ul style="list-style-type: none"> Our children are prepared for life in the modern world as we support them to take individual ownership of their learning and future learning. Our children are taught the resilience, integrity and independence that they will need through our curriculum and these skills will transfer into greater life choices for our children to achieve their goals. 	<ul style="list-style-type: none"> Our children are immersed in reading and language from the moment they become part of Team Green! Our children learn in environments drenched in aspirational vocabulary to foster an early love of reading and words. Our children are entitled to excellent opportunities to develop their oral skills in speaking and articulate their thoughts and opinions too.

Our curriculum image was designed by our staff for the school and our wider community. The windmill was chosen as it represents a historic local landmark know as 'The Post Mill'. Our local area in North East Derbyshire is a small, mining town called South Normanton. The historic industries in our village were agriculture, stocking, spinning and mining and the name 'Normanton' means 'the farm or the Norse men'. Our local history is reflected and celebrated in the image representing our curriculum.



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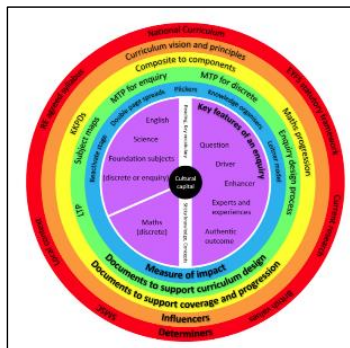
At The Green, we aim to offer our children a wide-reaching and enriching curriculum that enables all pupils to:

- Feel Inspired
- Feel successful in their learning and inspired to continue
- Become creative, independent learners with a thirst for knowledge
- Be self-reflective
- Become successful lifelong learners who are able to and championed to reach their full potential
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Develop positive, lasting relationships promoting working co-operatively with one another
- Understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development.
- Become important and active members of both their immediate and wider community
- Challenge themselves and engage themselves in deeper learning

A knowledge based curriculum

A knowledge-based curriculum focuses on the children acquiring 'powerful knowledge' (Young and Muller, 2013) across a range of academic disciplines ensuring that they have access to a broad and balanced education. Our carefully constructed curriculum plans for a wide range of knowledge across subjects to be shared, remembered and understood.

The curriculum designed and implemented at The Green is ambitious, wide-ranging and knowledge-based. We have adopted the Flying High Partnership's key knowledge progression documents (KKPDs) which are highly ambitious and reflect the specific age-related knowledge and requirements outlined in the National Curriculum, EYFS framework's educational programmes and the local authority agreed syllabus for RE.



Our curriculum design model (left) shows the multiple facets to our curriculum to overlap and interweave to form the rich tapestry of our curriculum content.

KKPDs contain both substantive and disciplinary knowledge. KKPDs start in Nursery (we start them from F2) and build progressively, increasing in demand as children move to Year 2. We have liaised with our local junior, primary and secondary schools to gain an understanding of the curriculum content up to Year 7. This helps ensure that we prepare our children for the next stages of education.

KKPDs have been informed by leading research relating to cognitive science, such as Piaget's Schema Theory and Ebbinghaus' forgetting curve.

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Research	Key Principles	Additional Research and Reading
<p>Piaget's Schema Theory</p> <ul style="list-style-type: none"> • Assimilation = perceive new objects in terms of existing schemes or operations • Accommodation = modify existing schemes to account for new experiences • Equilibration = confronting existing schemes with conflicting knowledge; moving past confused state leads to development into next stage 	<p>Children progress through four distinct stages, each representing varying cognitive abilities and world comprehension: the sensorimotor stage (birth to 2 years), the preoperational stage (2 to 7 years), the concrete operational stage (7 to 11 years), and the formal operational stage (11 years and beyond)</p>	<p>An introduction to the Schema Theory</p> <p>Cognitive Schema Theory</p> <p>Piaget Clip explaining Schema Theory</p>

Enhancer subjects literally 'enhance' the main subject and support the teaching and learning of that driver subject.

Long Term Planning

The curriculum for school is then pulled together in a whole school long term plan which outlines the enquiry question, driver, enhancers, authentic outcomes and social legacy.

Each year group uses all of the above documentation to map out across each term for their year group. The curriculum has already been progressively and sequentially planned.

Medium Term Planning

Clear learning sequences are planned in across the enquiry medium term plan and the subject maps to ensure that the correct sequence is being followed. The MTP document has been adapted to reflect the changing focus and expectations of the enquiry curriculum and to clearly sequence granular learning that builds to a learning outcome. Key sticky knowledge and vocabulary is highlighted on the MTP on a weekly basis.

Sticky Knowledge

Key knowledge statements are identified for our enquiry driver and these are mapped out weekly. These sticky knowledge statements are then shared with the children where appropriate and on a week by week basis. Children are expected to remember these sticky knowledge statements and are tested on them, informally, each week. We call these our 'sticky knowledge quizzes'. The sticky knowledge is mapped out before the learning starts so as to outline the most 'important' bits of knowledge for the children to know, remember and understand.

Our Learning Environment

Our learning environments are using to support learning and are the 'silent teacher' in the classroom. Each of our learning walls displays similar things to support learning, but these are adapted based on the subject. Vocabulary is both implicit and explicit in all classroom displays.



- by ensuring that subjects are promoted to both sexes and that the materials used are attractive to all children
- by ensuring that multi-cultural themes are explored so that children are encouraged to develop awareness, interest and tolerance towards people and places beyond their immediate experience.

To be reviewed September 2027

Signed: J Smith (Headteacher)

A handwritten signature in black ink that reads "J Smith". The letters are cursive and connected.

Date: September 2025