



CURRICULUM AT ROYSTON ST JOHN

"The only thing that transforms reading skill and critical thinking skill into general all-purpose abilities is a person's possession of general all-purpose knowledge." – E.D. Hirsch

Our curriculum is at the heart of the school. Through carefully sequenced learning, our children develop the knowledge and skills to become well educated citizens. To ensure this happens, our curriculum drivers are:

**Coherence
Curiosity
Challenge**



KNOWLEDGE & TEXT-FOCUSED

The curriculum is knowledge-rich.

Knowledge is prioritised so that children can gain a deep understanding of the concept.

Units are designed so that 'powerful knowledge' is taught.

Staff are well-read and have a depth of knowledge in their subject area.



BALANCED

Subjects other than English and maths are given credence.

Domain-specific skills are practised e.g. drawing in art; javelin throwing in PE.

Planning is careful so as to not allow the children to develop a distorted perception of people and places.



ENRICHMENT

Episodic memories.

There is awe and wonder in the classroom, but it is the substances of the subject that is awesome and wondrous.

Trips to enrich and apply what they have learnt.

Wide variety of clubs.

Multitude of events to celebrate achievements.



EXPLICIT & DIRECT INSTRUCTION

Lessons are instructed and led by the teacher, not an activity.

Children are not left to flounder or asked to guess about untaught knowledge or concepts.

Worked examples.

Skills are taught and deliberately over practised.



RETRIEVAL PRACTICE

Low-stakes quizzing for long-term memory.

Links to 'powerful knowledge': we can't practise everything.

Remembering information and knowledge is celebrated and is part of the Royston St John culture.

End of unit essays.



PROGRESS

The sequence of learning is carefully considered so that knowledge is built on year-on-year.

Domain specific knowledge and skills are taught (and over-practised) discretely – no compromises are made by trying to force curriculum links.

Children speak more knowledgeably about what they have learnt.

End of unit essays.



SUPPORT

Pupils are given extra help and support if they fall behind to help them catch up.

Our bespoke nurture provision provides increased access to learning for those pupils who may have social, emotional or behavioural needs.

Effective modelling of worked examples and non-examples reduces the chance of misconceptions.