

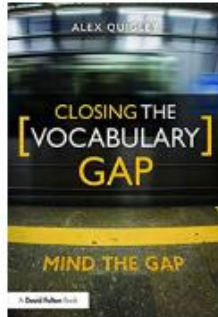


# Curriculum Intent



## Theory of Learning

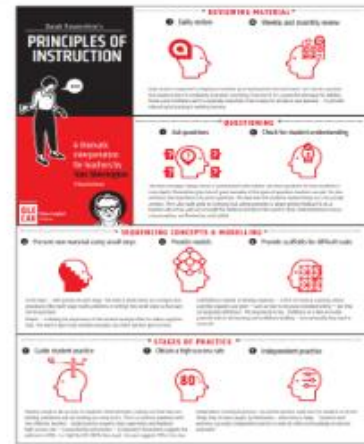
All adults in school understand how children absorb, process, and retain knowledge during learning. HGPA staff recognise how cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained.



**Vocabulary:**  
"The limits of my language means the limits of my world"

Ludwig Wittgenstein 1921

Language is at the heart of our curriculum. We are committed to reducing the word gap throughout school.



Taught sessions are designed using Rosenshine's Principles of Instruction. HGPA regard this as the best, most clear and comprehensive guide to evidence-informed teaching.



Our curriculum strives to improve the cultural capital of our children.



**KNOWLEDGE:** Our curriculum is built on the principals of Declarative and Procedural knowledge. WHY!!!!



**Memory:**  
Our curriculum aims to improve long term memory. 'If nothing has been changed in long-term memory, nothing has been learned' Kirschner, Sweller and Clarke



**Building on prior learning & learning links:**  
In our curriculum new learning is constructed on prior knowledge. Learning is semantic and the curriculum enables the children to build on a firm foundations.



**Progress in all subjects:**  
The curriculum is built upon a progress model that ensures that the children develop and improve their declarative and procedural knowledge in all subjects.



**Evolution:**  
Our curriculum is designed to meet the changing needs of both our children and our world. Our curriculum is reviewed yearly and evolves to ensure authenticity, relevance and freshness!



**Community:**  
Our curriculum success is dependent on the community we serve. We continue to foster positive relationships with parents and carers as we learn together.

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