High Greave
Junior School

The Curriculum

Curriculum | Contents

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Curriculum | Vision & Mission

… to create the very best learning experiences to enrich lives and enable choice.



In each subject of the wider curriculum, we want to give all learners the knowledge and skills they need to:

- Access the subject in the next stage of their education
- Pursue this subject later in life
- Develop a passion for this subject

Curriculum | Curriculum Drivers

Vision … to create the very best learning experiences to enrich lives and enable choice

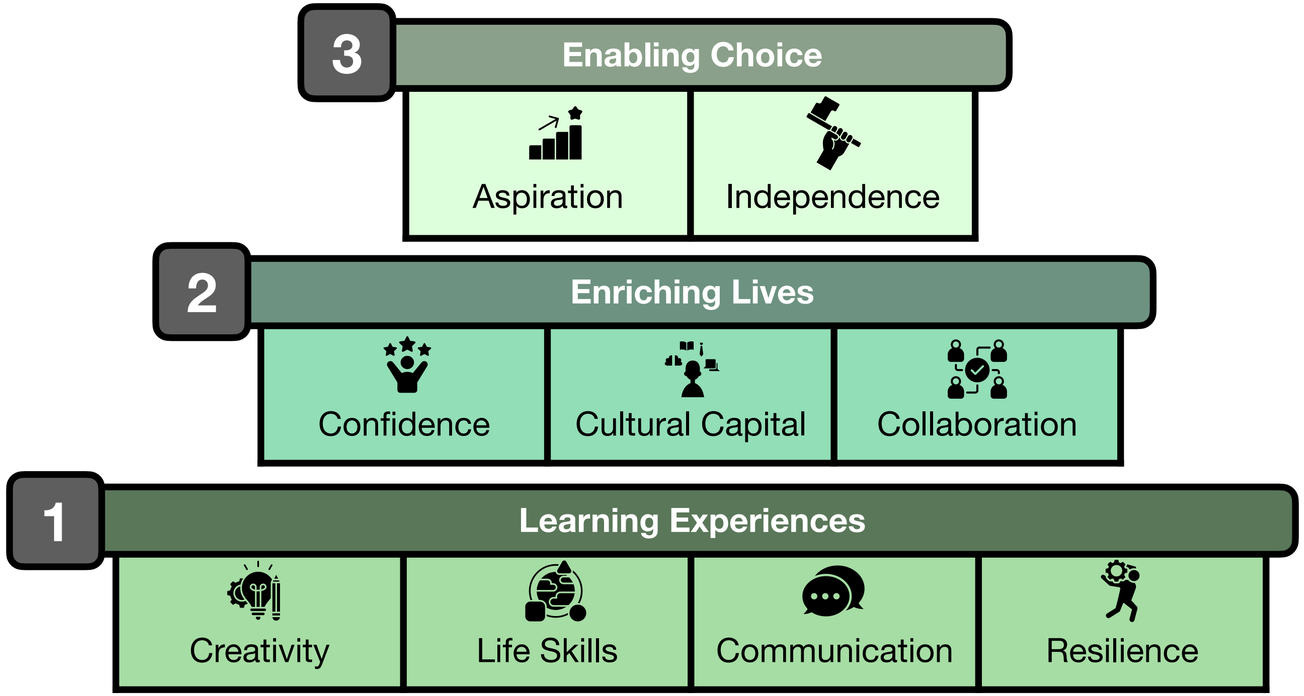
Curriculum Drivers at HGJ

At HGJ, ***curriculum drivers*** are the key values and priorities that shape our teaching and ensure it develops the whole child. Rooted in our school vision, *these* drivers influence curriculum design, planning, teaching, and decision-making across all year groups.

They are grouped into three core areas:

- **Learning Experiences** (Creativity, Life Skills, Communication, Resilience)
- **Enriching Lives** (Confidence, Cultural Capital, Collaboration)
- **Enabling Choice** (Aspiration, Independence).

These drivers ensure our pupils gain essential knowledge and skills, grow in character, broaden their horizons, and are empowered to shape their futures. They make our curriculum meaningful, ambitious, and relevant to every child.



Curriculum | School Timetable

High Greave Junior School

	08:40 08:50	08:50 09:10	09:10 09:50	09:50 10:45	10:45 11:00	11:00 12:00	12:00 12:45	12:45 13:00	13:00	13:00 13:10	13:10 13:30	13:30 14:00	14:00 15:00	15:00 15:20	15:20
M	REGISTER	Family Tribe	Phonics & Book Club	Maths	BREAK TIME	Writing	LUNCH TIME	INDEPENDENT LEARNING	REGISTER	RETRIEVAL PRACTICE	Reading Plus	Wider Curriculum	Wider Curriculum	CLASS READ	HOME TIME
T		PHSE	Phonics & Book Club	Maths		Writing					Reading Plus	Wider Curriculum	PE		
W		Spelling & Vocabulary *08:50 - 09:20*	Phonics & Book Club *09:20 - 09:50*	Maths		Writing					Reading Plus	Wider Curriculum	Wider Curriculum		
T		Philosophy for Children	Phonics & Book Club	Maths		Writing					Reading Plus	Wider Curriculum	PE		
F		Philosophy for Children	Phonics & Book Club	Maths		Writing / Handwriting					Reading Plus	Wider Curriculum	Wider Curriculum	LEARNER Assembly	

Curriculum | Overview

The HGJ Curriculum is organised into two cycles: **Cycle A & Cycle B**

Each learner will go through **both cycles twice**, once at **each stage** of their junior school education.

Typical routes through the HGJ curriculum:

Child A *This Year*	Child B *Next Year*
Y3 Cycle A	Y3 Cycle B
↓	↓
Y4 Cycle B	Y4 Cycle A
↓	↓
Y5 Cycle A	Y5 Cycle B
↓	↓
Y6 Cycle B	Y6 Cycle A

	Term 1	Term 2	Term 3	Term 4	Term 5		Term 6
Y3 Y4 Cycle A	**Science** Biology	**Art** Printing - Watercolour - Sculpture	**History** Tudors	**Design & Technology** Breakfast Wraps	**Music** Boomwhackers	**Science** Physics	**Geography** Our World
Y3 Y4 Cycle B	**Science** Chemistry	**Design & Technology** Electric Cars	**History** Roman Britain	**Art** Pastel - Photography - Pencil	**Geography** Our World	**Science** Light	**Music** Musical Theatre
Y5 Y6 Cycle A	**Science** Conservation	**Art** Charcoal - Watercolour - Sculpture	**History** Vikings & Anglo Saxons	**Design & Technology** Bridges	**Music** Bucket Drums	**Science** Forces	**Geography** Threats to Our World
Y5 Y6 Cycle B	**Science** Environment	**Design & Technology** Healthy Meal	**History** World War Two	**Art** Pencil - Photography - Digital Art	**Geography** Threats to Our World	**Science** Space	**Music** Ukuleles
All Year	RE	Spanish	Computing				
	Spanish	Computing	RE				
Every Year	PE						

Curriculum | Teaching Sequence

What & Why?

At High Greave Junior School, we follow a clear, research-based, consistent sequence to help children learn deeply and remember more across a range of subjects. This sequence helps us build strong foundations, deepen understanding, and develop independence.

The teaching sequence, with many Teaching WALKTHRUs embedded within, is used to align consistency of teaching practice across the school, and to help learners build routines into their learning.

WALKTHRUs Strategies Used Throughout

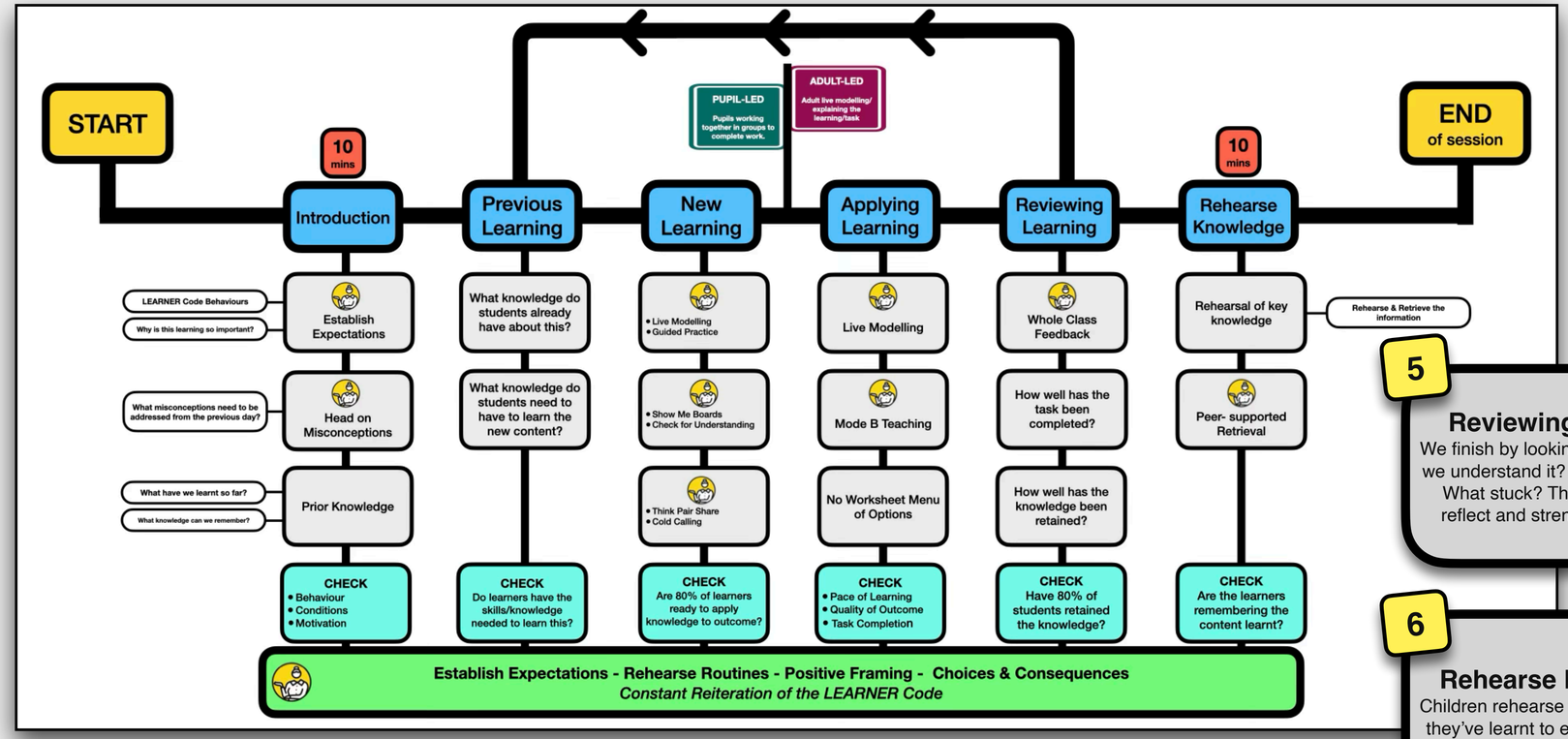


1 Introduction
Once expectations are set and the classroom is conducive to learning, teachers review any misconceptions from the previous lesson.

2 Previous Learning
Before introducing something new, we reflect on what we already know to make connections and improve memory.

3 New Learning
We teach new knowledge and skills through engaging lessons using videos, images, texts, practical tasks, and group discussions to make learning clear and interesting.

4 Applying Learning
Children use what they've learned in a meaningful way. They might write, build, investigate, present, or create something that shows their understanding.



5 Reviewing Learning
We finish by looking back again – Did we understand it? Can we explain it? What stuck? This helps children reflect and strengthens memory.

6 Rehearse Knowledge
Children rehearse the knowledge that they've learnt to ensure they've fully understood the content.

Curriculum | Workbooks

What are iPad Workbooks?

At High Greave Junior School, we use iPad Workbooks as a powerful tool to enhance teaching and learning across the curriculum. These interactive digital workbooks allow pupils to access, explore, and apply knowledge in ways that are engaging, personalised, and firmly rooted in high-quality teaching practice. While technology enriches learning, it does not replace traditional approaches. Screen time is carefully managed and balanced, with immersive, hands-on activities and strong teaching strategies deliberately and systematically planned into every area of the curriculum.

Why We Use iPads to Enhance Learning

iPads offer a wide range of benefits that elevate the curriculum far beyond what is possible with traditional paper-based resources. They allow for:

- **Interactive learning experiences** that respond to individual pupil needs.
- **Multi-sensory engagement** through video, audio, imagery, drawing, and text.
- **Immediate feedback and assessment**, enabling teachers to support and challenge pupils effectively.
- **Increased pupil ownership** of learning through choice, voice, and creativity.
- **Access to up-to-date, real-world content** that deepens subject understanding.

Examples of How iPads Enhance the Curriculum



Curriculum | Workbook Structure

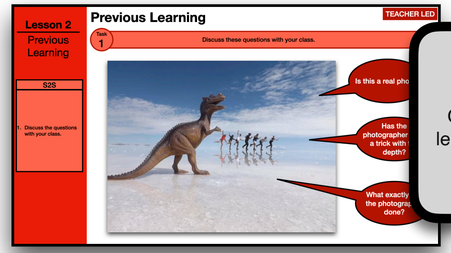
Workbook Structure

KNOWLEDGE THAT STICKS

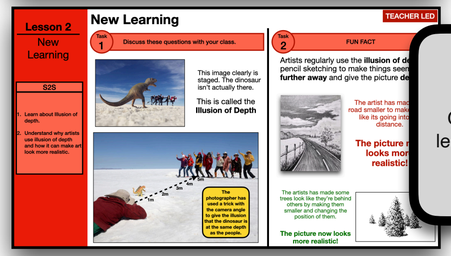
Our iPad workbooks are designed to help children learn in a way that really sticks. Each section focuses on key knowledge and is structured to build understanding step by step.

RESEARCH - BASED

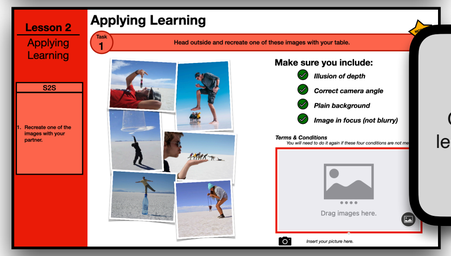
This structure is based on research into how the brain learns best, helping children not just to complete tasks, but to develop deeper understanding and strong independent learning skills.



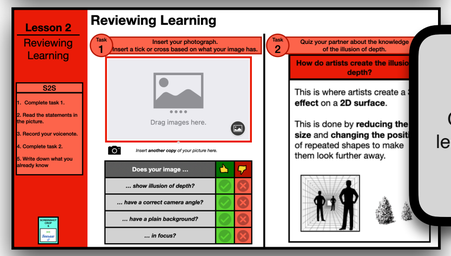
Previous Learning
Once expectations are set and the classroom is conducive to learning, teachers review any misconceptions from the previous lesson.



New Learning
Once expectations are set and the classroom is conducive to learning, teachers review any misconceptions from the previous lesson.



Applying Learning
Once expectations are set and the classroom is conducive to learning, teachers review any misconceptions from the previous lesson.



Reviewing Learning
Once expectations are set and the classroom is conducive to learning, teachers review any misconceptions from the previous lesson.

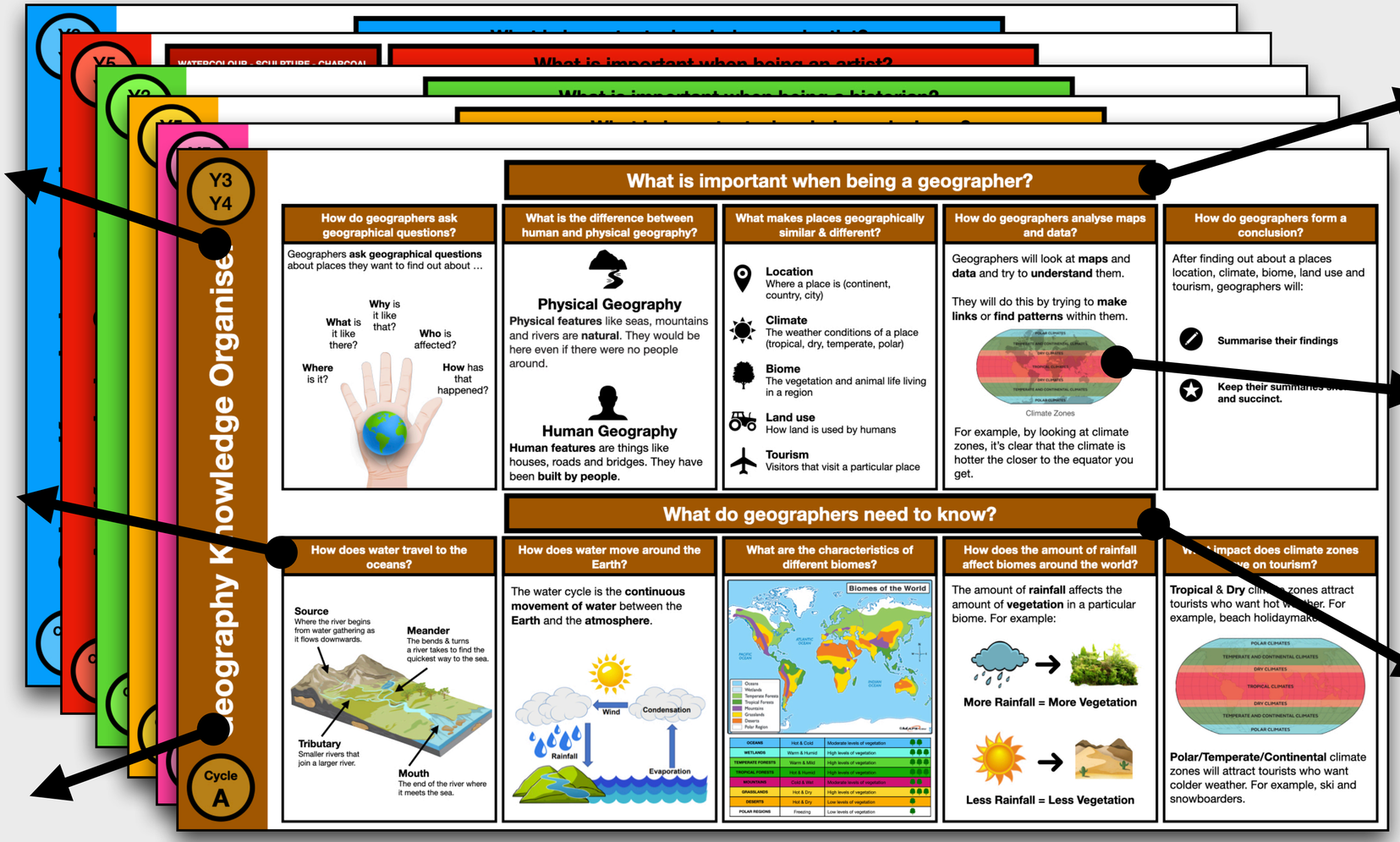
- Front Cover
- Being a … Skills
- Knowledge Organiser
- Aspirational Knowledge
- Overview of Learning
- Learning A Front Cover
  - Previous Learning
  - New Learning
  - Applying Learning
  - Reviewing Learning
- Learning B Front Cover
  - Previous Learning
  - New Learning
  - Applying Learning
  - Reviewing Learning
- Learning C Front Cover
  - Previous Learning
  - New Learning
  - Applying Learning
  - Reviewing Learning
- Rehearse Knowledge Organiser

Curriculum | Knowledge Organisers

The top circle indicates the year groups that will learn this subject, which varies depending on the cycle, ranging from Y5 to Y6.

Each knowledge organiser has ten questions to help with retrieval practice.

The bottom circle in the sidebar shows the cycle of this unit. There are only Cycle A and Cycle B.



The top row lists the knowledge learners gain behind the skills they learn within this unit in the subject.

Each box contains the core knowledge that learners will eventually encode into long-term memory. They don't have to recall it word-for-word.

The bottom row lists the specific knowledge and facts of the unit within the subject.

Curriculum | Local - National - Global Links

What & Why

The HGJ curriculum incorporates a range of local, national, and global issues to provide our learners with a comprehensive understanding of their community and the world they live in.

Including these issues in our curriculum helps children understand the world – starting with their own neighbourhood and reaching out to the wider world. It builds awareness, empathy, and responsibility. It also helps pupils see how they are part of a bigger picture and how they can make a difference, even in small ways.

Our Aim

Through the teaching of local, national and global issues, we aim to:

- Develop thoughtful, informed and active citizens.
- Encourage pupils to ask questions, form opinions and think critically.
- Inspire children to care about and contribute positively to their community, country, and planet.
- Equip pupils with the knowledge and confidence to take responsible action now and in the future.

	Local	National	Global
What we are **individually** responsible for.	Tolerance & Mutual Respect; Kindness to others & yourself; Littering; Anti-social Behaviour; Healthy Diet & Lifestyle	Individual Liberty; Rule of Law; Water Safety; Road Safety	Equality
What we can **collectively** contribute to.	Helping people with disabilities; Helping the elderly; Contributing to communities	Helping the Homeless; Charities & Trusts	Climate Change; Sustainability; Foreign Relief
What we must **understand** about life & the world around us.	Challenges of Deprivation; Importance of Diversity; Effects of Obesity; Protected Characteristics	Politics & Democracy; Immigration; Criminal Justice System; Human Rights	Conservation; Impact of War/ Conflict; Sources of Energy; Business Studies; Mental Health

Curriculum | Types of Knowledge

At High Greave Junior School, we define knowledge in four distinct but interconnected types.

We use this model to ensure our curriculum is rich, balanced and purposeful. It helps us plan learning that is not just about remembering facts, but about developing confident, reflective, and capable learners. By making all four types of knowledge explicit, we support children in connecting their learning, deepening their understanding, and becoming increasingly independent.



Declarative Knowledge

This is all about the facts and information we need to remember. It's the knowledge we can say or write down.

Examples:

- Knowing that the capital of France is Paris.
- Knowing that water freezes at 0°C.



Procedural Knowledge

This is about knowing how to do something – the steps or skills involved. It's the type of knowledge we use when we *carry out* a task.

Examples:

- Knowing how to multiply two numbers together.
- Knowing how to write a paragraph using punctuation and conjunctions.



Experiential Knowledge

This comes from real-life experiences and learning by doing. It helps children connect what they've been taught to the real world.

Examples:

- Taking part in a science investigation to see what plants need to grow.
- Visiting a local river to explore how it changes shape over time.



Metacognitive Knowledge

This is about understanding how we learn best. It means being able to plan our learning, check how it's going, and improve it.

Examples:

- Realising that taking notes or using diagrams enhances your memory.
- When you get stuck on a maths problem, you decide to try a different approach next time.

Curriculum | Metacognition

What is Metacognition?

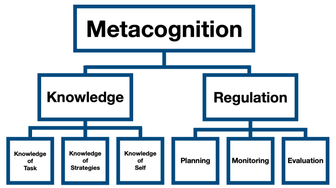
At High Greave Junior School, we use **metacognition as a thread through our curriculum** because we want our pupils to become confident, independent learners who understand how they learn best. By encouraging children to plan, monitor and reflect on their learning, we help them to take greater ownership of their progress. Metacognition supports deeper thinking, better problem-solving and greater resilience. It empowers our pupils not just to learn facts and skills, but to *learn how to learn* – a vital life skill that prepares them for success now and in the future.

Metacognition

What

Metacognition is about being more **aware** of our learning, and understanding our own **thought processes**, so we can learn more effectively.

Metacognition is split into **two parts:**



Why

Independence
Metacognition helps learners take control of their own learning and monitor their own progress.

Accelerates Learning
Learners who use metacognitive strategies are more likely to achieve more.

Suited to all Subjects
Metacognition is useful for all subjects and helps the learner make links across different subjects and tasks.

Inexpensive
Unlike other whole-school interventions, metacognition is cheap as the only cost is CPD.

Metacognitive Knowledge

Knowledge of Task

Task
We need knowledge about the particular type of learning goal that is presented before us, so we can go about completing it.

Self/Peer Questioning
What do I already know about this?
What will I find easy/challenging about this?
What will I need to do to be successful?

Knowledge of Strategies

Strategies
We need knowledge about the strategies that are effective and available. We may already know some, or we may need a new one.

Self/Peer Questioning
What strategies do I know?
What strategies have I used before?
What strategies will help me complete this?
Has anyone shown me a new strategy?

Knowledge of Self

Self
We need knowledge about our own abilities and attitudes, and how we can motivate ourselves to learn effectively.

Self/Peer Questioning
What can I remember about this learning?
Am I motivated to complete this learning?
What can I do to stay focused?
What will I do if I find this difficult?

Metacognitive Regulation

Planning

Planning
We need to consider our learning goal, what we need to know, and how we're going to go about completing it.

Self/Peer Questioning
What am I being asked to do?
What strategies can I use?
Have I used any effective strategies before?
What will I do first, next, after and last?

Monitoring

Monitoring
We need to review if our strategies are working, and make changes and improvements to our learning if they're not.

Self/Peer Questioning
Is my strategy working?
Do I need to change my strategy?
What other strategies do I know?
What and who can help me?

Evaluation

Evaluation
We need to determine whether or not we've been successful, and what we will keep and change for next time.

Self/Peer Questioning
How well did I do?
What went well?
What will I do differently next time?
Can I use this strategy for other subjects?

Teaching

Explicit Teaching
Teach how to activate prior knowledge, independently complete tasks, and evaluate learning.

Model Your Thinking
Reveal your thought processes. Speak your thinking, and show pupils how you would go about completing a task.

Promote Talk
Promote the metacognitive questions to the left, and encourage pupils to discuss these independently and together.

Key Words

Metacognitive Knowledge - what we know about learning.

Metacognitive Regulation - what we can do about learning.

Task - the learning goal.

Strategy - ways in which we can complete the task.

Self - how we can learn effectively.

Planning - deciding how we're going to complete the task.

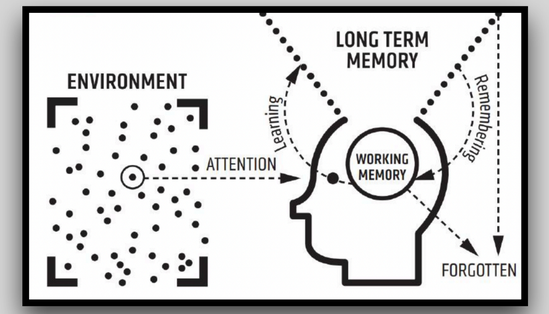
Monitoring - reviewing our learning journey midway through.

Evaluating - reviewing our learning journey once it is complete.

Curriculum | Retrieval Practice

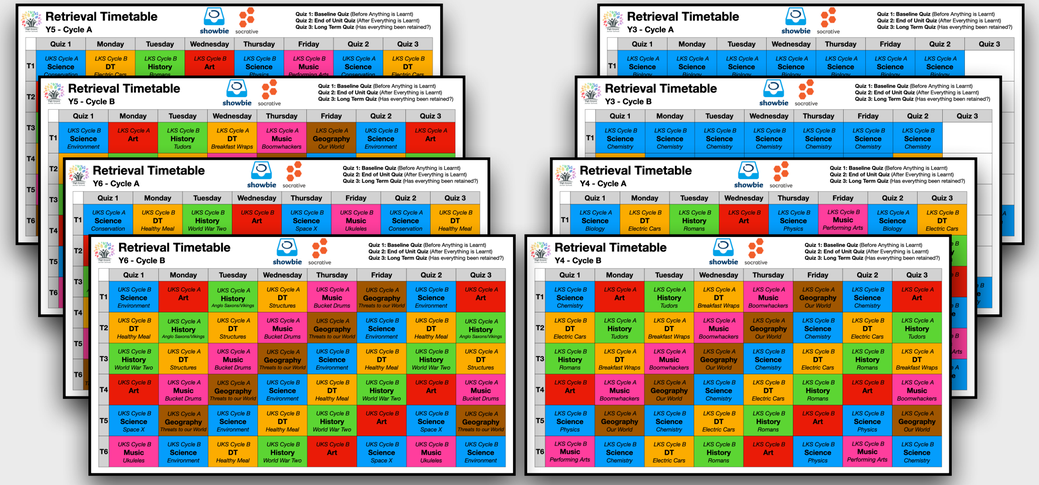
The Long Term Memory Goal

At High Greave, we want our learners to **know more and do more** in Art. To achieve this, we embed **daily rehearsal and retrieval practice** into our curriculum. Retrieval practice helps strengthen **long-term memory** by recalling previously learned knowledge, ensuring learning is **retained and applied** over time.



How Retrieval Practice Works

Quiz 1 *(Before Learning Begins)*	•*Each topic starts with a Socrative quiz to assess prior knowledge.* •*Scores are usually low, highlighting gaps in understanding.*
Daily Rehearsal & Memorisation	•*Key knowledge is practised and revisited every day throughout the term.* •*This strengthens long-term memory and deepens understanding.*
Quiz 2 *(After Everything is Learnt)*	•*At the end of the term, learners take another Socrative quiz.* •*Scores typically show significant improvement, demonstrating progress.*
Weekly 10-Minute Reviews	•*The topic is revisited for ten minutes each week to prevent forgetting.* •*This helps maintain knowledge and keeps key concepts fresh.*
Quiz 3 *(Five Terms Later)*	•*A final quiz assesses long-term retention.* •*The results help us evaluate our curriculum's effectiveness and make improvements where needed.*



Retrieval Timetable

Y6 - Cycle A

Quiz 1: Baseline Quiz (Before Anything is Learnt)
Quiz 2: End of Unit Quiz (After Everything is Learnt)
Quiz 3: Long Term Quiz (Has everything been retained?)

	Quiz 1	Monday	Tuesday	Wednesday	Thursday	Friday	Quiz 2	Quiz 3
T1	UKS Cycle A **Science** *Conservation*	UKS Cycle B **DT** *Healthy Meal*	UKS Cycle B **History** *World War Two*	UKS Cycle B **Art**	UKS Cycle B **Science** *Space X*	UKS Cycle B **Music** *Ukuleles*	UKS Cycle A **Science** *Conservation*	UKS Cycle B **DT** *Healthy Meal*
T2	UKS Cycle A **Art**	UKS Cycle B **History** *World War Two*	UKS Cycle B **Art**	UKS Cycle B **Science** *Space X*	UKS Cycle B **Music** *Ukuleles*	UKS Cycle A **Science** *Conservation*	UKS Cycle A **Art**	UKS Cycle B **History** *World War Two*
T3	UKS Cycle A **History** *Anglo Saxons/Vikings*	UKS Cycle B **Art**	UKS Cycle B **Science** *Space X*	UKS Cycle B **Music** *Ukuleles*	UKS Cycle A **Science** *Conservation*	UKS Cycle A **Art**	UKS Cycle A **History** *Anglo Saxons/Vikings*	UKS Cycle B **Art**
T4	UKS Cycle A **DT** *Structures*	UKS Cycle B **Science** *Space X*	UKS Cycle B **Music** *Ukuleles*	UKS Cycle A **Science** *Conservation*	UKS Cycle A **Art**	UKS Cycle A **History** *Anglo Saxons/Vikings*	UKS Cycle A **DT** *Structures*	UKS Cycle B **Science** *Space X*
T5	UKS Cycle A **Music** *Bucket Drums*	UKS Cycle B **Music** *Ukuleles*	UKS Cycle A **Science** *Conservation*	UKS Cycle A **Art**	UKS Cycle A **History** *Anglo Saxons/Vikings*	UKS Cycle A **DT** *Structures*	UKS Cycle A **Music** *Bucket Drums*	UKS Cycle B **Music** *Ukuleles*
T6	UKS Cycle A **Geography** *Threats to our World*	UKS Cycle A **Science** *Conservation*	UKS Cycle A **Art**	UKS Cycle A **History** *Anglo Saxons/Vikings*	UKS Cycle A **DT** *Structures*	UKS Cycle A **Music** *Bucket Drums*	UKS Cycle A **Geography** *Threats to our World*	UKS Cycle A **Science** *Conservation*

Curriculum | Experiences

Experiences at HGJ

At High Greave Junior School, we believe children learn best when they take part in real-life experiences. That's why we include things like hands-on activities, trips, visitors, performances and practical challenges across our curriculum.

These experiences help children:

- Build life skills like solving problems and making choices
- Grow in confidence by trying new things
- Learn to work with others through teamwork and shared tasks
- Understand more about the world and their place in it (cultural capital)
- Keep going when things are tough, building resilience

By learning through doing, children enjoy lessons more and remember them for longer. It helps them become more confident, capable and ready for life.

