



Primary Curriculum INTENT Plans and coaching and mentoring support from experienced professionals



- Are you looking to audit, review, refine or overhaul your curriculum INTENT in some subject areas?
- Are you wanting to secure progressive and sequenced plans in your subject INTENT plans?
- Do you want to secure subject specific knowledge to year group 'end points' from reception to year six?
- Do you want to design your own bespoke curriculum INTENT plans with the help of high-quality school-based plans?
- Would you like the support of a very experienced curriculum team from Ashdene Primary School to offer coaching and modelling approaches to help you adapt their INTENT plans to match the needs of your school?

If the answer to any of these questions is yes, we have the solution for you!

ECM would like to outline a brand-new offer to schools in relation to curriculum INTENT in the following subjects: history, geography, art, DT, science.

The curriculum INTENT plans are from Ashdene Primary School, Cheshire. School leaders at Ashdene have designed their curriculum subject specific plans taking into account all the latest research from the research reviews from Ofsted, and these plans can now be adapted by other schools to design their own bespoke curriculum in the subjects above on offer.

Ashdene Primary School prides itself on having an exceptional curriculum which is consistently implemented across the school. This curriculum sets out the explicit knowledge and skills that pupils must acquire and is sequentially planned from early years through to year 6. The curriculum is based on cognitive science, building on prior knowledge to support schema development, with short- and long-term retrieval built in to ensure pupils are able to demonstrate they know, remember and can apply more, to their clearly defined year group end points.

The curriculum INTENT plans on offer in **history, geography, art, DT, science**:

- Are a strong starting point for leaders to adapt the curriculum intent to meet the needs of their own school.
- Explicitly state what substantive and disciplinary knowledge should be introduced and when. The substantive and disciplinary knowledge are mapped together so that there is clear interplay between these.
- Are sequenced across the whole school from EYFS-Y6, lesson by lesson.
- Have topics that are carefully sequenced. For example, in history they are sequenced around chronology. In geography, they are sequenced around geographical location.
- Have key themes that run from EYFS to Y6.
- Clearly map long and short-term retrieval of knowledge across a sequence of lessons, topics, and year groups.
- Make clear links to children's personal development, SMSC and British values.
- Give leaders and teachers flexibility to select activities and resources.

These curriculum INTENT plans are **not**:

- Designed to tell schools *how* to implement the intended curriculum- the approaches to teaching, learning and assessment will already be established by individual schools.
- A finished product! An off the shelf ready to go 'scheme of work' with resources. Many schools we work with tell us that they want more freedom to select activities and resources rather than following a prescribed scheme.

We have 3 packages on Offer in relation to the curriculum INTENT plans for **history, geography, art, DT, science**.

Follow up support online can be arranged for checking the curriculum intent and providing feedback.

PRICING & ORDER FORM

Package One		Costs
Curriculum intent documentation only		£50 per subject OR £250 for all 5 subjects
To order one or all subjects, please place a tick next to the subjects you would like to order (✓)		
History		
Geography		
Art		
DT		
Science		
Package Two		Costs
Curriculum intent documentation with ½ day in school or online support for one subject.		Cost of the subjects requested plus £350 + VAT + Mileage. <i>(These sessions can be done remotely on Microsoft TEAMS or face to face)</i>
<ul style="list-style-type: none"> 1:1 session with subject leader to explore curriculum design and ensure secure knowledge of essentials when designing a curriculum. 		
<ul style="list-style-type: none"> Working with subject leader to map topics across the school – ensuring a clear rationale and personalisation to the school 		
If you would like to book some support, please provide us with the following:		
Contact Information:		
How many ½ days would you like?		
Package Three		Costs
Curriculum intent documentation with full day in school or online support for one subject.		Cost of the subjects requested plus £650 + VAT + Mileage. <i>(These sessions can be done remotely on Microsoft TEAMS or face to face)</i>
<ul style="list-style-type: none"> 1:1 session with subject leader to explore curriculum design and ensure secure knowledge of essentials when designing a curriculum. 		
<ul style="list-style-type: none"> Working with subject leader to map topics across the school – ensuring a clear rationale and personalisation to the school 		
<ul style="list-style-type: none"> Modelling of curriculum design for a unit of work mapping the substantive and disciplinary knowledge lesson by lesson. 		
<ul style="list-style-type: none"> Coaching and feedback for subject leader through writing a unit of work. 		
If you would like to book some support, please provide us with the following:		
Contact Information:	Please provide your email address and phone number here (delete to fill) An associate will contact you to arrange dates.	
How many days would you like?		

EXAMPLES OF INTENT PLANS

Short term retrieval of prior knowledge for children to build on within the lesson.

Sequenced lesson structure.

Identifies key vocabulary



Identifies links with personal development, SMSC and British values.

Long term retrieval of knowledge from prior topics.

Substantive and disciplinary knowledge explicitly set out for each lesson to ensure interplay.

HT1 - Animals including humans					
Lesson sequence					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review that humans and animals get their nutrition from what they eat. Review the importance of eating the right amount of different types of food. Describe the simple functions of the basic parts of the digestive system in humans - mouth, oesophagus, stomach, small intestine, large intestine, and rectum.	Review the names of the key parts of the digestive system. Describe the simple functions of the basic parts of the digestive system in humans. Intestine experiment.	Review the names of the key parts of the digestive system. Identify the different types of teeth in humans and their simple functions - incisors, canines, pre-molars, molars, and wisdom. Modelling teeth with modelling clay.	Review names of the different types of teeth and their functions. Identify the different types of teeth in humans and their simple functions - investigation to show how to keep teeth healthy. Egg investigation.	Review names of the different types of teeth and their functions. Identify the different types of teeth in humans and their simple functions - investigation to show how to keep teeth healthy. Egg investigation.	Review names of the different types of teeth and their functions. Identify the different types of teeth in humans and their simple functions - investigation to show how to keep teeth healthy. Egg investigation.
Knowledge - Animals including humans					
Substantive knowledge			Disciplinary Knowledge		
Personal Development	Knowledge of methods that scientists use to answer questions (different variables, plans, equipment, research, etc.)	Knowledge of apparatus and techniques, including measurement	Knowledge of data analysis	Knowledge of how science uses evidence to develop explanations.	
1. Digestion is the way the body breaks down the food we eat into smaller parts that can be used to give the body the nutrients it needs. The main parts of the digestive system are - mouth, teeth, oesophagus, stomach, gall bladder, pancreas, large intestine, small intestine, rectum. 1. Food is put into the mouth where it is chewed. Food is swallowed and passes through the pharynx and oesophagus to the stomach. In the stomach food is broken into smaller pieces and mixed with stomach acid. 2. The mixture passes into the small intestine where nutrients are absorbed into the blood stream. 3. The food that is left passes through the large intestine. 4. Waste leaves the body through the rectum. Types of teeth Molars - back teeth used for crushing and grinding Canines - long pointed teeth used for ripping Incisors - sharp front teeth used for cutting	Identify and classify To identify and classify you make observations and investigations to organise things into groups or categories. Know that you need to use scientific language when identifying and classifying. Research Research is an investigation to establish facts about something. Know that information texts use scientific language.	Know that a diagram is the best way to display the workings of something. A diagram is a simple drawing that shows the appearance or workings of something.	Know that scientific evidence has been used to classify the parts of the digestive system. Know that an experiment will demonstrate and consolidate known facts.		
2. Digestion is the way the body breaks down the food we eat into smaller parts that can be used to give the body the nutrients it needs. The main parts of the digestive system are - mouth, teeth, oesophagus, stomach, gall bladder, pancreas, large intestine, small intestine, rectum. 1. Food is put into the mouth where it is chewed. Food is swallowed and passes through the pharynx and oesophagus to the stomach. In the stomach food is broken into smaller pieces and mixed with stomach acid. 2. The mixture passes into the small intestine where nutrients are absorbed into the blood stream. 3. The food that is left passes through the large intestine. 4. Waste leaves the body through the rectum. Types of teeth Molars - back teeth used for crushing and grinding Canines - long pointed teeth used for ripping Incisors - sharp front teeth used for cutting	Identify and classify To identify and classify you make observations and investigations to organise things into groups or categories. Know that you need to use scientific language when identifying and classifying. Research Research is an investigation to establish facts about something.	Know that a diagram is the best way to display the workings of something. A diagram is a simple drawing that is labelled. Modelling can be used to explain how scientific ideas and concepts.	Know that scientific evidence supports the identification and classification of different teeth and their purposes.		

Clear links between subjects.

4	 <p>Incisor Canine Pre-molar Molar</p>	Secondary sources are works such as textbooks, encyclopedia and scientific books. They describe, discuss and evaluate primary sources.			
		Know that information texts use scientific language. Observation over time Observing over time is when make systematic and careful observation to identify and measure changes in materials over a period of time. Regular observations/measurements need to be made at set intervals. You need to control the variables to limit the impact of external factors. You can carry out an observation over time to investigate which drinks cause the most/least damage to your teeth.	You can measure the volume of a liquid using a measuring jug. The volume of a liquid is measured in millilitres and litres. litre = 1000ml	Know that you need to use scientific language when recording results. Know that results from an observation over time can be collected and presented in a table.	To draw scientific conclusion you need to look at your results and identify patterns.
5	 <p>Carnivores - eat meat. They have teeth that are shaped to slice and rip. E.g. large sharp canines. Herbivores - eat plants. They have teeth that are shaped to squash and grind plants e.g. bumpy molars. Omnivores - eat meat and plants. They have both teeth that are shaped to slice and rip (e.g. canines) and teeth that are shaped to squash and grind (e.g. bumpy molars).</p>	Identifying and classifying To identify and classify you make observations and investigations to organise things into groups or categories. Know that you need to use scientific language when identifying and classifying.		Know that a diagram is the best way to display the workings of something. A diagram is a simple labelled drawing.	Know that results from a scientific enquiry can be used to answer a scientific question. To answer a scientific question, you should include evidence from your scientific enquiry.

Topics taught in chronological order across the school.

Children compare events that happened at similar times around the world.

	HT1	HT2	HT3	HT4	HT5	HT6
Reception	All about me (chronological life cycle)	Celebrations (Guy Fawkes)	Transport (past and present transport)		Discovering UK Wilmslow over time Queen	Explorers Lives of significant explorers Christopher Columbus (People and communities)
Year 1	Lives of significant individuals- Lowry		Queen Victoria (Short study)		Live of significant individuals Rosa Parks	
Year 2	Events beyond living memory- The Great Fire of London		Gun powder plot and parliament (Short Study)		Historical events and places within their own locality- Quarry Bank Mill	
Year 3	Changes in Britain from Stone age- Iron age		Overview study of Ancient Civilisations (Short study)		Achievements of the earliest civilizations- Ancient Egypt	
Year 4	Changes in Britain from Stone age- Iron age		The Lindow Man (Short study)		Ancient Greece A study of an aspect or theme of British history that extends pupils' knowledge beyond 100 – legacy of Ancient Greek culture (art) on later periods in British history	
Year 5	Britain's settlement by Anglo Saxons and Scots		Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor. (Short study)		A non- European society that contrasts with British history- Mayans	
Year 6	Local history study – Victorians/ Styal Mill/ Industrial Revolution					