

AAT Curriculum Rationale and Implementation Guide

Rationale

The AAT Curriculum identifies the knowledge and skills that pupils should learn. The National Curriculum has been used as the starting point to design the progression documents. Careful consideration has been given to the 'Purpose of Study', 'Aims' and 'Subject Content' sections of the National Curriculum. For each subject, substantive and disciplinary knowledge and skills are identified. The AAT Curriculum is 'concept driven'. This means that key concepts have been chosen that are unique to each subject. Pupils are repeatedly taught about these concepts in a carefully sequenced and progressive way. For example, in history the concepts pupils learn are civilisations, cause and consequence, similarities and differences, connections and leadership. The concept driven approach to curriculum design has a powerful effect on learning and gives pupils the big ideas that help them make sense of what they have been taught.

The AAT Curriculum identifies knowledge and skills for each subject discretely as it is important in helping pupils to understand the unique characteristics of each subject discipline. It is not intended to be taught in a 'thematic way' where subject content is grouped together. However, careful consideration has been given to the sequences of learning that pupils encounter. This ensures that their understanding builds over time within individual subjects but also supports their learning between subjects. For example the science unit on electricity comes before the DT unit where the pupils design and make torches. Earth and space is taught alongside Earth, Space the final frontier in history.

A unit of learning is identified for each term. These are subject specific and end points have been identified to precisely define the knowledge and skills pupils should have at the end of each term. These are used to assess and evaluate the impact of the curriculum. Each unit has an assessment concept question that pupils are able to answer at the end of a sequence of lessons. For example, in Year 6 pupils are challenged to be able to explain why people live in areas where volcanic eruptions and earthquakes happen. The AAT Curriculum places a strong focus on the development of subject specific vocabulary. For each unit key vocabulary is identified that pupils should learn and understand.

The AAT Curriculum has been designed to be ambitious. Pupils who learn the curriculum are well equipped to be successful at the next stage of their education and in future employment. The curriculum materials allow for adaptation where it may be necessary to meet the needs of groups or individual pupils. However, the overarching ambition is that all pupils have the opportunity to learn and remember the whole curriculum.

The AAT Curriculum is made up from the documents that are explained below. Teachers use these to design sequences of learning for their classes. This guide sets out their purpose and how they should be used.

Whole School Overview of Unit titles

The image shows two tables of unit titles for Year 1 and Year 2. The units are color-coded by term: Term 1 (purple), Term 2 (blue), Term 3 (green), Term 4 (blue), Term 5 (green), and Term 6 (green).

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Super Hero Traditions	Bees	Food growing in the garden	What's growing in the garden?	Who's the King of the castle?	Build the Torches
Year 2	Changing Ages	Where in Space	Farlands From the South	Walk like an Egyptian	Numbers and Trainers	Under the Sea
Year 2	Who's the King of the castle?	Build the Torches	Who's the King of the castle?	Who's the King of the castle?	Who's the King of the castle?	Who's the King of the castle?

This document shows the termly unit titles for each year group. The colours used in this document link to all the other documents for the curriculum to aid the ease of use of all the resources. All term 1 and 2 resources are in purple, term 3 and 4 are in blue and term 5 and 6 are in green.

Progression Document

The progression document clearly outlines the concepts for each subject that should be the driver when planning and teaching.

The image shows a progression document table with columns for Year 1, Year 2, Year 3, Year 4, Year 5, and Year 6. The rows represent different subjects and their concepts. The table is color-coded by term.

"Concepts are broad ideas that transcend the perspectives and limits of any specific subject-area. A concept is something that can be taught in any classroom, no matter what the content includes. Knowing the facts is not enough. If we want students to develop intellectually, creatively problem-solve, and grapple with complexity, the key is in conceptual understanding. A Concept-Based curriculum recaptures students' innate curiosity about the world and provides the thrilling feeling of engaging one's mind."

Lynn Erickson

There is a progression document for each subject. This is divided into terms and then year groups so it is clear how the learning progresses over time. The document maps the National Curriculum statements, which are in bold, and the concepts. On some of the progression documents, the National Curriculum statements are broken down to enable progression across year groups or key stages. These statements are not in bold. The progression document is the first document teachers should use when they are planning a unit of work.

The progression document is also the place to find further details about the area of study for each subject -including the assessment concept question for the relevant subjects. The progression document enables teachers to look at prior learning for their class in regards to both the National Curriculum statement and the concepts. The progression document also shows the main overarching areas of that subject's learning for each term.

The concepts are mapped across year groups and terms to ensure that each concept is returned to at least once each year.

Skills and Knowledge End Points

Knowledge end points are the substantive knowledge

The image shows a table with columns for Year 1, Year 2, Year 3, Year 4, Year 5, and Year 6. The rows represent different subjects and their knowledge end points. The table is color-coded by term.

The image shows a table with columns for Year 1, Year 2, Year 3, Year 4, Year 5, and Year 6. The rows represent different subjects and their skills end points. The table is color-coded by term.

Skills end points are the disciplinary knowledge

There are knowledge and skills end points documents for each subject. These documents are to be used by teachers when they are planning their subjects. These documents show what each pupil should know and be able to do at the end of each unit. They are to be used to ensure coverage and are progressive through the year groups. Also within these documents there are two additional sections which show the learning that comes before and the learning that comes after that particular learning journey. This helps teachers to know what prior knowledge and skills the pupils should have as well as what they will go on to learn.

The essential vocabulary that must be taught is mapped on the knowledge end points.

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Knowledge Organisers



For certain subjects, there is a knowledge organiser for each subject for each term. The knowledge organiser should be shared with the pupils and secured into their books. This resource should be referred to regularly during the unit of work so the key vocabulary, concepts and information is repeatedly shared with the pupils. The knowledge organisers contain key vocabulary, images and other key information for the pupils about their learning. The pupils will be able to find all the answers to the pop quiz questions on the knowledge organiser

Pop Quiz



For certain subjects, there is a pop quiz that assesses the substantive knowledge for that area of study. The quiz is a series of short questions, some of which are multiple choice, to see what a pupil already knows about the area of study. The pop quiz should be stuck into every pupil's book at the start and again at the end of the unit. All of the answers to the pop quiz can be found on the knowledge organiser therefore it is best to share the knowledge organiser after the pupils attempt the pop quiz for the first time.

Thinking Squares



For certain subjects there is a thinking square which is used to assess the pupils understanding at the end of the unit. The thinking square can be introduced at the beginning of the unit however there is no expectation that this will be completed by the pupils at this point. Through the unit, the pupils will learn knowledge and skills to help them answer the three thinking square questions. At the end of the unit, the thinking square must be secured into the pupils' books so the pupils can add their answers to the questions. Depending on the age and needs of the pupils this could be completed in small groups or as a whole class task. These questions are designed to ensure the pupils think like historians/ geographers/scientists. Therefore it is important that teachers model how these can be answered.

Unit Design

Planning the unit

This curriculum has been designed with concepts as the key drivers therefore it is essential these are considered at all stages of planning and remain at the forefront of teachers minds.

First use the progression documents and end points to map coverage across the unit. This is done by taking the objectives from the progression document and organising these across the number of lessons in the unit. Consideration then needs to be given to which of the end points will be covered in each lesson. Sometimes the end points will be covered in more than one lesson. Teachers are able to select the best pedagogical approach to teaching the objectives so that end points can be achieved.

Next consider the key questions and vocabulary that each lesson will focus on. The key vocabulary is taken from the end points documents and is included in the knowledge organisers (for specific subjects). It is important that all vocabulary on the end points is covered during the unit. The questions listed on the progression map, thinking square and pop quiz are the questions that will develop children's knowledge during the unit. Careful consideration needs to be given to the needs of pupils within the class, particularly those with SEND. Planning should include reference to how pupils will record their learning and any additional scaffolds that could be required by the whole or individual members of the class.

Teaching the unit

In the first lesson the pop quiz, concepts to be learnt in the unit and the thinking square need to be shared with the pupils. It is good practice to have these displayed throughout the unit as part of working walls and classroom displays. It is vital that this lesson is not overloaded with assessments but that it ignites the pupils' interests. Regularly referencing and discussing these documents is essential throughout the unit so the pupils make the links and connections between the learning and the concepts.

The subsequent lessons need to be planned using the documents listed above and reference to these is essential throughout the unit. The pupils needs to be taught the substantive knowledge and disciplinary knowledge which is mapped on the progression documents and end points.

The final concept question is designed to enable the pupils to demonstrate the knowledge and skills they have acquired through the unit. To enable a high quality written response it may be helpful to make time for the final concept question to be answered in an English lesson. Pupils should be familiar with the writing genre that they are using to ensure that sufficient focus is placed on answering the concept question.