



Our Curriculum: A Journey

'A curriculum is never finished – review and refinement are key to curriculum design.' Nieveen (2022)

Spiritual

Sequential

Purposeful



Our Curriculum Intent:

- **Spiritual** – As parents who have chosen a Catholic Education system for their child we will centre all of our words, our actions and our teachings around our Faith, making Catholic Education the ‘Core of the core curriculum’ Pope St. John Paul II.
- **Purposeful** – This means we will endeavour to make sure that what children learn in school matters to them. Putting our local area of Rothwell at the heart of our curriculum, where applicable, means we have a model that makes our young people proud of their fascinating heritage. Children are studying areas never before taught such as Mining in Rothwell, Poetry about the Leeds Pals in the Battle of the Somme or conducting fieldwork in their local vicinity and beyond.
- **Sequential** – This means that every building block of learning forms a platform for the next building block to be placed upon. Every class has a learning journey that forms a spiral up through their school career and gives them the best possible foundations for their High School Education and beyond. Prior learning is revisited in a purposeful way. Teachers know what learning has come before and can quickly support retention of new knowledge.

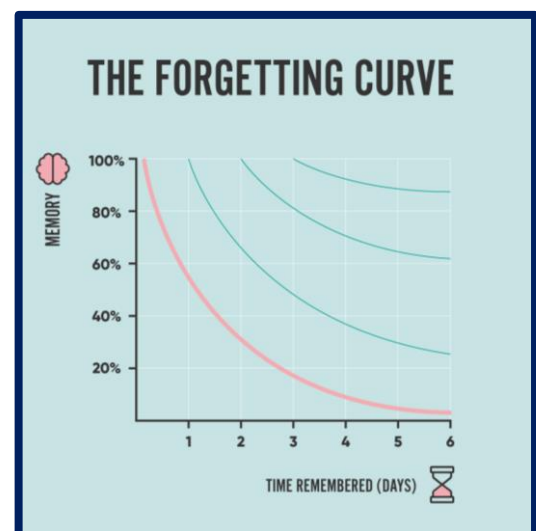
Curriculum Rationale:

At St, Mary's we have developed an interdisciplinary approach to our curriculum designed with humanities at the centre.

Integrity is kept to individual curriculum disciplines through a progressive skill base from EYFS to Y6.

Context of learning allows for genuinely meaningful links to be made through interdisciplinary dialogue, making connections and combating the ‘forgetting curve’.

Our vision is that all children will leave St. Mary's with the necessary skills embedded to embark on their next steps in life fully equipped for their individual journeys.



Seven Years as a Learner at St. Mary's

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EYFS [Curriculum Page](#)

Our Foundation Stage curriculum acts as prerequisite to the skills and knowledge required for our curriculum design in Y1 and onwards. The curriculum is designed with themselves at the heart, 'All About Me', 'Creative Me', 'Me Now, Me Then & Me in the Future.' The learning here is driven by carefully selected texts such as 'The Dot', 'Handa's Surprise', 'Beautiful Oops' and 'Rain Before Rainbows'.

Each of these overarching themes allows for children to be articulate in themselves and their skills with a secure foundation of themselves as people on Earth and the world immediately around them.

Y1 [Curriculum Page](#)

Year 1 begins where Reception ends with a topic about *Home*: geographically and historically. We deploy the concentric circle personal geography model, starting with self and moving outward. This study moves wider to a study on Great Britain and our historical monarchy, still very similar but developing in the abstract nature of the learning. In direct contrast the children will develop comparisons between what they have learned in context and develop a study on Kenya and what life there might look like. What's the same and what's different? Why?

Y2 [Curriculum Page](#)

Year 2 build directly on the work in Year 1 and EYFS. Their learning is still centred geographically close by but the abstract and intangibility grows. The local study continues with a more narrowed focus on mining communities (Rothwell as a mining town) and a comparison with Welsh mining towns. The learning moves slightly further afield with a study of London now and the Great Fire! This develops as the children's knowledge of the country we live in the country we may live in as the children are able to investigate climate and environmental factors on the world.

Y3 [Curriculum Page](#)

Year 3 begins as previous years has to support retention of knowledge and accessing prior learning: a local area study, branching out to Leeds and the famous landmarks of this city where we live. The link with many Leeds landmarks leads onto a study of World War II as an event within living history. As in the Y1, a direct contrast is made as we move chronologically further away from where we are now to Ancient Greece. The history skills utilised in analysing sources and viewing references are then deployed to the abstract context to Ancient Greece.



Sequential

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Y4 Curriculum Page

As the pattern of our historical timeline moves further away our time and year now, Year 4 study each of the prehistoric time periods in chronological order. They study the effect these periods have had on our lives now. Stone Age (ancient villages), Romans (water systems) and Anglo Saxon (Hilda of Whitby study). Through experiential learning, children dive into the Ancient World make meaning comparisons and observing how one period moves into, or overlaps, the other.

Y5 Curriculum Page

Year 5 have one vast and broad theme: Britain's role in trade. This brings in all curriculum disciplines through natural disasters, mapping of trade roots, historical laws and rivalries and the effect now on FairTrade. The skills and knowledge children have learned in their past five years begin to become further embedded as they develop opinions and views on more political or controversial issues.

Y6 Curriculum Page

As the National Curriculum objectives have been covered in content, Y6 is an opportunity to develop children's skills on issues that will effect them in their lives moving forward. The two learning themes are: Women's lives in ancient civilisations and Medicine through time across the world.

Each of these requires children to access their prior learning and use these to form new knowledge, analyse sources and think about the future they are driving towards.

Life Long Learners



Research behind our curriculum design:

Ashbee R (2021) Curriculum: Theory, Culture and Subject Specialism.

Hyman P (2021) Let's not return to flawed exams.

Kirschner PA & Hendrick C (2020) How learning happens: Seminal works in educational psychology and what they mean in practice

Coe et al (2020) Great Teaching Toolkit

McKenny S & Reeves T (2018) Conducting Educational Design Research

EEF (2018) Teaching and Learning Toolkit

Sweller et al (2019) Cognitive Architecture and instructional design

Myatt M (2020) The Curriculum Gallimaufry to Coherence

Quigley A (2018) EEF Blog: what do we mean by knowledge rich anyway?

DfE (2021) Teaching a Broad and Balanced Curriculum for Educational Recovery

Early Education (2021) Birth to 5 Matters

Sherrington T (2021) What is a Knowledge Rich Curriculum?

