

St Helen's Curriculum 2019/20

*A curriculum that prepares our children
to meet the world*



'There is an increasingly globalised and interconnected world in which everyday lives and local communities cannot be fully understood without reference to a wider global picture. On the one hand, it is full of wonder and the possibilities and opportunities afforded by technology. On the other, it is marked by division, extreme inequality, injustice, and poverty, conflict and environmental crises. We know it to be near impossible to shield children from such issues. Even the youngest in our schools bring with them knowledge of injustice, disadvantage and conflict, gleaned through the media, and often, direct personal experience. With that very partial knowledge, they also bring into school a complex set of questions, concerns and emotions.

The good news is that our schools can, and often do, provide a much-needed safe space and structure in which children can begin to make sense of the world they are encountering and explore their place within it. They can also nurture the values, attitudes, understanding and skills their pupils will need if they are to realise their hopes and aspirations for a more just and sustainable world in which we live well together, at local, national and global levels.'
Christian Aid, January 2018

Our Curriculum Intent:

It is our intent to carefully design and construct a curriculum, relevant to the 21st Century and one which prepares the children for the world in which they will live and work. Through our curriculum, we aim to provide the pupils with the knowledge, skills, habits and character traits that can be applied across all traditional academic subject areas and in all educational, career and social settings throughout their life.

We aim to provide rich opportunities for the children to explore citizenship and real life world issues, which at times they may have to grapple with and make sense of, working together to develop '**Learning and Life**' skills such as collaboration and communication.

Our **Christian values** are central to our curriculum and underpin everything that we do. Values like respect, justice, courage, compassion and forgiveness shape the way that we live together and our response to the issues that we will encounter through our global curriculum.

The curriculum is designed using a **cross-curricular** approach, as we know this enables our children to make connections across their learning, leading to deeper learning experiences so that the learning is purposeful and meaningful, and they can apply their reading, writing, mathematical and computing skills across the whole of the curriculum. Through this approach, the learning is slowed down, covering less but in much greater depth to allow pupils to master the skills through each sequence of learning. Links are made across all subjects, however Science, R.E, French and P.E are often planned for and taught in a discrete manner.

Ultimately, we want the curriculum at St Helen's to prepare our children to meet the world. We want it to develop and enhance their skills in critical and creative thinking, reasoning and communication and to enable the children to view themselves as '**changemakers**' as they 'let their light shine' in the world that they are growing up in.

"We must foster global citizenship. Education is about more than Literacy and Numeracy. It is also about Citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies."

Ban Ki-moon, United Nations Secretary-General (2012)



Curriculum implementation at St Helen's:

Whole-School Theme Based Learning

Global learning helps pupils make sense of the increasingly globalised, complex and rapidly changing world in which they live. It enables pupils to think critically about world issues and to develop an awareness of the impact our own actions can have on others.

Global core focus:

Our curriculum is underpinned by education for global citizenship and each half term pupils will undertake a **Diversity, Community & Global Learning Project** linked to one of the seven global themes:

- Social justice and equity
- Identity and diversity
- Globalisation and interdependence
- Sustainable development
- Peace and conflict
- Human rights
- Power and governance

The seven global theme are broken down into **knowledge and understanding, skills, values and attitudes** maps which provide progression in these 7 areas across the age range.

Curriculum Drivers:

Our curriculum embraces the National Curriculum and this becomes our **curriculum drivers** for excellence, enjoyment and achievement within a nurturing Christian community.

English and communication	Science and Technology	Humanities	Humanities
Mathematics	The Arts	Physical and wellbeing	Religious Education

Learning and Life Skills:

Over the last few years, St Helen's has developed key skills for learning and life by embedding these across the curriculum. These are profiled each term and are developed at every opportunity throughout the term.

Speaking and listening	Thinking skills	Improving own learning and performance
Understanding of self and others	Learning with others	Developing resilience and responsibility

Curriculum Aim

To offer a broad, balanced, inclusive and global curriculum which empowers children to achieve their full potential and make informed and responsible decisions throughout their lives.

Objectives

To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world.

To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn.

To develop the child as a life-long learner who has a range of skills which ensure a high level of achievement.

Learning and Life Skills

Speaking & Listening

Understanding of self and others

Thinking skills

Learning with others

Improving own learning and performance

Developing independence and responsibility

Global Themes

Social Justice & Equity

Identity & Diversity

Globalisation and Interdependence

Sustainable development

Peace and Conflict

Human Rights

Power and Governance

Key Drivers

English

Maths

Science and Technology

The Arts

Humanities

Physical and Wellbeing

Humanities

Religious Education

Curriculum Enrichment

Learning outdoors

Clubs and enrichment

Visitors and trips

Collective worship

Theme weeks

PSHE

Core Values

Courage

Trust

Justice

Forgiveness

Truthfulness

Thankfulness

Compassion

Friendship

Generosity

Respect

Service

Perseverance

Breadth, Depth and Progression

Breadth: Global themes, core-texts or stimuli are carefully chosen to allow curriculum drivers to be explored in depth. Careful consideration is given to selecting global themes that can be taken in a variety of directions, exploring a wide range of skills right across the curriculum. This ensures that our curriculum is broad and balanced.

Depth: The global themes and core-texts that our curriculum is based upon allow for depth in learning to be maintained in all year groups. *(This needs work)*

Progression: The skills maps have been developed for each curriculum driver, to ensure that progression in skills are planned for across the whole school. This is then monitored, alongside planning and pupil books to ensure that teachers are providing the appropriate level of challenge and progression across the curriculum.

Hooks for Engagement

At the beginning of each half term, an exciting hook is planned to engage the children in the learning. For each new core-text or theme, this is carefully planned so that the children are immediately enthused and excited by the learning. Alongside this, trips which are specific to the learning, and visits within the local community are planned for in order to enrich the children's experiences and to further engage and immerse them in the learning.

Authors, scientists, artists, performers and musicians are invited into school to provide the children with an insight as to how the skills they are learning at school can lead to success in later life. These opportunities are not viewed in isolation, but provide a stimulus for learning across the curriculum.

Global Learning Project

Each term there will be a project outcome from the global learning. This does not need to be community based each time, but we try to engage with the community wherever possible.

Potential project ideas include:

Podcasts	Assemblies	Designing an app	Sporting event	Fashion show
Cross phase events	Community projects	Class book	Gardening project	Sale
Debates	Charity events	Local business support	Campaign to bring about change	Sharing to a real live audience
Documentaries/ videos	Museum/ exhibition	Entrepreneurial project	Speeches	Upcycling

Display outcome

Linked to the global learning, there will be a display outcome in line with our guidance on displays for learning.



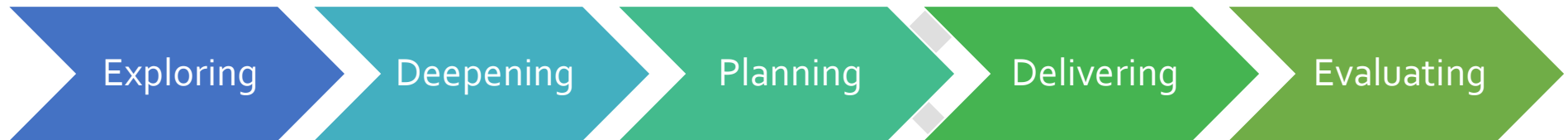
Planning

Long term planning is the overview for the year, which details the overarching themes, stimulus and core texts that will be used throughout the year to engage pupils in the learning, and includes a brief description of the learning that the children in each year group will be achieve by the end of the academic year. This planning ensures that there are rich and thoughtful stimuli for learning in place in order that a rich and engaging curriculum is provided for pupils.

Medium term planning is completed by year group teams to plan in more detail the learning for each half term. This planning identifies skills, and focuses on engaging and deep learning journeys. Outcomes for learning are made explicit in this point of planning, as well as the opportunities for trips, visits, and extra-curricular activities. The skills maps will be used at this stage in the planning to ensure there is a clear coverage of skills and progression planned for.

Weekly planning identifies clear learning intentions and steps to success to help children achieve the learning. Higher order questioning is planned for to extend children's thinking, as well as clear differentiation to enable all children to achieve the learning. The role of all the adults and how they will support the learning is also identified on this planning.

Progression through a theme:



<ul style="list-style-type: none"> • Explore the issue • Range of sources • Acquire knowledge • Research • Real life examples • Comparison • Case studies • Hook • Trip/visitor/workshop 	<ul style="list-style-type: none"> • Making links • Asking and answering questions • Debate • Viewpoints (agree/disagree) • Evaluating and assessing • Different perspectives • Analysing data • Challenging stereotypes • Ranking and justifying 	<ul style="list-style-type: none"> • Planning project • Research • For change • Planning for impact • Innovation 	<ul style="list-style-type: none"> • Project • Oracy • Speaking and listening • Presentation • Promoting 	<ul style="list-style-type: none"> • Evaluation of project • Impact of project • Personal impact, community impact, global impact • Knowledge, skills and attitudes
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Progression from substantive to disciplinary knowledge – deep learning

Substantive knowledge	Disciplinary knowledge
Domain specific Factual content The sequential flow of information required Required subject vocabulary Rules and methods Procedural fluency Structure of learning content within domain	Contextual and related information Big ideas Connecting arguments Opinions and interpretations Associated influences Critical arguments for and against Indirect evidence Inter-disciplinary