



## St Nicholas Curriculum Policy

### **Introduction:**

The Archbishop of Canterbury said “we need a vision for what we think education is for.’ Never has this been more true than in guiding children’s education through and in the wake of a Global Pandemic. We are mindful that children need to be prepared for participating and thriving in a global economic and social environment. As a church school the deeply Christian foundation for this vision is seen explicitly in the Teaching and Learning both in RE and across the curriculum.

### **Intent:**

In redesigning our curriculum we recognised that what made our school unique and special was the behaviour and attitude that our children develop whilst they are with us through our Christian ethos. What made St Nicholas special was ‘invisible’ and separate to the ‘visible’ national curriculum. As such we sought to make our ‘invisible’ curriculum ‘visible’ to all stakeholders.

Parents have been very clear with us about what they see as their priority them for their children’s education and future lives are the following:

“To feel confident, equipped and empowered to make informed choices.”

“To feel happy while they are learning and that they can achieve what they want to achieve.”

“To reach their full potential, to be nurtured and encourage.”

“To stand up for what is right for themselves and for others that can’t”

“To be well rounded happy people who are kind and try their best”

“To be resilient.”

These priorities are intrinsic to and prioritised within the Big Ideas of the Global Explorer curriculum.

Our Global Explorers Curriculum is designed around six themes which encompass the skills and knowledge that all stakeholders wish our pupils to develop. These are our ‘Big Ideas.’ Our big ideas incorporate skills, knowledge, behaviours, attitudes, visits, visitors and

enrichment. They drive the planning and implementation of our curriculum so that children's growth and success is at the heart of all we do.

We want our children to be Global Explorers which means that they will be **spiritual, worldly, aspirational, creative, skillful** and **resourceful** citizens of a 21<sup>st</sup> century world. Children will achieve the school aims through exploring these six 'Big Ideas.' Children's understanding of the six Big Ideas will be explored through six Big Questions which allow children to grow and succeed regardless of age, ability or background and are based upon our school aims.

Big Idea	Big Question
Resourceful	What are you doing to be the best that you can be?
Spirituality	What are you doing to show Christian Values in action?
Aspirational	What are you doing to show that you love to learn?
Creative	What ideas have you shared today?
Worldly	What are you doing to make the world a better place?
Skilful	What skills are you developing?

Our reward system is centred around children's ability to engage with, demonstrate and grow within the Big Ideas and highlights, promotes and rewards the previously invisible aspects of our curriculum.

### **Implementation:**

Our Global Explorer Curriculum develops the knowledge and skills that children need in order to take advantage of opportunities, responsibilities and experiences throughout their lives regardless of ability or background. It is planned and sequenced carefully so that knowledge and skills are built upon each year with space for consolidation and connections to be made across the curriculum.

We used Chris Quigley's 'Essentials Curriculum' to guide our structure and design. Each subject area contains key concepts which are the same in each year group. The milestones within each key concept are consolidated and deepened across the 3 phases (KS1, LKS2, UKS2.) Milestones are not objectives to be achieved but outcomes to be met, revised and deepened as they move through the school. Milestones feed into Key Concepts which feed into the Big Ideas. The Big Ideas hold the visible curriculum (NC objectives) and the invisible (attitudes, behaviours and enrichment.)



We have created a detailed progression document for each subject area. This allows teachers to see at a glance the NC expectations, Milestone and Key Concepts for each subject area and how that feeds into the units for their individual classes or year groups. Through approaching the same milestones over two years this gives flexibility, longevity and resilience to our planning even if class structures need to change.

## Milestones the objectives children meet within a Key Concept

Key Concepts are broken down into 3 sets of Milestones: Ks1, LKs2, UKs2

Key Vocabulary Is shown in Purple

Key Concepts	Year 2
<p><b>Investigate and Interpret Past</b></p> <ul style="list-style-type: none"> <li>I can observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>I can ask questions (What was it like? What happened? How long ago?)</li> <li>I can find out about the past using artefacts, pictures, stories, online sources or databases.</li> <li>I can identify some of the different ways that the past has been represented</li> </ul>	<p><b>Castles</b></p> <p><b>Key Question: What type of castle is Old Sarum and why was it built?</b></p> <p><b>Key Links: Visit to Old Sarum</b></p> <ul style="list-style-type: none"> <li>What is a motte and bailey castle?</li> <li>What different types of castles are there?</li> <li>What are the features of a castle?</li> <li>Where were castles built?</li> <li>What jobs did people have in a castle?</li> </ul>
<p><b>Build an Overview of World History</b></p> <ul style="list-style-type: none"> <li>I can describe historical events</li> <li>I can describe significant people from the past.</li> <li>I can recognise that there are reasons why people in the past acted as they did.</li> </ul>	<p><b>The Great Fire of London</b></p> <p><b>Key Question: Why was the Great Fire of London an important event and how did it change London?</b></p> <p><b>Key Links: Arrange a fire drill and/or a visit from the fire brigade</b></p> <ul style="list-style-type: none"> <li>When was the Great Fire of London?</li> <li>How did the fire start and spread across London?</li> <li>How did people react during the fire?</li> <li>How do we know about the Great Fire of London?</li> <li>How was London rebuilt?</li> <li>How does London today compare with Fire Fighting in the 17<sup>th</sup> Century?</li> </ul>
<p><b>Understand Chronology</b></p> <ul style="list-style-type: none"> <li>I can place events and artefacts in order on a time line.</li> <li>I can label time lines with the words or phrases such as: Past, present, older and newer.</li> <li>I can recount changes that have occurred in my own life.</li> <li>I can use dates where appropriate.</li> </ul>	<p><b>Superheroes (Super Scientists)</b></p> <p><b>Key Question: Can you tell me about a hero from the past?</b></p> <p><b>Key Links: Our Amazing World and Science</b></p> <ul style="list-style-type: none"> <li>To find out about the life of Edward Jenner</li> <li>To find out about the life of William Wilberforce</li> <li>To find out about the lives of heroic explorers and adventurers.</li> <li>To compare some famous adventurers.</li> <li>To explore the lives of female adventurers and <i>the book</i> about the obstacles they overcame.</li> </ul>
<p><b>Communicate Historically</b></p> <ul style="list-style-type: none"> <li>I can use words and phrases such as: a long time ago, recently, when my parents were children, years, decades and centuries to describe the passing of time.</li> <li>I can show an understanding of the concept of nation and a nation's history.</li> <li>I can show an understanding of concepts such as <i>civilisation, monarchy, parliament, democracy, war and peace.</i></li> </ul>	

Key Questions Are the focus of your teaching and assessment

Key Links Show where the unit fits with other areas of the curriculum /visits and experiences

It is the intention of our Global explorer curriculum that through the use of Key Questions throughout each unit it is clear to children what the aim and purpose is of the unit of study and what the intention is for their learning. Teachers will use these Key Questions alongside the milestones to assess children's understanding and progress.

It is important to us that our Big Ideas and Christian Values work together to support and deepen the children's understanding of them and how they can impact on their everyday lives. Each term in worship we explore a different Christian Value in depth. From September 2022 this will also be linked through a bible story and an 'Encounter with God' to link them.

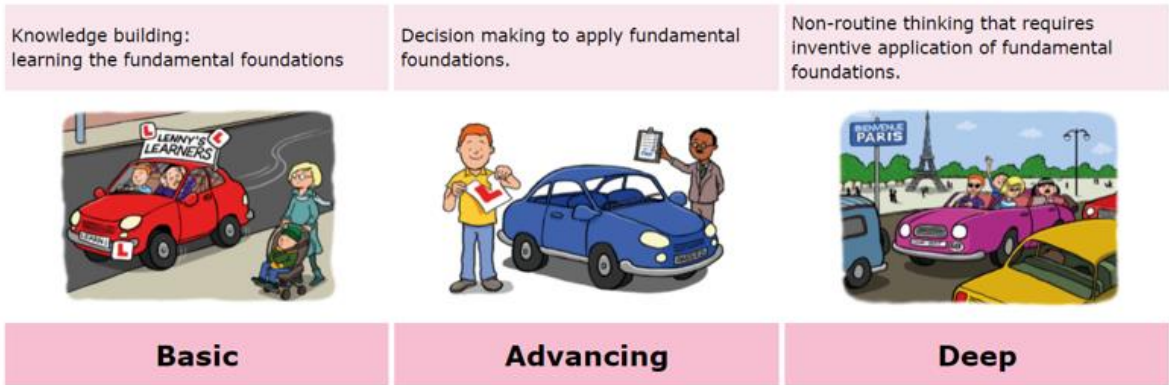
We also consider how Jesus showed that he was a Global Explorer during our class worship e.g. How did Jesus show that he was Resourceful?

Term	Big Idea	Christian Value
1	Skilful	Friendship
	<ul style="list-style-type: none"> <li>Developing skills together</li> <li>Encouraging each other to be the best we can be</li> </ul> <p><b>Bible Story:</b> Down through the roof Luke 5:17  <b>Encounters with God:</b> God's Love: 'Your love is so great it reaches the heavens.' Psalm 57:10</p>	
2	Spiritual	Peace
	<ul style="list-style-type: none"> <li>Encouraging Stillness of mind and body</li> <li>Exploring how music and nature can develop spirituality and peace</li> </ul> <p><b>Bible Story:</b> John 14 The Last Supper 'I leave you my peace, my peace be with you.'  <b>Encounters with God:</b> Heavenly Feathers 'God will put his angels to protect you wherever you go.' Psalm 91:11</p>	
3	Resourceful	Perseverance
	<ul style="list-style-type: none"> <li>Learning Skills</li> <li>How can we be the best that we can be?</li> <li>Independence, Resilience, Team work and Independence</li> </ul> <p><b>Bible Story:</b> The Lost Sheep - God's Persevering Love  <b>Encounters with God:</b> The Lost Sheep Luke 15:4-7 'I found my lost sheep, let us celebrate.'</p>	
4	Creative	Forgiveness
	<ul style="list-style-type: none"> <li>Being bold and brave to try new things</li> <li>Forgiving yourself when you make a mistake so that you can learn and grow.</li> <li>Explore the concept of the 'Beautiful oops' and 'Yet.'</li> </ul> <p><b>Bible Story:</b> Noah and the Ark Genesis 7  <b>Encounters with God:</b> God's melody: My heart is confident O God; I will sing and make music Psalm 57:7</p>	
5	Worldly	Community
	<ul style="list-style-type: none"> <li>Courageous Advocacy</li> <li>Looking for ways to give back to our community</li> <li>Caring for others and the world around us</li> </ul> <p><b>Bible Story:</b> Luke 10:27: "Love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and love your neighbour as yourself."  <b>Encounters with God:</b> Catching Fish 'Let down your nets for a catch' Luke 5:4</p>	
6	Aspirational	Thankfulness
	<ul style="list-style-type: none"> <li>Creation Story- being thankful for God's creation (links to RE curriculum in Autumn term, Harvest.)</li> <li>Being thankful for the year and all we have learned together.</li> <li>Human Rights</li> </ul>	

	<ul style="list-style-type: none"> <li>• Life and Death</li> </ul> <p>Bible Story: Genesis 1</p> <p><b>Encounters with God: A Starry Promise ‘Look up at the Heavens and count the stars’ Genesis 15:15</b></p>
--	---

Impact:

Children work on the same milestones across two year groups in all foundation subjects. They first meet milestones at a **basic level** where they learn the fundamental foundations and meaning. They then **advance** through decision-making and are able to apply these fundamental foundations to different situations. Some children will go **deeper** and be able to apply non-routine thinking that requires inventive application of the fundamental foundations.



We use our own school tracking systems to monitor and evaluate children’s progress across the curriculum. Pupil Progress Meetings are led by Core Subject Leaders three times a year to monitor children in English and Maths and adapt teaching practice and intervention when required.

Parent Feedback:

“Love the ethos of the Global Explorer Curriculum, so many of the concepts are needed to cope in a fast modern world, especially ideas like mindfulness and growth mind-set.”