

# How we teach the wider curriculum

## Art

At St Peter's, Cowfold we aim to give our learners a plentitude of opportunities to ignite their creativity. Art lessons are regularly taught throughout the school year, where children are immersed in a new artist, both traditional and modern. They learn about their history, style and techniques, before planning and creating their own piece of art. To do this students use a range of materials and techniques and their diversity, ingenuity and creativity is promoted. Finally, children evaluate their work, with our aim being to develop self-reflective and evaluative minds. Art has been directly linked to gains in maths, English and other key curriculum areas and is vital for the development of the whole child. At St Peter's, Cowfold we recognise its importance and aim to ensure every child is given a well-rounded and diverse education, which promotes and nurtures their strengths.

## Subject Concepts

The outcomes of the national curriculum are achieved through our concept-based curriculum. Our subject concepts are a helpful way to organise a curriculum as they provide learners with a disciplined way of thinking about curriculum content. Subject concepts come up repeatedly in each subject within our curriculum, supporting learners to assimilate new knowledge into growing schema.

## Vision Concepts:

Our vision concepts spiral throughout our curriculum so St Peter's children have a range of opportunities to apply what they have learnt in meaningful contexts and live out our school values, develop spiritually and explore their own beliefs

Our children apply their knowledge and skills that are set out in our small-steps progression documents to become 'agents of change' and explore 'courageous advocacy' through our vision concepts.

### Community

The concept that we have a responsibility as a Christian community to learn about, understand and love others in our school, village, nation and the world

### Christian Values

The concept that if we live by our distinctively Christian values and can demonstrate the qualities of our learning friends we will be equipped as lifelong learners

### Ambition

The concept that we should use our knowledge and skills to improve the lives of ourselves and others

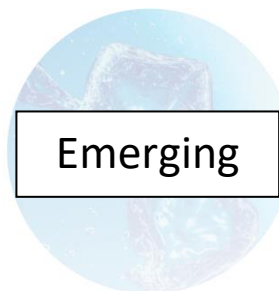
## Small Steps Progression

Each subject concept has progression indicators called small-steps. The small-steps outline what intended knowledge pupils should attain during each milestone. We refer to the substantive knowledge as 'I know' knowledge and disciplinary knowledge as 'I can' knowledge. The small step documents, that describe this progression, are organised into 4 milestones. These are:

- ❖ Early Years Foundation Stage
- ❖ Milestone 1 – Year 1 and 2
- ❖ Milestone 2 – Year 3 and 4
- ❖ Milestone 3 – Year 5 and 6

## Assessment

We assess the 'I know' knowledge and 'I can' knowledge each term. Within a particular milestone, a teacher assessment is made for each learner's level of knowledge: emerging, advancing and deepening. These levels of knowledge represent 3 cognitive domains.



### Emerging

Low-level cognitive demand. Involves following instructions.



### Advancing

Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.



### Deepening

Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.