

Our curriculum on a page

Explore our curriculum by clicking on each part



INTENT

LOVE, LEARN AND AIM HIGH



St Peter's is a caring Christian community, where we LOVE, LEARN and AIM HIGH.

IMPLEMENTATION

A CONCEPT BASED CURRICULUM

St Peter's children learn through a concept based curriculum which supports the acquisition of knowledge and skills

Vision Concepts

Key concepts derived from our vision will be intertwined across our curriculum

LOVE, LEARN & AIM HIGH



community



Christian
values



ambition

Subject Concepts

Key concepts in each subject are learnt through a spiral curriculum



IMPACT

ST PETER'S CHILD

Ready to be a part of a global community, our pupils will demonstrate a love of learning, the skills to continue as life long learners and have an awareness of their strengths, ambitions and opportunities

Our curriculum



INTENT

LOVE, LEARN AND AIM HIGH



St Peter's is a caring Christian community, where we LOVE, LEARN and AIM HIGH.

St Peter's, Cowfold is a Christian school for the whole community. Our curriculum is the sum of all planned activity across our school and is the vehicle through which we deliver our vision; namely equipping ourselves as life-long learners, improving the lives of ourselves and others and recognising our responsibilities as a community,

In our curriculum...

knowledge-rich

... there is clearly defined, coherent progression which strengthens schema to enable all students to secure ambitious curriculum goals

enabling

... all students have access to the whole curriculum and St Peter's children master fundamentals in reading, writing and mathematics

responsive

... assessment identifies security of learning and our St Peter's children are supported to achieve our curriculum goals

ambitious

... it takes our St Peter's children beyond their own experiences, offers opportunity for creativity and enables them to understand their identity and develop their spirituality

transformative

... by developing character we build learners who exemplify Christian values and make a positive contribution to our community





INTENT

LOVE, LEARN AND AIM HIGH



St Peter's Vision

September 2019

School Vision Statement:

St Peter's is a caring Christian community, where we love, learn and aim high.



School Motto: Love, Learn and Aim High.

courage



wisdom



perseverance



respect

creativity

Our pupils are nurtured, with the support of our **Learning Friends**, to develop their self-confidence, spirituality, personal well-being, respect for others and their own unique talents in a broad curriculum

When our pupils move on to the next stage of their education, our aspiration is that we have developed 'Life-Long Learners' who have a strong appreciation of their role in; and responsibilities towards; the local community, our country and the changing world.

*"Whatever you do, work at it with all your heart,
as working for The Lord". COLOSSIANS 3:23*

Our vision continued





INTENT

LOVE, LEARN AND AIM HIGH



We are St Peter's, a Christian village school rooted in our community.

We strive to create an inclusive, caring environment where our learners grow to enjoy life in all its fullness.

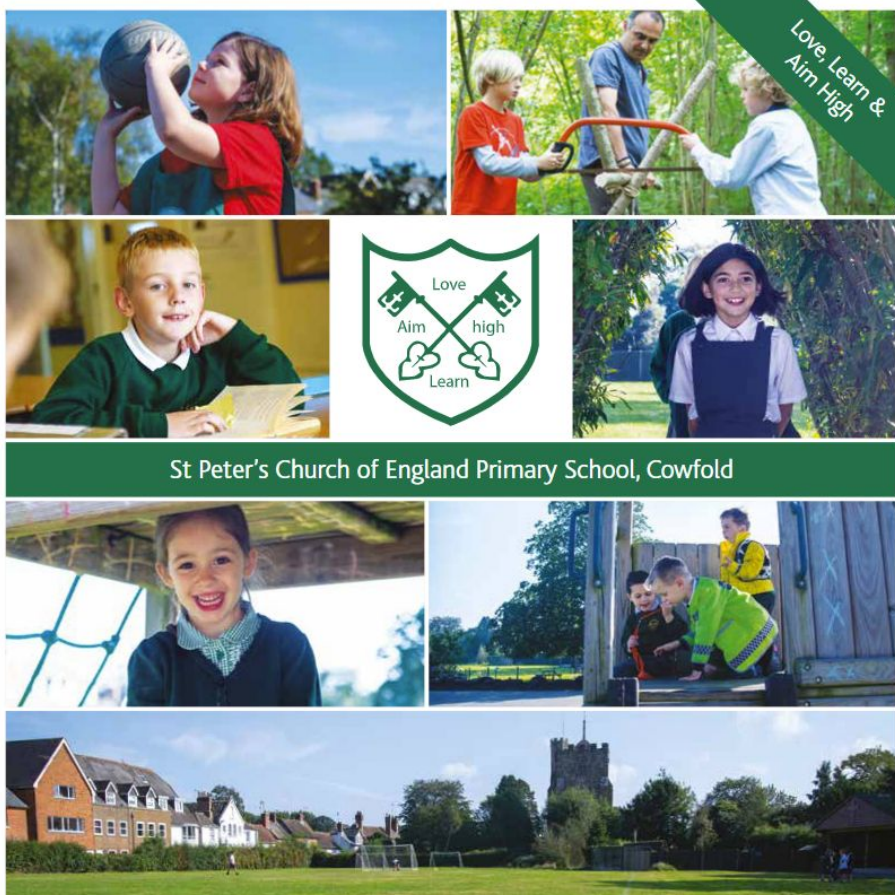
Just as St Peter himself was entrusted to be the rock on which Jesus founded his church, we develop firm foundations for life within our pupils based on Jesus' teachings.

We aim to:

LOVE *one another in the way God loves us*

LEARN *and equip our children with the skills and attitudes to do so all their lives*

AIM HIGH *so every child can achieve their full potential*



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IMPLEMENTATION

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VISION CONCEPTS

Vision Concepts

Community—Love

Local, national and global level

Christian Values—Learn



Learning friends support and foster life long learning

Ambition - Aim High

*We can use our knowledge as 'Agents of Change' and explore
'Courageous Advocacy'*

LOVE, LEARN & AIM HIGH



Community—Love

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

Christian Values—Learn

*The concept that if we live by our distinctively
Christian values and can demonstrate the
qualities of our St Peter's 'learning friends' we
will be equipped as life long learners*

Ambition—Aim High

*The concept that we should use our
knowledge and skills to improve the lives of
ourselves and others through 'Courageous
Advocacy'*

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Emerging

Knowledge—shallow—what we link

- **Declarative** "I know that..."
- **Procedural** "I know how..."

Advancing

Knowledge—transform—how we link

- **Make explicit links to previous and future learning**
- **Conditional** "I know when..."

Deepening

Knowledge—deepen—where we link

- **Narrative**
- **Range of contexts**
- **Relate to the world around us**

SUBJECT CONCEPTS

Key concepts help to:

- Link learning for pupils
- Explicitly link knowledge across topics
- Support the transference of knowledge into long term memory
- Deepen pupil's understanding
- Provide fluent application of pupil's knowledge

Our concepts will spiral through curriculum design in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications.

The Spiral Curriculum is predicated on cognitive theory advanced by Jerome Bruner (1960)

A SPIRALED MODEL—THROUGH MILESTONES

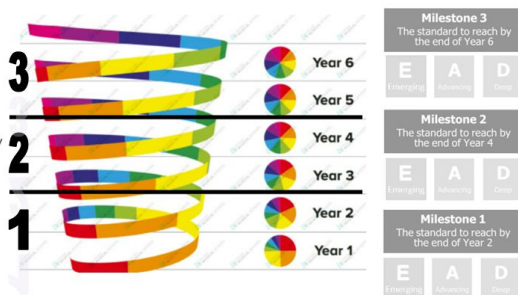
Our key concepts are taught through a spiraled curriculum model where progress and attainment in the wider curriculum can be assessed against our milestones. These are the principles of a spiraling curriculum model:

Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.

Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.

Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

The diagram below shows progression through these cognitive domains within each milestone.



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THE PLANNING PROCESS

ES.1 RATIONALE FOR TOPIC CHOICES

Updated 20.6.22

SSC Black = Topic Title Red = Topic for Unit

Green = Vision Concept

Purple = Narrative

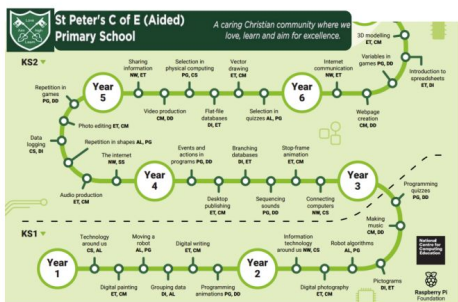
Year	A	B	C	D	E	F	G	H
2	AUTUMN 2020	SPRING 2021	SUMMER 2021	AUTUMN 2021	SPRING 2022	SUMMER 2022	AUTUMN 2022	SPRING 2023
	India	Transport	remember	Arising Africa	Castles Links to fairy tales	Fire and ice	Under the sea	One upon a time.
	Thematic & their families	Small area of India / Nepal	Explainers	Local history	Small area of Africa	Castles	Fire of London	Ocean, Rescue Blue Planet
	Christian values	Community	Archie	Christian values	Archie	Community	Archie	Christian values
	What about the experiences we encounter in our global community?	What about the experiences we encounter in our global community?	What about the experiences we encounter in our global community?	What about the experiences we encounter in our global community?	What about the experiences we encounter in our global community?	What about the experiences we encounter in our global community?	What about the experiences we encounter in our global community?	What about the experiences we encounter in our global community?

A. Topic Cycle

- Topic title
- Vision Concept
- Narrative
- Enrichment

B. Long Term Plan

- Subject Concepts
- Previous and future learning
- Skill & knowledge progression



Overall Outcome Children use their knowledge of what they've learned to... Children use their knowledge of what they've learned to... Children use their knowledge of what they've learned to...	Narrative A story about... A story about... A story about...	Key vocabulary
Credibility - National Curriculum (Breadth of study)	What are the connections? Connections to previous and future learning (Threshold concepts)	How will we show our understanding? (Depth of Learning)

C. Organised Knowledge

- Topic overview
- Topic outcomes
- Breadth of study
- Key vocabulary

D. Progression Grids

- Skills and Knowledge
- Milestone descriptors
- Curriculum coverage

Key Concepts:

- Investigate places** – this concept involves understanding the geographical location of places and their physical and human features.
- Investigate patterns** – this concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.
- Communicate geographically** – this concept involves understanding geographical representations, vocabulary and techniques.

Geography Coverage Y3/4/5 (milestone 2)

Key Concepts	CYCLE A				CYCLE B				CYCLE C			
Milestone Descriptors	AUT 19	SPR 20	SUM 20	AUT 20	SPR 21	SUM 21	AUT 21	SPR 22	SUM 22	AUT 22	SPR 23	SUM 23
Investigate places												
Ask and answer geographical questions about the physical and human characteristics of a location.												
Explain own views about locations, giving reasons.												
Use maps, atlases, globes and digital computer mapping to locate countries and describe features.												
Use fieldwork to observe and record the												

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IMPACT

ST PETER'S CHILD



A St Peter's Child demonstrates:

- A love of learning
- The skills and attitudes to be life-long learners
- Courageous advocacy, informed by strong knowledge and compassion for historical and current affairs (e.g. Fairtrade, climate change)
- detailed knowledge and skills across the curriculum
- a level of achievement throughout the curriculum that meets, or better, national expectations from government or demonstrates exceptional personal progress
- that they are ready for secondary school
- efficient and effective transference of knowledge into long term memory
- fluent application of knowledge
- knowledge being explicitly linked across topics
- An understanding of the diversity of their local area, Britain and The World
- How to keep themselves safe
- An understanding of British Values
- Increased 'Cultural Capital'
- An awareness of their strengths, talents and opportunities

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Our learning friend language

Mistakes are proof that I am trying

Have a go, my brain will grow

Take on a challenge



Courage



I will step out of the comfort zone

Positive self talk

I am not alone

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Our learning friend language

Share ideas and opportunities

Equal opportunities

Celebrate differences



Respect



Listen and respond

Personal space

Take turns

Positive words

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Our learning friend language

WWW
What went well

Compare

Interpret

Infer



Reflection



EBI
Even better if

Find patterns

Listen and respond



Our learning friend language

Build on what I know

Magpie

Try ideas

Innovate



Creativity



Seek tools

Collaborate

I will be open to new opportunities

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Our learning friend language

Mistakes are opportunities to learn

Focus on my progress

I can not do it YET



Perseverance



I can get unstuck by (the 5 Bs):

**Bravery
Bits and bobs
Being still
Backtracking
Buddy work**

I am not alone

Don't give up

Challenge helps me to grow

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