



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

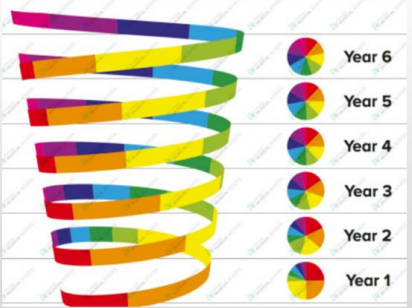

 community


 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



INTENT

LOVE, LEARN AND AIM HIGH



School Christian Vision:

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.

Our pupils are nurtured to develop their self-confidence, spirituality, personal well-being, respect for others, respect for the environment 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.

School Aims:

Our school aims to enable children to love, learn and aim high.

- To **Love** one another in the way God loves us
- To **inspire** children to love to **Learn**, underpinned by our core Christian values.
- To **Aim High** so every child can fulfil their full potential

School Values:

At St Peter's CfE Primary School, our Christian values underpin a St Peter's child. Pupils are nurtured and supported to live out our school values by our 'Learning Friends'.



Our vision continued





INTENT

LOVE, LEARN AND AIM HIGH



Vision Concepts:

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

Our children use the knowledge and skills from the national curriculum to become 'agents of change' and explore 'courageous advocacy'. Our Vision concepts spiral throughout our school curriculum so St Peter's children have the opportunity to apply what they have learnt in a meaningful context and live out our school values, develop spiritually and explore their own beliefs.

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



Love, Learn & Aim High



St Peter's Church of England Primary School, Cowfold



Our curriculum on a page



Our curriculum



INTENT

LOVE, LEARN AND AIM HIGH



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

St Peter's children learn through a **concept based curriculum** which supports the acquisition of knowledge and skills in a spiralling curriculum. The concepts that we have used to design our curriculum around, come from two areas. We cover vision concepts, that are unique to our context as a rural church school and subject concepts that we believe organise our curriculum. This curriculum design ensures all children can make progress and work towards achieving the end of key stage outcomes set out by the National Curriculum.

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

IMPLEMENTATION

A CONCEPT BASED CURRICULUM

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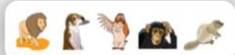
VISION CONCEPTS

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'

Our curriculum on a page 

BACK

IMPLEMENTATION

A CONCEPT BASED CURRICULUM

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

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

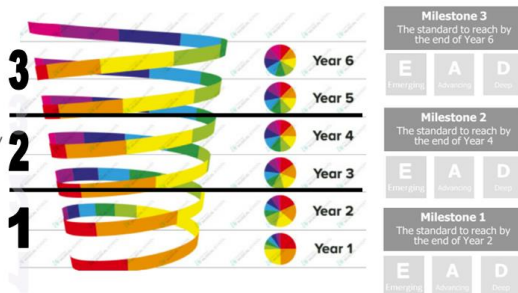
Our key concepts are taught through a spiraled curriculum model where progress and attainment in the wider curriculum can be assessed against our milestones. These are the principles of a spiraling curriculum model:

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.



Our curriculum on a page



IMPLEMENTATION

A CONCEPT BASED CURRICULUM

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

THE PLANNING PROCESS

FOUNDATION STAGE - EYFS												
CYCLE	A						B					
TERM	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
THEMES	My world me	My world me	My world me	My world me	My world me	My world me	My world me	My world me	My world me	My world me	My world me	My world me
MILESTONE 1 – KS1												
CYCLE	A						B					
TERM	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
TOPIC	Topic	Exploring Africa	Castles and Kingdoms	Fire and Ice	Once Upon a Time	Ocean Marvels	Topic	Exploring Africa	Castles and Kingdoms	Fire and Ice	Once Upon a Time	Ocean Marvels
MAIN SUBJECT FOCUS	Geography	Geography	History	History	Reading	Geography	Geography	Geography	History	Reading	Geography	Geography
MILESTONE 2 – LKS2												
CYCLE	A						B					
TERM	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
TOPIC	Roman Britain	Explorers	Cities and Mountains	Ancient Egypt	We are Britain	Teaching South America	Roman Britain	Explorers	Cities and Mountains	Ancient Egypt	We are Britain	Teaching South America
MAIN SUBJECT FOCUS	History	Reading	Geography	History	Reading	Geography	History	Reading	Geography	History	Reading	Geography
MILESTONE 3 – UKS2												
CYCLE	A						B					
TERM	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
TOPIC	World War 2	Danish's Organs	Settlement	Ancient Greece	France	The Animal	World War 2	Danish's Organs	Settlement	Ancient Greece	France	The Animal
MAIN SUBJECT FOCUS	History	Reading	Geography	History	Geography	Reading	History	Reading	Geography	History	Geography	Reading

A. Topic Cycle

- Topic title
- Vision Concept
- Narrative
- Enrichment

B. Long Term Plan

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

Year	Topic	Concept	Enrichment	Project	Outcome
Y1	Core Beliefs	Understanding Christianity	Emmanuel Project	Hinduism	Understanding Christianity
Y2	Understanding Christianity	Understanding Christianity	Emmanuel Project	Understanding Christianity	Understanding Christianity
Y3	Understanding Christianity	Understanding Christianity	Emmanuel Project	Understanding Christianity	Understanding Christianity
Y4	Understanding Christianity	Understanding Christianity	Emmanuel Project	Understanding Christianity	Understanding Christianity
Y5	Understanding Christianity	Understanding Christianity	Emmanuel Project	Understanding Christianity	Understanding Christianity
Y6	Understanding Christianity	Understanding Christianity	Emmanuel Project	Understanding Christianity	Understanding Christianity

Topic Overview	
Cities and Mountains	
Major Geography	
Vision Concept	Christian Values
Narrative	How can we support our community?
Subject Concepts	<p>History</p> <ul style="list-style-type: none"> • Evidence • Continuity and Change • Perspectives and Interpretation • Sites • Routes and Routes • Continuity and Change • Significant • Characteristics <p>Geography</p> <ul style="list-style-type: none"> • Historical Knowledge • Place Knowledge • Human Geography • Physical Geography • Geographical Skills and Features
Substantive Knowledge 'I know'	<p>History</p> <ul style="list-style-type: none"> • How the world has changed over time and how it can be supported in a variety of ways • How the world has changed over time and how it can be supported in a variety of ways • How the world has changed over time and how it can be supported in a variety of ways <p>Geography</p> <ul style="list-style-type: none"> • How the world has changed over time and how it can be supported in a variety of ways • How the world has changed over time and how it can be supported in a variety of ways • How the world has changed over time and how it can be supported in a variety of ways
Disciplinary Knowledge 'I can'	<p>History</p> <ul style="list-style-type: none"> • How the world has changed over time and how it can be supported in a variety of ways • How the world has changed over time and how it can be supported in a variety of ways • How the world has changed over time and how it can be supported in a variety of ways <p>Geography</p> <ul style="list-style-type: none"> • How the world has changed over time and how it can be supported in a variety of ways • How the world has changed over time and how it can be supported in a variety of ways • How the world has changed over time and how it can be supported in a variety of ways
Purposes for Writing	<p>English</p> <ul style="list-style-type: none"> • A narrative based on the evidence from learning to write about • A persuasive based on the evidence from learning to write about
Key Texts	<p>Whole Class Texts: Learning to write about. The focus is on the text.</p> <p>Class Reader: The focus is on the text. The focus is on the text.</p>

C. Organised Knowledge

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

D. Small Step Progression

- Subject concept progression
- Substantive knowledge 'I know'
- Disciplinary knowledge 'I can'
- Expected learning outcomes

SUBJECT CONCEPT PLANS

HISTORY

History Subject Concepts

EVIDENCE = E

SIMILARITY & DIFFERENCE = S & D

PERSPECTIVE & INTERPRETATION = P & I

TIME = T

REASONS & RESULTS = R & R

CONTINUITY & CHANGE = C & C

SIGNIFICANCE = S

COMMUNICATION = C

HISTORY CONCEPT 1 - EVIDENCE = E

Small Steps

MILESTONE 1

Key Stage 1

Discover or gather evidence to ask questions and find answers to questions about the past.

Ask questions such as: 'What was it like for people? What happened? How long ago?'

Use a range of sources, stories, online sources and databases to find out about the past.

MILESTONE 2

Lower Key Stage 2

Use evidence to ask questions and find answers to questions about the past.

Select suitable sources of evidence for historical enquiries.

Use more than one source of evidence for historical enquiry in order to find a more accurate understanding of history.

MILESTONE 3

Upper Key Stage 2

Use sources of evidence to deduce information about the past.

Select suitable sources of evidence, giving reasons for choices.

Use sources of information to form testable hypotheses about the past.

Refine lines of enquiry as appropriate.

Understand that no single source of evidence gives the full answer to questions about the past.

Our curriculum on a page



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

Our curriculum on a page



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

Our curriculum on a page



Our learning friend language

Share ideas and opportunities

Equal opportunities

Celebrate differences



Respect



Listen and respond

Personal space

Take turns

Positive words

Our curriculum on a page



Our learning friend language

WWW
What went well

Compare

Interpret

Infer



Reflection



EBI
Even better if

Find patterns

Listen and respond

Our curriculum on a page



Our learning friend language

Build on what I know

Magpie

Try ideas

Innovate



Creativity



Seek tools

Collaborate

I will be open to new opportunities

Our curriculum on a page



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

Our curriculum on a page

