

The Federation of Holy Trinity Church of England Schools

Curriculum Evening



Our School Vision



'Loved by God and one another,
Holy Trinity is a welcoming
community of faith, where we learn
and flourish together.'

Each day opens up horizons of hope,
aspiration and joy!'



Learning Means The World!



At Holy Trinity our curriculum is designed so we teach the right objectives, in the right sequence taught in the right way.

Our curriculum provides a progressive development of knowledge and skills building on prior learning.





Our curriculum is reinforced through enrichment opportunities that fosters all pupils' talents and develops cultural capital: we are part of a wider Christian and global community.

In line with our vision that 'each day opens up horizons of hope, aspiration and joy!' our curriculum is ambitious for all.





Learning Means The World Curriculum Design

Subjects	Music	Art	Design Technology	Computing	Dance	Drama	PSHE	Speaking and Listening
	History			Geography			Science	
Theme Units	Core Units		Competency Units			NC Essentials		Additional Units
Learning Progression	Skills Ladder					Knowledge Building		
Big Ideas	Leadership					Discovery		
Sub Cs	Courage		Commitment		Community		Creativity	
The 4Cs	Conflict		Culture		Conservation		Communication	
Learning Pathways	Explorers (3-5) 		Pathfinders (5-7) 		Adventurers (7-9) 		Navigators (9-11) 	

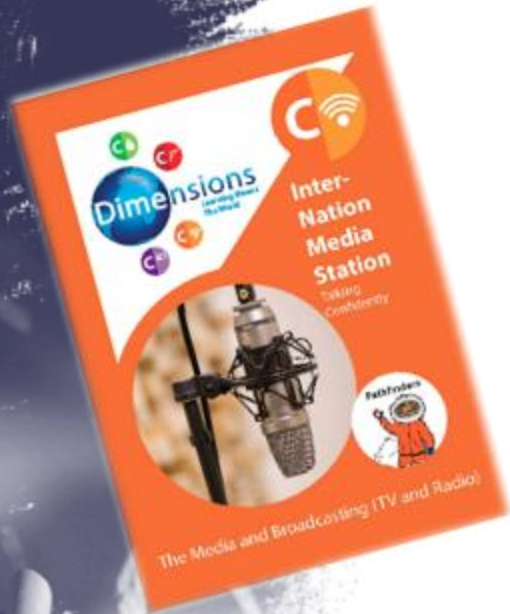
Observing	Arranging	Selecting	Researching	Decision - Making
1 Different not the same	1 Sequence a series of related things; a pattern or process in which one thing follows another	1 Choose pick or decide	1 Contribute give for a purpose	1 Suggest propose or put forward an idea
2 Compare note or describe similarities and differences	2 Organise arrange in an ordered way	2 Sort place or separate into groups or types	2 Opinion thoughts about something or somebody; viewpoint	2 Conclusion an opinion reached after careful thinking
3 Symbols objects, pictures or signs that represent something else	3 Chronology order of events in time	3 Group put with other items that are similar	3 Sources start or cause of something	3 Omission something that has been left out or removed
4 Features parts or qualities of something	4 Combine bring or join together into a whole	4 Classify group according to selected shared features or characteristics	4 Evidence something that gives proof or a reason to believe	4 Inference conclusion reached on the basis of evidence and reasoning
5 Record a collection of information	5 Refine make minor changes so as to improve or clarify	5 Criteria standard or test by which to judge or decide	5 Relevant closely related to what is being done or discussed or to what is presently important	5 Analyse examine (something) methodically and in detail, usually in order to explain and interpret it

	Autumn			Spring			Summer	
Nurs	'Happy to Be Me' All About Me	'Let's Play' Toys and Games	"It's beginning to look a lot like..."	'Come and Join the Celebration'	'Jurassic Park'	'Animal Crackers'	'No Place Like Home' All Kinds of Houses and Homes	'Under the Sea' Stories of Friendship and Trust
Rec	'Tell Us a Story' Well-Known Stories	'Help is at Hand' Who Helps Us		'Food Glorious Food'	'Way Back When...' Hats Had Brims	'If You Go Down to the Woods...'	'What On Earth...?' Showing Respect for Our World	'Come Fly With Me!' Asia
Year 1	'Happily Ever After' Fairy Tales	'Unity in the Community' Where I Belong		'Royal Patrons'	'Never Eat Shredded Wheat'	'Children's Champion'	'Light Up the World' The Sun, Light & Heat	'Come Fly With Me!' Arctic Circle
Year 2	'Inter-Nation Media Station' Media Broadcasting	'Land Ahoy!' Pirates		'Dancing Spy'	'Paddington's Passport'	'Record Breaker'	'Going Wild!' All About Animals	'Zero to Hero' Inspirational Figures, Past and Present.
Year 3	'That's All, Folks!' Film & Animation	'Athens v Sparta' Conflict in Ancient Greece		'Lindow Man'	'Rocky the Finosaur'	Out and About	Under the Canopy' Rainforests	'Come Fly With Me!' Africa
Year 4	'Lightning Speed' World Wide Web	'Law and Order' Rules and Rights		'Viking Warrior'	'May the Force Be With You'	'Saxon King'	Picture Our Planet' Photo Series	'Cry Freedom' All About Slavery
Year 5	'Mission Control' Earth & Beyond	'You're Not Invited' Invaders and Settlers		'Fighting Footballer'	'Go With The Flow'	'Pharaoh Queen'	'Global Warning' Waste & Pollution	'Come Fly With Me!' America
Year 6	'A World of Bright Ideas' Inventions & Developments	'Wars of the World' Wars, Past and Present		'True Crime'	'In Your Element'	'Time Team'	'Full of Beans' Energy	'I Have a Dream...' Discrimination & Prejudice

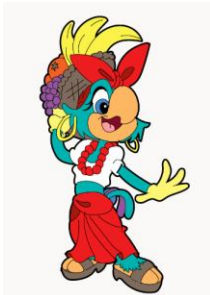
EYFS








What does a unit look like?



Curriculum Creatures



Subject	Creature	Script <u>Setting the scene, making connections and new learning:</u>
RE		<p><u>Setting the scene, making connections and new learning:</u></p> <p>KS1 Today we are working with Reverend Theo who is a Theologian. Theologians look at different religions and think about what difference following that religion makes to a person's life. As <u>theologians</u> last term, we ... This term, we are going to</p> <p>KS2 Today we are working with Reverend Theo who is a Theologian. Theologians explore expressions of religion and how following a particular religion impact on a believer's life through their understanding of the world and their place in it. As <u>theologians</u> last term, we.... This term, we are going to</p>
History		<p><u>Setting the scene, making connections and new learning:</u></p> <p>KS1 Today we are working with Nelson who is a historian. <i>Historians like Nelson learn about the past and explore the ways in which the past influences our lives today.</i> As <u>historians</u> last term/lesson we ... This term/lesson we are</p> <p>KS2 Today we are working with Nelson who is a historian. <i>Historians like Nelson use enquiry and chronology to understand people, events and concepts from the past and consider their impact on our lives today.</i> As <u>historians</u> last term/lesson we ... This term/lesson we are..</p>
PE		<p><u>Setting the scene, making connections and new learning:</u></p> <p>Today we are working with Bolt who is an athlete. Athletes are excited by sports; they focus on developing their skills, improving their performance and enthusiastically participating in sport. As <u>athletes</u> last term we... During this lesson we will be building our (focus) skills, improving our performance and demonstrating our proficiency in (game/dance). Remember, to be successful you need to focus on (clarify)</p>
Computing		<p><u>Setting the scene, making connections and new learning:</u></p> <p>Today we are working with Claude who is a computer scientist. Computer scientists use technology to solve problems in our world. They develop computing techniques to provide innovative solutions using robots, drones and AI. As <u>computer scientists</u> last term/lesson we ... This term/lesson we are</p>
Art		<p><u>Setting the scene, making connections and new learning:</u></p> <p>Today we are working with Dali who is an artist. Artists use a range of materials, skills and techniques to express different creative ideas using their imagination and observations.</p> <p>As <u>artists</u> last term/lesson we learnt how to be painting detectives and discoveredwe explored the work of (artist)</p> <p>This term/ our focus is... painting/ line/ drawing/ textiles we will be exploring the paintings created by...(artist) and use these to inspire us to.... paint / create textiles...</p>

Key roles of a Subject Leader

Ensuring Coverage & Progression

❖ Knowledge Builder



❖ Satellite View

The table, titled 'Geography Satellite View', shows a progression of knowledge from 'Foundation' to 'Advanced'. It is structured as a table with three main levels, each with a box of key concepts. The first level (Foundation) includes 'Physical Geography', 'Human Geography', and 'Geographical Skills'. The second level (Intermediate) includes 'Physical Geography', 'Human Geography', and 'Geographical Skills'. The third level (Advanced) includes 'Physical Geography', 'Human Geography', and 'Geographical Skills'. The table is framed by a green border with a dotted pattern.

❖ Components and Composites



❖ Skills Development Ladders



Key role of a Subject Leader

How do I know?

- ✓ Teacher's planning
- ✓ Learning walks
- ✓ Classroom environment
- ✓ Work scrutiny
- ✓ Pupil voice
- ✓ Triangulation



Where we learn and flourish together



We learn together to achieve our full potential academically, artistically, musically and through sport.



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