



Intent

This curriculum offers a broad and engaging curriculum with God at the centre. Key questions, based on The Trinity and the school's mission statement, at the beginning of each topic invite pupils to reflect on prior knowledge and put learning in the context of their own knowledge and growing closer to God.

From September 2021, prior knowledge is mapped in knowledge books and at the end of each topic, children create knowledge pages at the end of each topic covered to show knowledge that has been learnt and remembered. This reflects subjects across the whole curriculum.

Implementation

Staff have worked collaboratively to review the Creative Catholic Curriculum and ensure progression of knowledge and skills and coverage of National Curriculum objectives. Knowledge is mapped in whole school overviews referring to the National Curriculum and subject leaders have created skills progression maps for their subject area. These are central to planning process and topic overviews and knowledge organisers with key vocabulary and higher order thinking questions based on Bloom's Taxonomy are shared with parents termly at the start of each topic.

Topics are introduced to pupils through a 'Big Question' and prior knowledge is elicited. Teachers plan creative and engaging lessons which focus on knowledge and skills mapped in the National Curriculum and the skills progression map for their year group. Key vocabulary is displayed in the classroom and referred to in lessons. These are also shared with parents and carers in the knowledge organisers.

Where possible, teachers plan for visits and visitors to enhance the curriculum provision and to provide real-life experiences for pupils. Work is recorded in a variety of ways through use of ICT, drama, written tasks and illustrations and diagrams. Where appropriate, key vocabulary and knowledge is revisited through 'retrieval and practise tasks' and at the beginning of subsequent lessons.

Impact

At the end of each topic, teachers highlight the skills covered that term that the majority of pupils have achieved and demonstrated. Children create a knowledge map of the topic covered at the end of each term. This will include knowledge across the broad curriculum. Teachers also give a judgement of 'emerging', 'developing', 'secure' or 'greater depth' for each curriculum area based on knowledge.

Subject leaders and senior leaders monitor the data provided as well as a sample of the knowledge books (summative) and topic books (formative). They also look at topic overviews and knowledge organisers and the yearly skills progression maps to ensure coverage of skills and knowledge.