



SACRED HEART CATHOLIC PRIMARY SCHOOL
A VOLUNTARY ACADEMY
VALLEY DRIVE, ILKLEY
WEST YORKSHIRE LS29 8NL

Telephone: 01943 609578

Fax: 01943 605448

Email: office@sacredheart.bradford.sch.uk

Executive Headteacher: Mrs A Ashworth

Jesus said, "I chose you, and appointed you to go and bear much fruit." (John 15:16)

Creative Curriculum Statement

At Sacred Heart School, our aim is for our curriculum to lead children's interests out into the world and for this to be effective, the foundation subjects (art, history and geography) are vital areas of study. We want our children to understand the purpose and value of their learning and see its relevance to their past, present and future.

We recognise that progress means knowing more and remembering more and so we want our children to know more and remember more as a result of their time with us at Sacred Heart. Our foundation subjects have been carefully mapped out across school in clear progression frameworks, so that knowledge, understanding, skills and concepts evolve, and build on prior knowledge. This in turn enables the progressive development of key concepts, knowledge and skills whilst enabling our children to develop a rich and deep subject knowledge of places, people and events on a local and global scale by the time they reach the end of key stage two.

As a result of this, we hope that our children leave us having mastered a wide range of concepts and skills and be well-equipped with knowledge that gives them a love of learning in addition to the confidence and enthusiasm to express well-balanced opinions rooted in secure understanding about current issues in society and the environment whilst making positive contributions to the KS3 foundation curriculum and their local communities.

Our creative curriculum is implemented through an engaging cross-curricular approach using Cornerstones topics as a springboard to help us develop units of work that inspire and excite children about their learning. Each unit focuses on a main subject such as history, geography or art and design to drive the learning forward.

What is the Cornerstones Curriculum?

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our foundation curriculum is taught through Imaginative Learning Projects (ILPs) and Knowledge Rich Projects (KRPs) which provide a range of motivating learning activities making creative links between all aspects of our children's learning. We have designed our curriculum by choosing a range of ILPs and KRPs that meet our pupil's needs and abilities.

How it Works

The Four Cornerstones of Learning provide the structure for each unit of work.

Engage – hook children in with a memorable experience.

Develop – allow children time to gather the skills and knowledge they need to develop a deep understanding.

Innovate – offer creative experiences that allow children to apply their skills, knowledge and understanding.

Express – provide the space and time for reflecting, evaluating, and celebrating learning.

Art

Intent

Everyone enjoys art, it is a vital part of children’s education and has a significant and valuable role to play in the taught curriculum as well as in emotional well-being.

Our aim is to provide an art curriculum that develops curiosity, creativity and self-expression alongside resilience, confidence and critical thinking skills. Art is not taught in isolation, wherever appropriate it is linked to other areas of the curriculum and gives children opportunities to develop specific art skills.

We aim to provide a curriculum that engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress, they will think critically and develop a more rigorous understanding of art and design. They will learn about art and design that both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

A diverse range of male and female artists (including local artists) are studied by each year group to develop the understanding of their own and others’ cultural heritages. A clear progression of skills, effective teaching and considered sequences of lessons and experiences, enable children to reach their full potential.

Implementation

We think very carefully about the knowledge and key vocabulary that we want the children to learn in their art, history and geography lessons. Teaching staff identify the ‘sticky knowledge’ that they want the children to learn during the course of each unit and ensure this is made accessible to all through knowledge organisers, engaging displays and key vocabulary positioned around the classroom. We then ensure there are a variety of opportunities for the children to practice and apply this knowledge in a range of different contexts, so that they achieve deep, long term learning.

We aim for each child from year 1 to year 6 to have a sketchbook which will be used whenever they are creating, learning and developing new ideas. The sketchbook will provide all pupils with opportunities to develop a range of ways in which they can share and express their individual creativity and develop their critical abilities whilst learning about and making links with a wide spectrum of different types of art in our society.

The sketchbook will show the progression a project takes through each phase of learning: from the beginning – the research (including learning about the artist where appropriate) through the development and design of ideas, the planning, implementation and finally, the evaluation. The sketchbook will belong to the child and will be viewed as a space where they can freely express, create, develop and learn, often with limited guidance from the teacher so it becomes the centre of their own creativity.

At Sacred Heart, we provide a variety of opportunities for art and design learning to take place inside and outside the classroom. Educational visits are another opportunity for our teachers to plan for additional art and design learning outside the classroom and have hands-on learning experiences.

Impact

Through discussion and feedback, children talk enthusiastically about their art.

Children across the school articulate well about the benefits of learning about artists and being creative.

Pupils know how and why it is important to learn and develop creative skills. Pupils know how art and design has shaped and contributed to history. Pupils use acquired vocabulary in lessons.

Pupils understand and demonstrate artistic skills through work produced.

Our art and design curriculum is well thought out and planned to demonstrate progression. We aim to focus on progression of knowledge and skills; discrete vocabulary progression also forms part of the units of work.

We will measure the impact of our curriculum through

- Discussion of children's understanding of topic-linked vocabulary before and after the unit is taught
- Images of the children's practical learning.
- Book and planning scrutiny
- Learning walks

Geography

Intent

At Sacred Heart School, we aim to have geography curriculum that is broad and balanced; ensuring the progressive development of geographical concepts, knowledge and skills; and above all for the children to develop a love for geography and one that takes into account the local area, so children develop their understanding of where they live and their place in the world.

Our teaching will equip all pupils with knowledge about different places and people, resources in the human and natural environments, and a deep understanding of the Earth's key physical and human processes. As pupils progress, we want their growing knowledge about the world to help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want our children to gain confidence and have practical experiences of geographical knowledge, understanding and skills through the use of fieldwork and educational visits in order to explain how the Earth's features at different scales are shaped, interconnected and change over time.

Implementation

See art for Cornerstones approach

Our aim is for our geography teaching to focus on enabling children to think as geographers so a variety of teaching approaches will be used with opportunities to enhance the learning of more able

pupils through investigations and writing extending pieces as well as supporting the less able pupils through mixed ability teaching where children are encouraged to interact and support one another.

Discussion will enable children to share and consolidate their knowledge.

Thoughtful questioning will be used to encourage deeper thinking and the consideration of other viewpoints.

At Sacred Heart, we want to provide a variety of opportunities for geography learning inside and outside the classroom. Each year group will be encouraged to use the local area to enhance their learning of both physical and human geography.

The children will also have the opportunity to experience geography on educational visits such as river studies and using map reading skills to develop their skills and knowledge beyond the classroom.

Throughout the year pupils will be able to celebrate their learning through class assemblies which enables parents to engage with the school and join in with their children's learning

Theme Days will be planned to celebrate and raise the profile of significant locations or events in the world.

Impact

Pupils leave Sacred Heart with a secure understanding of the geography curriculum, developing a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

Through discussion and feedback, children talk enthusiastically about their geography lessons and show a genuine curiosity and interest in the areas they have explored.

Pupils use acquired vocabulary to interpret and convey their understanding of the world. They can analyse and interpret information in order to question and reflect on the world and its inhabitants.

Through planned opportunities for pupils to study across concepts, pupils will deepen their conceptual understanding in aspects of particular geographical value.

Pupils have the confidence and are inspired to further their knowledge.

We will measure the impact of our curriculum through:

- Assessing children's knowledge and understanding of topics before and after the units are taught.
- Marking of written work in books.
- Interviewing pupils about their learning.
- Book scrutiny and learning walks where there is the opportunity for a dialogue between teachers to understand their class's work.

History

Intent

Through history, our children are actively encouraged to be inquisitive and curious to know more about the past. This is achieved through equipping children with the necessary skills so they can think

critically, ask questions and consider evidence which will help them to develop perspective and judgement. We want our pupils to have a secure understanding of key historical vocabulary which they can confidently apply when exploring key concepts such as change and continuity, cause and consequence and similarities and differences.

We aim to make full use of the rich history resources within the immediate and wider local area enabling children to understand their own identity as well as being able to understand the links between local, regional, national and international history.

We want to provide a knowledge rich history curriculum so that children will know more, remember more and understand more so they are equipped with the necessary skills to be confident historians in the wider world.

As a result of this, Sacred Heart's pupils will leave with the skills to understand the complexity of people's lives and identify themes and patterns through history as well as linking these to the challenges of their own time.

Implementation

History teaching focuses on enabling children to think as historians.

In order to do that, we aim to:

- Provide opportunities to investigate historical artefacts and primary sources of evidence and give children the opportunity to visit sites of historical significance.
- Utilise our immediate and surrounding areas to make learning more meaningful and relevant.
- Invite visitors to our school to talk about their experiences of events in the past.
- Plan for opportunities for individual and group research and present work in a variety of ways.
- Plan for opportunities to carrying out historical enquiries that are classroom based or take place on a visit to a museum, gallery or site.
- Plan for question-and-answer sessions, discussions and debates.
- Plan for learning opportunities through role play, drama and storytelling.
- Set tasks which are open-ended and can have a variety of responses.

Throughout the year pupils will be able to celebrate their learning through class assemblies which enables parents to engage with the school and join in with their children's learning

Theme Days will be planned to celebrate and raise the profile of significant events and people in the world.

Impact

At the end of each year, pupils have gained a deepening understanding of chronology, historical vocabulary and the ways in which the past can be communicated.

Their conceptual understanding develops to make links between themes.

They are increasingly curious which allows them to debate upon and reflect on their own lines of enquiry and interest areas.

Pupils can make links between the different themes and recognise the similarities and differences.

They know about key events and people as they build an overview of the world.

Pupils use acquired vocabulary to interpret and convey their understanding of the past. They can analyse and interpret information in order to question and reflect on the legacies.

Through discussion and feedback, children talk enthusiastically about their history lessons and show a genuine curiosity and interest in the areas they have explored.

We will measure the impact of our curriculum through:

- Assessing children's knowledge and understanding of topics before and after the units are taught.
- Marking of written work in books.
- Interviewing pupils about their learning.
- Book scrutiny and learning walks where there is the opportunity for a dialogue between teachers to understand their class's work.