



Sacred Heart Catholic Primary School, a Voluntary Academy

Creative Curriculum Statement

At Sacred Heart School, our aim is for our creative curriculum to lead children's interests out into the world, and for this to be effective, the foundation subjects (art and design, history, geography, design & technology) 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, their present and their future.

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

As a result of this, we want our children to leave our school 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 a 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 the Cornerstones topics as a springboard to help us develop units of work that not only meet the needs of our current cohorts but also inspire and excite our children through their learning. Each unit has a main subject focus which could be history, geography, art and design or design and technology to drive learning forward. Across the school in art, design & technology, history and geography, assessment is ongoing via prior knowledge, observations of each process in lessons, quizzes and re-visit activities.

What is the Cornerstones curriculum?

It is a creative and thematic approach to learning that covers the statutory content set out in the subject programmes of study of the National Curriculum. Our foundation curriculum is taught through ILP's (Imaginative Learning Projects) and KRP's (Knowledge Rich Projects) which provide a range of motivating learning activities which make creative links between all aspects of our children's learning. Our curriculum is designed by choosing a range and mix of ILP's and KRP's that meet the needs of our current mixed classes.

How does it work?

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

Engage – hook the 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 time and space for reflection, evaluation and celebration of learning.

Art Intent

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

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

We aim to provide an art curriculum that engages, inspires and challenges our 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 deeper understanding of art. They will learn about the art and design that reflects and shapes our history and contributes to the culture and creativity of our nation.

A diverse range of male and female artists (including local artists) are studied by each class to develop an 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 our children to learn in their art lessons. Teachers identify what they want the children to learn over the course of each unit and ensure this is made accessible to all through knowledge organisers, engaging displays and key vocabulary positioned around the classrooms. We ensure there are a variety of opportunities for our pupils to practice and apply this knowledge through a range of different contexts, so they achieve deep, long-term learning.

We aim for each child from Y1 to Y6 to have sketchbook which will be used whenever they are creating, learning and developing ideas. This will provide children 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.

Art has a combined long-term plan with Design & Technology with each being taught for three half terms a year, in most cases linked to the topic of study for that term.

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.

Pupils self-evaluate and reflect on learning at different stages and identify areas to improve.

Pupils meet the end of key stage expectations outlined in the National curriculum for Art & Design

We will measure the impact of our art 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.

Design & Technology Intent

Our aim in Design Technology is to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

Our programme of study is carefully organised for each class through a long-term plan. We intend for our children to experience and have a good understanding of the process of design, make, evaluate through the key areas of structures and mechanisms, textiles, of food and nutrition and in KS2, the digital world and electronics.

In all Design and Technology activities and lessons (as in all our creative subjects) we aim to promote the core values of respect, friendship, compassion and perseverance. For example, when working collaboratively, we show friendship, compassion when designing products for a purpose, perseverance when learning new skills and mastering techniques and we show respect when evaluating our own and other's work.

Implementation

See statement for Cornerstones approach.

The Design and Technology national curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

Through the Cornerstone's Design and Technology scheme, children respond to design briefs and scenarios that require consideration of the needs of others whilst developing their skills in six key areas: Mechanisms, Structures, Textiles, Food, Electrical systems (KS2), Digital world (KS2)

Each of these key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. The scheme is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles.

Design and technology has a combined long-term plan with art with each being taught for three half terms a year.

Impact

Children's work demonstrates that Design and Technology is taught at an age-appropriate standard consistently across the school with opportunities planned in for pupils working towards expectations and at greater depth.

Work is of high quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Children can talk with knowledge and excitement about their learning and are proud of their Design and Technology products and achievements.

Children will/understand:

The functional and aesthetic properties of a range of materials and resources.

How to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.

How to build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.

Apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.

Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.

Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.

Self-evaluate and reflect on learning at different stages and identify areas to improve.

Meet the end of key stage expectations outlined in the National curriculum for Design and technology.

We will measure the impact of our design & Technology 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 a 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 their understanding of where they live and their place in the world.

Our teaching will equip all pupils with the 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 deepen their understanding of the interaction between physical and human processes, and the formation and uses of landscapes and environments. We want our children to gain confidence and have practical experiences

of geographical knowledge, understanding and skills using 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 extended pieces as well as supporting the less able pupils through mixed ability teaching where children are encouraged to interact and support each other.

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 School, 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 own skills and knowledge beyond the classroom.

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

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

Impact

Our pupils will leave the school with a secure understanding of the geography curriculum, developing a deep knowledge, understanding and appreciation of their local area and its place within a wider geographical context.

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

Pupils will 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, they will deepen their conceptual understanding in aspects of geographical value.

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

Self-evaluate and reflect on learning at different stages and identify areas to improve.

Meet the end of key stage expectations outlined in the National curriculum for Geography.

We will measure the impact of our geography curriculum through:

Assessing children's knowledge and understanding of the topics taught.

Marking of written work in books.

Interviewing pupils about their learning

Book scrutiny and learning walks.

History Intent

In their history lessons, our children are actively encouraged to be inquisitive and curious to know more about the past. This is achieved through equipping them 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 our 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 the school with the skills to understand the complexity of peoples' lives and identify themes and patterns through history as well as linking these to the challenges of their own time.

Implementation

History teaches focuses on enabling our 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 sights 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 different ways.

Plan for opportunities to carry 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 child'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 school year, pupils have gained a deeper understanding of chronology, historical vocabulary and in 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 and reflect upon their own lines of enquiry.

Pupils can make links between 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 interpret and analyse information in order to question and reflect on legacies.

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

Pupils self-evaluate and reflect on learning at different stages and identify areas to improve.

Pupils meet the end of key stage expectations outlined in the National curriculum for History.

We will measure the impact of our history curriculum through:

Assessing children's knowledge and understanding of topics before and after the units are taught.

Marking of children's work.

Interviewing pupils about their learning.

Book scrutiny and learning walks.