



# St Michael's C of E Primary School

*Learn • Care • Enjoy*

## St Michael's Curriculum Statement

We want our pupils to be the best that they possibly can be, to live life in all its fullness today and tomorrow. At St Michael's Primary School we have designed a curriculum which is underpinned by our Vision and Values: Enjoy the present ~ Educate for the Future ~ Inspire with Love. As a caring Christian community built on Kingdom values and through a culture of challenge, we aim for our children to develop skills and aspirations that will help them achieve their dreams. We strive for academic excellence and want our children to leave us with high aspirations and a lifelong love for learning. We achieve this by following the National Curriculum over seven years, whilst allowing ourselves time to enrich learning through special activity weeks and unique opportunities. Taking into account the specific needs of our pupils and their locality, we have decided upon the following themes which will drive our curriculum.



# Our Curriculum Rationale

## Identity and Diversity

**Sustainability  
Citizenship  
Self-worth  
Religion**

At St Michael's, we want our children to believe in their abilities and have confidence in themselves. We want our children to envisage themselves as a valuable member of our community. It is important to teach our children that others are less fortunate and the benefits of giving to charity. We want our children to identify their place in the world and be inspired to make a difference and learn how to preserve and protect their environment for the future. To enhance the children's experiences we celebrate the diversity that religion offers and the identity that it provides. We educate our children to be understand and accept that people's beliefs is essential to leading a fulfilled life.

## Curiosity

**Enquiry  
Fascination  
Creativity  
Knowledge**

We want our children to be fascinated by the world around them and the subject of their learning. We believe that fascination will support their development of knowledge, skills and inspire them to be inquisitive. Each child is unique and we provide opportunities for our children to express themselves in a secure learning environment that encourages and praises creative thinking and problem solving. Knowing more and remembering more is essential in enabling the children to find ways of resolving their curiosity through forming their own questions and lines of enquiry. It is vital that we provide our children with the knowledge, skills and vocabulary to engage in all curriculum areas.

## Confidence

**Independence  
Resilience  
Critical thinking  
Oracy**

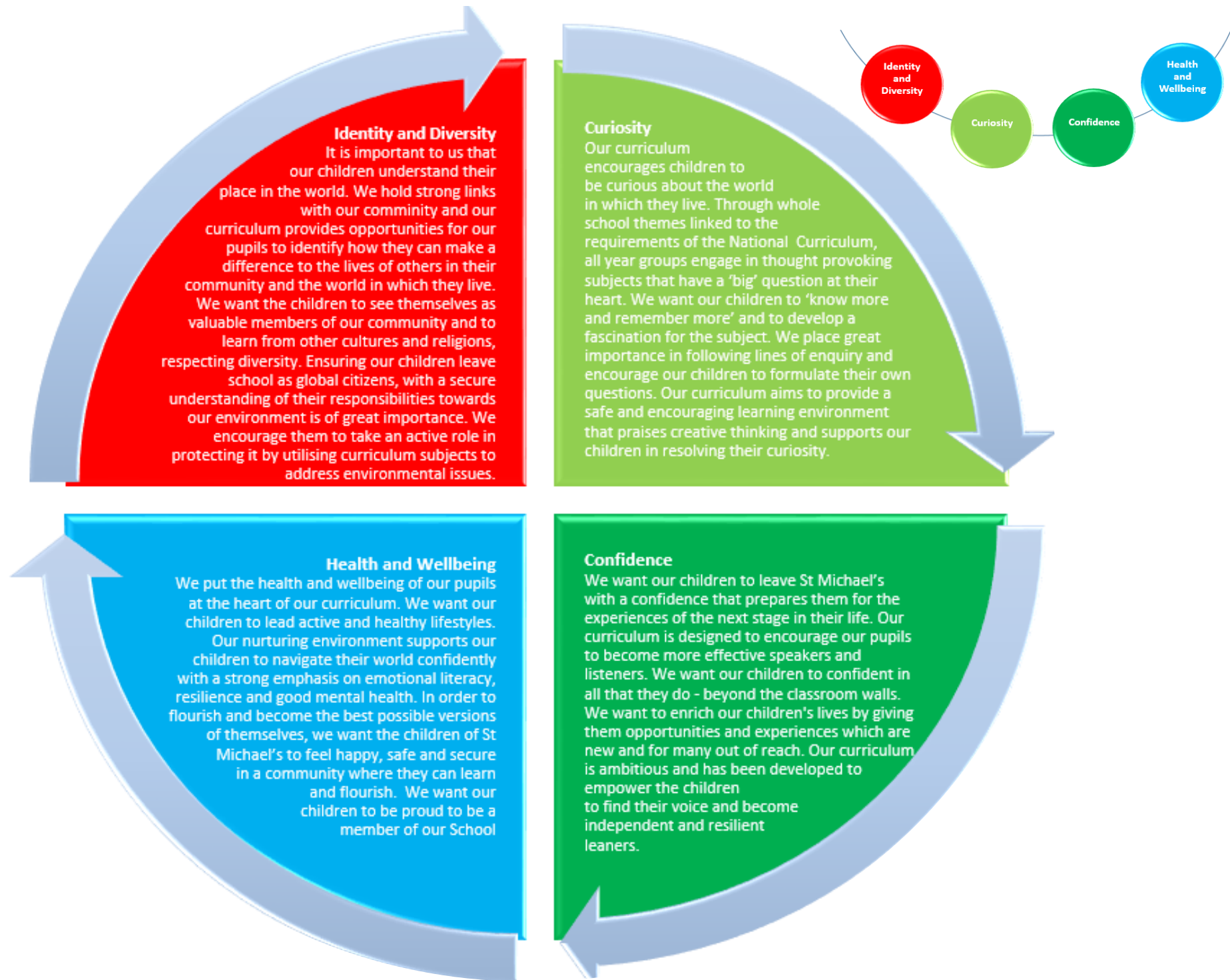
Children need to develop fundamental life skills to help them make their own decisions and to prepare them for future challenges. They need to recognise their emotions so that they can bounce back from different situations. We want to provide children with the tools and vocabulary to be critical thinkers and to become more effective speakers and listeners so that they communicate effectively in order to succeed in school.

## Health and Wellbeing

**Active  
Aspirational  
Content  
Nurture**

Participating in physically demanding activities enhances children's health and wellbeing, whilst embedding values such as respect and perseverance. We want our children to 'think big', work hard and take risks, we will help them on their way to achieving their dreams. In order to do this they need to feel safe and secure where they can build healthy relationships. We want our children to have fond memories of their time at St Michael's and be proud to be a member of our school community.

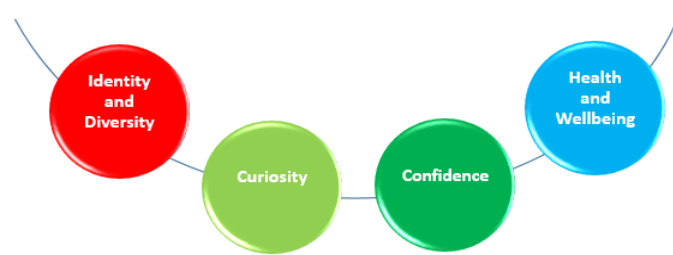
# Our Curriculum Intent





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## Our Curriculum Implementation

We have developed a Whole School Curriculum Overview with Medium Term Curriculum Maps for each year group. The curriculum maps are supplemented with subject knowledge organisers for the subject of the term. To ensure there is a deep understanding of the knowledge, gained there is an emphasis on the progression of previously taught knowledge and skills. Our Medium Term Curriculum Maps clearly indicate how our four drivers are embedded into all aspects of our chosen themes. All children have access to the whole curriculum regardless of their age or ability.

Our subject leaders ensure that the knowledge and skills in their curriculum is progressive and builds upon the content taught from previous years. The curriculum is delivered by creatively linking subject areas where appropriate, with Core Subjects being taught discretely. Each year group has a whole term theme of Geography, History or STEM directly linked to our curriculum drivers, with History being further split into two units. The units are derived from 'big questions' followed by 3 further milestone questions, which provide a line of enquiry that can be explored. Each unit begins with a launch/hook event to inspire curiosity and ends with an outcome, for example, children sharing their learning with an audience, whether this is other children, parents or the wider community.

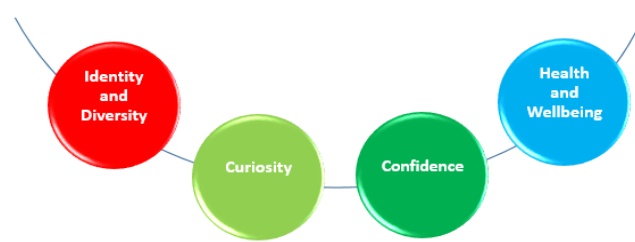
Our teachers plan and carefully select enrichment opportunities across the units to further enhance their learning. Additionally, we hold three enrichment opportunities a year that provide experiences for the whole school beyond our themed curriculum learning. This can range from visiting one of Bristol's famous theatres to engaging in workshops during our fun-fuelled enrichment days, these opportunities fully encompass our curriculum drivers.

Assessment is integral to our curriculum. It is the way we understand what the children know already and what they have learned in order to plan for their future needs.



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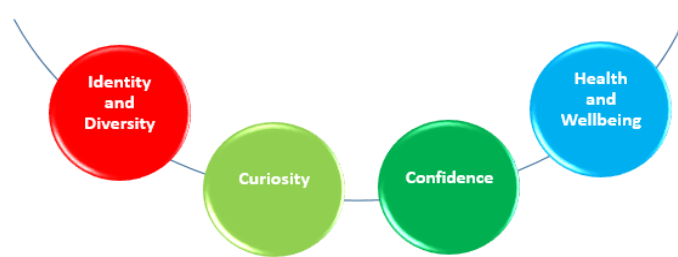
## Whole School Curriculum Overview 2021 – 2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Geography		History		STEAM	
	Global Neighbours	Protecting Planet Earth	Peace and Conflict	Mysteries	Inspiring minds	Fascinate
Rec	<b>Our Frozen Planet</b> Big question: What's it like to live in a cold place? T3	<b>Travel and Transport</b> Big question: What's the best way to travel? T6	<b>All about Me</b> Big question: Where have I come from? T1/2		<b>Growing</b> Big question: What makes plants grow? T4	<b>Animals (Traditional Tales)</b> T5
Year 1	<b>Me and my village</b> Big question: What makes Winterbourne our home? Winterbourne Environmental Group		<b>Queen Elizabeth II</b> Big question: Can one person make a big difference?	<b>Brunel</b> Big question: What did Brunel do for Great Britain?		
Year 2	<b>Polar regions</b> Big question: Can we save the world? Edmund Hillary		<b>Space Race</b> Big question: Who won the race to space?	<b>London's Burning</b> Big question:		
Year 3	<b>UK &amp; rivers</b> Big question: Where does our water come from?		<b>Iron Age to Stone Age</b> Big question: What have prehistoric people done for us?	<b>Ancient Egypt</b> Big question: Why does a civilization rise and fall?		
Year 4	<b>Europe &amp; mountains</b> Big question: Can all mountains be climbed?		<b>Romans</b> Big question: What did the Romans ever do for us?	<b>Ancient Greeks</b> Big question: Is democracy the Ancient Greek's greatest legacy?		
Year 5	<b>Asia &amp; volcanoes and earthquakes</b> Big question: What does it take to survive the extreme? Luke Simon		<b>Anglo-Saxon, Scots and Vikings</b> Big question: Does invasion lead to victory?	<b>Mayan Civilization</b> Big question: How can an ancient civilization disappear?		
Year 6	<b>South America &amp; The Amazon</b> Big question: What is the future for the Amazon? How has human activity affected our biomes?		<b>Slavery- local history</b> Big question: Who was trading with whom?	<b>WWII</b> Big question: What does War achieve? What is the impact of conflict?		



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## Curriculum Impact

Leaders review and evaluate the curriculum by finding out how well the children have learned the content. Judgements on the impact of the curriculum are measured by looking at the children's books; talking to the children and teachers; and analysing assessments.

Subject Leaders' evaluations are shared with the Senior Leadership Team and form the basis of our School Improvement Plan which is shared with our governors. Both formative and summative assessments are used to inform teachers' judgements of children's attainment across the curriculum. These assessments shape the next steps in their learning. Our St Michael's Curriculum is designed to help all our learners achieve, including those who are disadvantaged or have low attainment. Through our wider curriculum we make sure the children have good learning behaviours which will prepare them well for secondary school. Our Curriculum leads to good outcomes for the pupils at St Michael's Primary School.