

## The St Michael's Curriculum At St Michael's CEP School, the curriculum:

- is rich in powerful knowledge and language, which is specified, taught, assessed and securely learned
- is well-planned and sequenced: begins with the familiar and local and develops with the child
- uses assessment to support learning
- is manageable for teachers; supportive of teacher workload and wellbeing
- is driven through Quality First Teaching

***Train up a child in the way he should go; even when he is old he will not depart from it. Proverbs 22:6***

### **Intent:**

Our rigorous, well planned curriculum, combined with high quality teaching, ensures that children are supported to be well rounded, curious, empathetic, self-aware young people, who have a genuine thirst for learning, achieve their potential and become independent life-long learners. Our children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

At St Michael's CEP School, we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all, where children feel safe to try new things.

Pupils have the opportunities to look beyond themselves as a global citizen and ask the big questions. They are encouraged to think globally about how others live and to develop and understanding of disadvantage, deprivation and exploitation. They learn about the wonders of our natural world, developing a fascination of the world around them

### **Implementation**

- 1) Our curriculum has been built to progress from the children's local knowledge. Children begin by learning about their immediate environment; their homes and the local village of St Michael's and town of Tenterden. In Year 1, this moves outward to learning about Kent and then in Year 2 to learning about the UK and its place within Europe. Gradually the children increase their knowledge of the world as they get further up the school. (See Appendix for Yearly Plan)
- 2) Careful and skillful curriculum sequencing and planning ensures that students secure and retain knowledge.
- 3) The order in which students are exposed to core knowledge is carefully specified and planned so that concepts lead on from one another. This is represented and identifiable through curriculum planning materials.
- 4) Effective sequencing specifies when and how core concepts will be returned to so that

they are retained over time.

- 5) Links between subject areas are planned, understood and capitalised on by teachers in each subject.
- 6) The order in which key concepts are taught is defined so that clearly identified core concepts, knowledge, ideas, words and skills are taught in a logical progression are returned to.

### **Impact**

- Provides a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- Enables pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Supports pupils' spiritual, moral, social and cultural development.
- Enables pupils to take their learning into the real world; to know that they can make a difference by challenging ignorance, intolerance, prejudice, racism and injustice.
- Encourages children to understand and respect difference and to celebrate diversity.
- Encourages children to know that they have the power to act and to influence the world around them.
- Promotes fundamental British values.
- Supports pupils' physical development and responsibility for their own health, and enable them to be active.
- Promotes a positive attitude towards learning.
- Ensures equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Equips pupils with the knowledge and cultural capital they need to succeed in life.
- Provides children with an inspiring and enquiry based curriculum to promote creativity and a thirst for learning.
- Encourages children to engage in social action.
- Develops argument and voice opinions