

Curriculum overview at English Martyrs Catholic Primary School

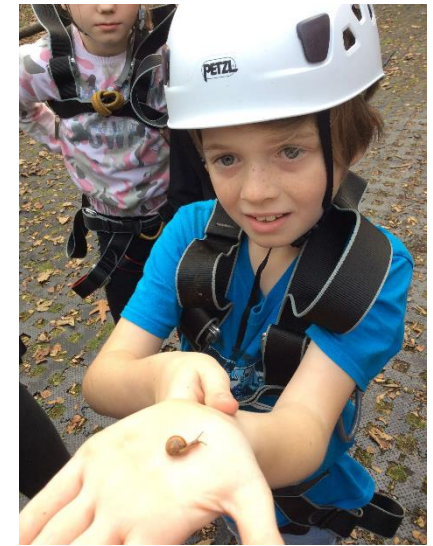
Curriculum Intent:

As a Catholic school, English Martyrs provides a curriculum which enables our children to become respectful citizens of the world, guided by our faith. We offer opportunities and experiences for children to take an active role in our **community** and encourage them to make meaningful links and transfer skills from one curriculum area to another.

Our pupils come from a wide geographical area and have a diverse range of opportunities and cultural experiences; they come from Catholic and Christian families, and equally families that follow other faiths or have no faith background. Our curriculum is relevant to and inclusive for all our children.

Our learning themes **inspire** and enthuse adaptable learners who acquire the skills and knowledge to thrive in an ever changing world. Pupils build upon prior knowledge by working collaboratively, inquisitively and creatively to become life-long learners. Learning is driven with the aim to enable children to understand and **respect** the cultural and diverse context in which we live, both now and in the future.

Our curriculum is shaped by our **belief** in God, ourselves and others.



	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Early Years	<p style="text-align: center;"><i>Celebrating Me</i></p> <p>We will celebrate what makes us unique, as we embark on the adventure of starting school together. With key texts focused on friendship and feelings, we shall begin broaden out, from thinking initially about ourselves as individuals to then seeing our role as a member of a class and school community. We shall use Autumn as a stimulus for our learning, and in preparation for learning about months of the year in maths and developing geographical understanding.</p> <p><u>This theme links to prior learning through:</u></p> <ul style="list-style-type: none"> • Drawing upon the language of self and friendships as developed in pre-school settings. 		<p style="text-align: center;"><i>Our Wider World</i></p> <p>As we observe the changes in the seasons we shall also celebrate how we are changing, and becoming part of not only our school community but the wider world. We will look at stories and art from around the world, and explore maps as we start to understand that we are part of a global community. As part of our learning about community, we shall be considering our role in the church community and what Easter means to us. We will continue to develop our awareness of the world around us by looking out for signs of spring.</p> <p><u>This theme links to prior learning through:</u></p> <ul style="list-style-type: none"> • Building on knowledge of signs of autumn to identify similarities and differences with spring • Maintaining a focus on community but expanding understanding and awareness to include our global community. 		<p style="text-align: center;"><i>Growing and Changing</i></p> <p>We shall continue to explore the changes in the seasons and the world around us, looking for signs of Summer. As we continue to focus on community we shall study our local area: the beach and Worthing. We will think about how this area is represented in maps. We will also compare Worthing with other areas around us. As we reach the end of our first year in Early Years, we will celebrate the changes we have made, the skills we have learnt and look forward to our next adventure – moving into Key Stage 1!</p> <p><u>This theme links to prior learning through:</u></p> <ul style="list-style-type: none"> • Building on knowledge of signs of autumn and spring to identify similarities and differences with summer. • Continuing to develop understanding of the types of communities, with a focus on our local community • Revisiting map work skills to apply these within a local and familiar context 	

Title of learning theme and key drivers:

<p>Year 1</p>	<p><i>Memory Box (History and Geography)</i></p> <p>We will learn about ourselves, our families and where we come from, reflecting on changes in living memory and how we remember these. We will know where we belong and how this makes us happy and safe. We will celebrate who we are, what and who is special and the importance of equality as we learn about the experience and legacy of Rosa Parks.</p> <p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Linking to EY learning on seasons • Linking to map work and local / global communities through looking at where we come from and our identities. • Linking to learning on ourselves, broadening out to the experiences and memories of not just themselves but others and people from the past 	<p><i>A walk in the Woodland (Science) / Fairy Tales (English)</i> How do trees capture our imagination? How do you feel and what do you see when you are out in the woods? In this term our children will look at living things and their habitats; they will also explore different of fairy tales that are set in woodlands – particularly ‘Red Riding Hood’ - and think about how they would respond if they were one of the characters and how they keep themselves safe.</p> <p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Linking to learning on seasons, visiting woodland to see the signs of spring and relating it to learning about habitats. • Linking to learning about traditional tales, revisiting stories and exploring in more detail and making them the stimulus for further writing opportunities. • Visiting the Church again, recapping on prior knowledge but also in the context of the RE learning on ‘Meals’ 	<p><i>Castles (History and English)</i></p> <p>From fairy tales set in the woods to a woodland castle – in this term our children will be inspired by Arundel Castle which is just outside our immediate local area. This will provide children with the chance to learn about and visit places of historical interest in our locality and to consider why they make our area special. They will also make some initial comparisons between Worthing and Arundel.</p> <p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Linking to learning about our local community in EY; using knowledge about Worthing to draw comparisons with Arundel • Drawing upon prior learning about maps in EY. • Connecting the fairy tales studied in spring term to a real-life fairy tale castle.
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Year 2	<p style="text-align: center;"><i>Memory Box (RSHE)</i></p> <p>We will build on and explore in more detail our previous learning about why our identities are important, whilst reflecting on our own and our families' histories. In Black History month we will look at more activists who have campaigned for change. We will join with the Year 1 children to celebrate and make memories, inviting our friends and families for a picnic.</p> <p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Recapping prior learning from Year 1 in preparation for then developing a greater focus on 'identity'. • Linking prior learning about Rosa Parks (Yr 1) to compare and contrast with other activists • Building on and deepening Yr 1 DT (food technology) skills to work together with the Yr 1 class in preparing a picnic 	<p style="text-align: center;"><i>Fire and Ice (History)</i></p> <p>We will learn about the history of our capital city and the changes that were caused by the Great Fire of London. We will also look at the legacy of the Great Fire of London; how did this event shape modern architecture and what lessons were learnt? We will also look at the theme of exploration and discovery through considering Shackleton and his contribution to our understanding of the Antarctic.</p> <p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Drawing upon knowledge of the architecture of Worthing and Arundel in the present (Yr 1) to compare and contrast London in the past. • Extending knowledge of the seasons and winter (EY and Yr 1) • Comparing and contrasting the legacy of social activists (Yr 1 & 2) and other notable people of the past. 	<p style="text-align: center;"><i>Enchanted Woodland (English)</i></p> <p>We will return back to Arundel, recapping our visit to the woodland castle but this time focusing on exploring the town of Arundel. We will also look at more fairytales that are set in enchanted woodlands – including Rapunzel and Goldilocks – and this time will have a particular focus on the tale of Hansel and Gretel.</p> <p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Drawing upon prior comparisons between Worthing and Arundel (Yr 1) to broaden and deepen understandings. • Revisiting the theme of fairy tales (EY and Yr 1) to explore different fairy tales in more depth.
Year 3	<p style="text-align: center;"><i>Footprints in the Sand (Geography)</i></p> <p>We explore the wonderful coastal area that we live in by delving deep into Chichester Harbour. We endeavour to understand that our life experiences can be shaped by where we live and the people that live there but that we are part of one world and that God's earth needs protection and unity.</p>	<p style="text-align: center;"><i>Scavengers and Settlers (History)</i></p> <p>We will be travelling back in time to the earliest known period of human culture and exploring how this period of time shaped our world. We will continue to develop our knowledge of and appreciation for our local area by finding out about Cissbury Ring, a local Scheduled monument. We will be asking ourselves, "Could we have survived in the Stone Age?"</p>	<p style="text-align: center;"><i>Tomb Raiders (History)</i></p> <p>How and where did the ancient Egyptians live? What was important to the daily lives of ancient Egyptians? Who was Tutankhamun and how were mummies made? How did they communicate? Let's raid some tombs and find out...</p>

	<p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Linking to our knowledge about the Worthing area (Yr 1 & 2), but this time moving our focus from the town to the coast • Building on knowledge from the beach visit (EY) • Building on learning in RE (Yr 2) about the treasures of our world. 	<p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Continuing to broaden our knowledge of our local area and how they show evidence of geographical themes and historic times. 	<p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Developing understanding of chronological order through following the history units in sequential order • Building on prior knowledge of fairy tales (Yr 1 & Yr 2) through looking at the Egyptian story of Cinderella.
Year 4	<p><i>Footprints in the Sand (Geography)</i></p> <p>Building on our learning in Year 3, we revisit our topic about coastlines, but this time we are broadening our horizons, looking at the rivers that feed into our coastline and also considering how the global problem of plastic pollution is being addressed in other parts of the world.</p> <p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Revisiting our learning theme of protecting coastal environments (Yr 3), but this time looking at the area of the Gambia. • Moving on from not just knowing about the effect of pollution on coastlines (Yr 3) but taking active individual responsibility to make a difference. 	<p><i>Romans (History)</i></p> <p>In Year 3 we visited Chichester to learn about the harbour there and the importance of this site. Now we go back in time, studying the Romans, and learning about what the importance of this area to the people who lived here over 2,000 years ago. What was the legacy of the Roman empire, for our local area, our country and world history?</p> <p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Developing understanding of chronological order through following the history units in sequential order • Making connections between Chichester in the present (Yr 3) and the past. 	<p><i>It's all Greek to Me! (History)</i></p> <p>We move on from one great Ancient civilisation to another – the Ancient Greeks. We will learn that, although they did not invade this country as the Romans did, they still influenced our culture. We look at traditions that the Greeks started which we continue today, explore myths and legends, and find out about the Greek Gods.</p> <p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Developing understanding of chronological order through following the history units in sequential order • Drawing upon knowledge of the Romans to make comparisons between different ancient civilisations. • Drawing comparisons between fairy tales (Yr 1 - Yr 3) and myths & legends.

Year 5	<p align="center">Time Traveller (Science and History)</p> <p>Ancient civilisations were drawn to the cosmos, not only to measure the passage of time, but also as a central feature in their identity and culture. In this learning theme, we also study how it all works, and discover our planet’s place within the solar system and imagine what it would be like to travel among the stars. We will also continue our journey through British history by learning about the Anglo-Saxons.</p> <p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Referring to prior learning about Ancient civilisations (Yrs 3 & 4) for an initial context to scientific learning. • Developing understanding of chronological order through following the history units in sequential order 	<p align="center">The Vikings and Anglo-Saxon Struggle for England (History)</p> <p>We continue learning about the Anglo-Saxons in Britain but this term we will explore how they struggled for the Kingdom of England. We will learn about the Picts invading the north, and the Viking invasion and settlement. We will learn about how the invaders and settlers of Britain didn’t live in isolation, but how they interacted with one another to manage tensions, to co-exist and the legacy that they left. We will also look at their cultural and linguistic impact and how this shapes our lives today.</p> <p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Developing understanding of chronological order through following the history units in sequential order • Further developing knowledge of myths and legends (Yr 4) 	<p align="center">The Thrill of Brazil (Geography)</p> <p>We have learnt lots about our local environment in the past and the present, and the challenges that our locality has faced now and in the past. Now we look further afield to compare our human and physical geography with that of Brazil. What are the differences and similarities? What are our common goals? How can we work together as part of a global community?</p> <p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Building on knowledge of environmental challenges locally & internationally (Yrs 3&4) • Linked to Cafod units on the Universal Church (Yrs 3&4)
Year 6	<p align="center">Sussex in the Second World War (History)</p> <p>Comparisons have been drawn between the recent pandemic and the hardships faced in World War Two. What was life like in Sussex during the Second World War? Are the sacrifices we have been forced to make comparable to those of the men, women and children who lived through that time We will draw comparisons between life of now and life of then, whilst examining the concept of sacrifice from different perspectives.</p>	<p align="center">Mysteries of the Maya (History)</p> <p>We will open up a world of contrasts and connections between the vibrancy and diversity of modern-day Mexico and the history of the Maya people. We will reflect on the sophistication and beliefs of the ancient Mayan civilisation, and explore their history and surroundings. We will explore the tradition of the</p>	<p align="center">Identity (RSHE)</p> <p>As we come to the last term of the children’s English Martyrs journey, this is a time for reflection. Through exploring the idea of ‘What makes me, me?’, children will consider their own experiences, how these shape opinions and how to value and appreciate viewpoints of others. This topic also encompasses our Year 6 residential trip. Our journey will have gone full circle; Early Years children start by learning about how they are</p>

	<p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Developing understanding of chronological order through following the history units in sequential order • Continuing to develop the concept of 'sacrifice' from RE learning in Yr 5 • Building upon our knowledge of our local area and its significance in history. 	<p>Day of the Dead and how this is now celebrated in modern Mexican society.</p> <p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Building on learning in about cultural diverse societies around the world (Yr 5) • Continuing to develop the concept of memory and remembrance (Yr 5) 	<p>unique so we now support children's transition by celebrating how far they have come and how much they have to offer.</p> <p><u>This theme connects to prior learning through:</u></p> <ul style="list-style-type: none"> • Consolidating learning in RSHE to prepare children for secondary school • Revisiting the concept of legacy (from historical learning in Yrs 4-6) to consider their own legacy to the school.
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