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. We believe that every child is unique and valued by God, and our curriculum is designed to ensure that all children feel they belong, can participate fully and are supported to develop their individual gifts and talents.

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, supporting every child to develop their gifts and talents and be ready for the future.

(Reviewed by staff June 2026)









Our English Martyrs Learning Journey:

Who am I? → Where do I belong? → How do I contribute? → How do people live and adapt? → How do ideas shape society? → How do people understand their world? → What legacy will I leave?

Title of learning theme and key drivers:						
	Autumn (1)	**Autumn (2)**	**Spring (1)**	**Spring (2)**	**Summer (1)**	**Summer (2)**
Early Years	***Celebrating Me*** 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. This theme links to prior learning through: • Drawing upon the language of self and friendships as developed in pre-school settings.		***Our Wider World*** 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. This theme links to prior learning through: • 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.		***Growing and Changing*** 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! This theme links to prior learning through: • Building on knowledge of signs of autumn and spring to identify similiarities 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	

Year 1	***Memory Box (History and Geography)*** 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. <u>This theme connects to prior learning through:</u> • Linking to EY learning about the 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.	***A walk in the Woodland (Science) / Fairy Tales (English)*** 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. <u>This theme connects to prior learning through:</u> • 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 the Last Supper.	***Castles (History and English)*** 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. <u>This theme connects to prior learning through:</u> • Linking to learning about our local community in EY; using knowledge about Worthing to draw comparisons with Arundel • Drawing upon prior learning about maps • Connecting the fairy tales studied in spring term to a real-life fairy tale castle.

Yr 2	***Young Farmers (Science)*** We will learn about farming and food production through our **Young Farmers** topic. During a visit to a local farm, we will investigate the processes involved in raising cattle for milk and meat, and discover how crops are grown and processed. We will explore the journey of milk from farm to table, including how it is used to make butter. Using this knowledge in our science lessons, we will develop our understanding of animals and their offspring, life cycles, and the basic needs of animals for survival. We will also consider the important role farms play in providing food for our communities. This theme connects to prior learning through: • Building on Early Years learning about seasonal change, growth and caring for living things. • Developing understanding of animals and habitats from the Year 1 woodland topic by exploring how animals are raised and cared for on farms. • Revisiting learning about communities by considering the important role farmers play in providing food for local communities. • Applying scientific knowledge about animals, offspring and life cycles within a real-life farming context.	***Ice and Fire (History)*** We will learn about the theme of exploration and discovery by learning about Sir Ernest Shackleton and his contribution to our understanding of Antarctica. We will investigate the challenges faced by explorers in one of the world's most extreme environments and discover how Shackleton's leadership, determination and resilience helped his crew survive. We will also investigate the history of our capital city, London, and examine the causes, events and impact of the Great Fire of London. Through practical investigations, we will discover why the fire spread so rapidly and how it changed the city. We will consider the legacy of the Great Fire, exploring how it influenced modern building design, fire safety and city planning. A visit from the fire service will help us compare how fires were fought in 1666 with the methods and equipment used today This theme connects to prior learning through: • 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.	***Enchanted Woodland (English)*** We will return to Arundel, building on our previous visit by exploring the history and features of the town itself. We will investigate how Arundel has changed over time and identify the aspects that have remained the same, using photographs, maps and historical sources to compare the past with the present. We will learn about the different markets that have taken place in Arundel throughout history and compare them with the modern market found in the town today. We will also use our local area to develop our understanding of the wildlife and habitats found around us. Alongside this, we will explore traditional fairy tales set in enchanted woodlands, including Rapunzel, Goldilocks and Hansel and Gretel, exploring the characters, settings and themes within these well-loved stories. This theme connects to prior learning through: • 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	***Footprints in the Sand (Geography)*** 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. <u>This theme connects to prior learning through:</u> • Building on learning about our local area in Early Years and Year 2, moving our focus from Worthing and Arundel to the wider coastal environment. • Developing understanding of communities by exploring how people live and work in coastal locations. • Revisiting learning about habitats and living things from Year 1 and Year 2 within a real local environment. • Building on Early Years beach visits and map work to develop more advanced geographical and fieldwork skills.	***Scavengers and Settlers (History)*** 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?" <u>This theme connects to prior learning through:</u> • Continuing to develop understanding of chronology by moving further back in time than any previous history study. • Building on prior learning about local communities and settlements by exploring why people chose particular places to live. • Drawing upon learning about animals, plants and habitats from Key Stage 1 when considering how early humans survived using the resources available to them. • Revisiting the concept of community first explored in Early Years and Key Stage 1 by examining how early societies worked together to meet their needs	***Tomb Raiders (History)*** How and where did the ancient Egyptians live? What was important to the daily lives of ancient Egyptians? Who were their Gods? Who was Tutankhamun and how were mummies made? How did they communicate? Let's raid some tombs and find out… <u>This theme connects to prior learning through:</u> • Developing understanding of chronological order through following the history units in sequential order • Developing understanding of chronological order through following the history units in sequential order. • Building on previous learning about communities and beliefs by exploring how religion shaped the lives of the Ancient Egyptians. • Revisiting the theme of storytelling explored through fairy tales and traditional tales in Early Years, Year 1 and Year 2, while considering how myths about Egyptian Gods and Goddesses helped people understand their world. • Encouraging children to compare the beliefs and values of ancient societies with those they encounter today.

Year 4	***I am an Explorer (Geography)*** 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 and climate change is being addressed in other parts of the world. We will learn about the water cycle and will recall walking by Arundel River when we were in Year 2. We will also broaden our own horizons and push our boundaries with a day trip to Lodge Hill where we will try new activities like Sno-tubing, tunnelling and low-ropes. <u>This theme connects to prior learning through:</u> • 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.	***It's all Greek to Me! (History)*** We look at traditions that the Greeks started which we continue today, explore myths and legends, and find out about the Greek Gods. We will have a Greek day where we have the opportunity to try different Greek foods and make pottery … but not at the same time! <u>This theme connects to prior learning through:</u> • Developing understanding of chronological order through following the history units in sequential order. • Building on learning about Ancient Egypt (Year 3) by comparing the beliefs, achievements and daily lives of different ancient civilisations. • Revisiting storytelling explored through fairy tales and traditional tales in Early Years, Year 1 and Year 2, while considering how myths and legends were used to explain the world and communicate important ideas. • Beginning to explore the idea of legacy by considering how Greek ideas and achievements continue to influence modern society.	***Romans (History)*** We move on from one great Ancient civilisation to another – the Romans. 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. We will visit Fishbourne Roman villa and have a Roman-themed day as we discover what was the legacy of the Roman empire, for our local area, our country and world history? <u>This theme connects to prior learning through:</u> • 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. • Drawing upon knowledge of the Greeks to make comparisons between different ancient civilisations and why the Greeks ended.

Year 5	**Time Traveller (Science and History)** 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. Our visit to Herstmonceaux observatory will be a highlight of the term! We will also continue our journey through British history by learning about the Anglo-Saxons. This theme connects to prior learning through: • Referring to prior learning about ancient civilisations, the Greeks for an initial context to scientific learning. We will explore think back to how early civiliastions used the night sky and how those observations eventually contributred to our understanding of the cosmos today. Constellations we use today come from Greek myths and some planets are named after Greek Gods. • Developing understanding of chronological order through following the history units in sequential order	**The Anglo-Saxon and Viking Struggle for England (History)** 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. This theme connects to prior learning through: • Developing understanding of chronological order through following the history units in sequential order • Further developing knowledge of myths and legends that the children were introduced to in year 4. We will look at Norse Myths.	**The Thrill of Brazil (Geography)** 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? What are the social groups and how are they diverse? How can we work together as part of a global community? We will also work together as a community when we create samba music (and perform it to our parents / carers) and will get hands-on in learning about exotic creatures during our Zoo-lab visit. This theme connects to prior learning through: • Building on knowledge of environmental challenges locally & internationally (Yrs 3&4). Deforestation of the Amazon Rainforest, pollution and climate change. • Diversity and how it has evolved over time looking back to Angles,Saxons, Jutes and Viking times, thinking about social groups based on wealth, land freedom and status.

Year 6	***Sussex in the Second World War (History)*** Comparisons are often drawn between the challenges we face today and those experienced by previous generations. Through a study of Sussex during the Second World War, we will explore what life was like for children, families and communities living through wartime. We will investigate evacuation, rationing and the impact of the Battle of Britain on our local area, considering how people showed courage, resilience and sacrifice in difficult circumstances. Through visits, stories and historical sources, we will reflect on the legacy of those who lived through the war and consider what we can learn from their experiences today. <u>This theme connects to prior learning through:</u> • Building on our knowledge of the local area • Developing understanding of chronological order through following history units in sequence and studying a period of British history beyond 1066. • Revisiting the idea of community, first explored in Early Years and Key Stage 1, by examining how people supported one another during times of uncertainty and change. • Continuing to explore the concept of legacy by considering how the actions of individuals and communities have shaped the society in which we live today.	***Mysteries of the Maya (History)*** We will explore the fascinating world of the Ancient Maya, comparing their achievements, beliefs and daily lives with those of other civilisations studied earlier in the curriculum. Alongside our historical study, we will investigate modern-day Mexico, considering the connections between past and present through culture, geography and traditions such as the Day of the Dead. Through making comparisons between civilisations across time and place, children will develop a deeper understanding of diversity, identity and cultural heritage. <u>This theme connects to prior learning through:</u> • Developing understanding of chronological order through following the history units in sequential order. • Building on learning about the beliefs, achievements and legacies of the Ancient Egyptians, Greeks and Romans studied in Years 3 and 4. • Revisiting the study of how geography influences where people settle and how societies develop, first explored in Yr 3 • Developing understanding of cultural diversity and global communities through building on geographical learning in Year 5 about Brazil. • Continuing to explore the idea of legacy by considering how the achievements and beliefs of past civilisations continue to influence the modern world.	***Identity (RSHE)*** 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 unique so we now support children's transition by celebrating how far they have come and how much they have to offer. <u>This theme connects to prior learning through:</u> • 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. • Revisiting the concept of identity first explored in Early Years and Year 1, reflecting on how experiences, relationships and learning have shaped who we are. • Building on learning about community, contribution and legacy developed throughout the curriculum journey. • Preparing for transition by considering aspirations, responsibilities and the positive impact we can have on others.

Religious Education is at the heart of life at English Martyrs. Through the Religious Education Directory, children revisit the same branches of learning each year, including Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, Desert to Garden, To the Ends of the Earth and Dialogue and Encounter. This cyclical approach enables children to revisit, deepen and build upon their understanding as they move through the school. Wherever possible, we make meaningful links with other areas of the curriculum so that children can explore how faith, beliefs and values have shaped communities, cultures, history and the world around them.