



Holy Trinity Church of England (Aided) Primary School

Curriculum Rationale

Whole School Curriculum

The Best for Every Child - a Unique Child of God

Curriculum Intent

At Cookridge Holy Trinity School we are passionate about our curriculum providing opportunities for 'the best for every child – a unique child of God' in a welcoming, warm and inclusive environment, in which each child will develop as an individual, and achieve their true potential. Our topic based curriculum is the driving force behind this philosophy, achieving our vision for the school, underpinned by our Christian values and ethos. Those who learn and work here will develop confidence, embrace creativity and enhance their knowledge and skills so that they can experience 'life in all its fullness.' (John 10:10).

At Cookridge Holy Trinity School we are passionate about preparing our children by equipping them with life-long, transferable skills for an undetermined future. We aim to take our children beyond expectation, offering an inclusive curriculum which provides a range of opportunities to participate and excel within and beyond the school day.

Our creative, cross-curricular and topic based curriculum allows us to encourage children to follow lines of enquiry that appeal to them. We follow the 'Essentials Curriculum', which covers and exceeds the Primary National Curriculum for England (2014). Through expert direction and teaching, we have adapted the content to match the needs and interests of the pupils at Cookridge Holy Trinity, enabling children to experience inspirational learning opportunities which allow them to be challenged and stimulated at all levels and build skills for life.

The progress of every child is carefully and regularly monitored to ensure that teachers are aware of, and plan for, the needs of each individual child. The Essentials Curriculum sets out the milestones for progress. For each essential learning objective, success criteria define the milestones. Pupils are expected to be at milestone 1 by the end of Year 2, milestone 2 by the end of Year 4 and milestone 3 by the end of Year 6. Whilst our curriculum includes the formal requirements of the National Curriculum as a reference point, it also aims to provide a range of experiences to enhance and enrich learning and development of all. It is, in most subjects far more ambitious, especially in the foundation subjects.

Our Essential Curriculum defines essential learning objectives in each subject. These are skill based objectives which are covered and repeated throughout the school curriculum in a number of meaningful and exciting ways so that they are learned deeply. This spiral curriculum allows children to revisit and deepen their knowledge, applying skills in a variety of different contexts.

Holy Trinity's 'Topic based curriculum'

At Cookridge Holy Trinity, we have developed the 'Essential Curriculum' to create a full-spectrum of opportunities in all subjects, catering to all abilities in a range of meaningful contexts.

We have developed a topic based curriculum, which is designed to be engaging, broad and rich. It is a curriculum that evolves, based on the needs of our children and changes in the world around us. It takes into account the local

context of the school, experiences and backgrounds of our children and provides them with relevant and memorable learning experiences to enable them to become rounded successful citizens. It supports and promotes the vision and values of our school, the range of topics covers a broad spectrum of subjects and each topic has been carefully thought-out to ensure 'The Best for Every Child – A Unique Child of God'.

Children leave Cookridge Holy Trinity, ready for Secondary School, equipped with the experiences, skills and knowledge they need to function as young people and adults in the 21st Century. They develop a sense of belonging and desire to contribute and influence their local and global communities.

The curriculum is inclusive and aims for all pupils to be challenged. It focuses on vocabulary development and experiences which increase children's cultural capital to allow them to reach full potential.

EYFS

Our Reception classes follow the framework laid down in the EYFS statutory framework which aims to support children's development in seven areas of learning and development.

The three prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

There are also four specific areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Reception curriculum rationale

Children start their school life at Cookridge Holy Trinity in Reception, where the fun and exciting curriculum allows children to settle into school life. They become happy, confident and independent learners. Children make excellent progress within the EYFS, preparing them for Year 1. In Early Years we plan our environment to support our chosen topic. Our thematic approach allows children to explore links across the curriculum; enhancing and exciting their learning.

All about me

Children talk about their lives and the lives of others around them and gain confidence and knowledge of rules and routines within their new setting.

In the woods

Children are engaged in school life by having a teddy bear picnic and are immersed in traditional tales, building on their previous learning. They are introduced to the school reward system of collecting trinity bears, reinforcing positive learning behaviours and creating a sense of achievement.

Light and Dark

Children work scientifically during our light and dark topic. Ranging from observing shadows to learning about space. This is built upon throughout school. Children become astronauts, scientists and explorers, developing imagination and their knowledge of the world we live in. Their knowledge is deepened by exploring different cultures and

celebrations (festival of light, Christmas and Bonfire night). Expressing their learning through a range of mediums, including art, construction, role play and dance.

Dinosaurs

To develop children's knowledge and vocabulary associated with the past, in an area that the children are already fascinated in, we learn all about dinosaurs. Developing a simple understanding of chronology and a sense of when past events happened. Extending this learning to develop our understanding of the world and where different dinosaurs originated.

Imaginary Worlds

To capture children's imaginations, the topic of imaginary worlds looks at a variety of story books. The children become superheroes and explore the characteristics of effective learning. This links to people/communities around us, exploring 'superheroes' in the real world. The topic is enhanced with a trip to the Rainbow Factory, joining heroes to explore what it really means to be brave, courageous, determined, resilient, caring and selfless

On the farm

Looking at the environment around us and how we can become more environmentally friendly. Learning about a variety of animals and their life cycles which is then built upon in Year 1. Further enhanced by a trip to a real farm, immersing ourselves into farm life and love for the outdoors.

Under the sea

Continuing to build on children's exposure to a range of literature including fiction and non-fiction texts. The topic is enhanced by develop our story telling via an Alive and Kicking workshop, diving to the bottom, of the bottom, of the bottom of the sea. The topic builds upon children's knowledge of animals, exploring similarities and differences of land and water animals and their environments. This is then continued in Year 1 where they develop the children's knowledge of the seaside.

Key Stage 1 and Key Stage 2

As the children progress through the school, the subject areas of the National Curriculum become more distinct. Religious education and worship in assemblies are an integral part of the children's experience. A number of core skills are taught discretely within English, Mathematics, Science, Computing, MFL and Physical Education lessons. We teach a rich curriculum incorporating History, Geography, Art and Design, Languages, Music and Personal, Health & Social Education (PHSE). Teachers plan topics of work for each year group from the national curriculum to form our broad and balanced curriculum, ensuring all children have the opportunities to study, investigate and explore topics which engage them in a variety of subjects. We supplement our provision each term with events to broader experiences. These creative opportunities for cross curricular activities encourage our children to be immersed in their topics, inspiring them to ask big questions about the world around them in preparation for secondary school. This curriculum coverage allows all pupils to access the content and make progress through the curriculum

Year One curriculum rationale

Children continue their journey of learning through topics as they transition into Year 1. Learning remains active, practical and collaborative with strong elements of child led learning. Children are given time to play and talk when they need to; building on and strengthening their learning in a way that develops confidence and self-esteem. Allowing for a seamless transition between Reception and Key Stage One.

The approach in Year 1 is to provide an environment that builds on from the provision provided in Reception - refining it and moving it on. Allowing children to revisit and embed deep level learning, to make links between knowledge and to build on taught skills.

All creatures great and small

The children begin Year 1 by exploring the wonderful world of animals, building on their knowledge of animals explored in Reception. Children identify a range of animals, developing their knowledge of animal life cycles, animal habitats and nocturnal animals. The topic is enhanced and deepened through stories such as Elmer, The Hungry Caterpillar, Owl babies and stories from Percy the Park-keeper series. Immersing the children through literature and exploring the stories further through cross curricular learning opportunities. Themes such as extinction and endangered animals are taught so that children can develop an understanding of our ever changing world and climate. They explore the responsibilities that are needed to look after animals and how animals help and support humans in different ways. Children explore animals from all over the world, gaining an understanding of the world map and different continents. As the winter draws in, the children shift their focus to Arctic and Antarctic animals.

The Wizard of Oz

Continuing to expose children to a variety of literature, the topic 'Wizard of Oz' allows children to be exposed to a more sophisticated text. This cross curricular topic makes strong links with the science topic 'Materials'. Children explore the properties of different materials and experiment to find the best material to protect the Wicked Witch from Dorothy's bucket of water. Geography links are made by exploring different places around the world, using atlases and Google maps to find and discover facts about Kansas and North America. The topic concludes when the children are involved in a DT project using and exploring different ways of joining and attaching materials to create their own Emerald cities.

The UK

Developing their geographical understanding, the children study the UK and world around them. They research their town, county and country, discovering the four countries that make up the British Isles and the unique cultures within it. Building on their map work from last term, children begin to grow an awareness of where they live in the world and the topography associated with their home. The children are immersed in UK History, learning about Kings, Queens and inventors, building on their understanding of a timeline. They visit historical Kirkstall Abbey and Abbey House Museum, comparing and contrasting Queen Victoria to Queen Elizabeth II. Tying geographical and historical links together, children write their own persuasive leaflet to encourage tourists to visit London as well as creating a fact file on different attractions to visit. DT links are made through the baking of the staple of a British cream tea.

Jack and the Beanstalk

The topic allows children to delve into the creativity of fairy tales. Using the age old tale as a stimulus, the children plant a magic bean and discover golden eggs, the experiment with their DT skills by creating winding toys based on Jack's adventure up the beanstalk, as well as using beans to make healthy bean wraps. Children explore scientific knowledge such as planting beans, recording their growth and develop an understanding of the conditions that plants need to be able to grow. Seasonal changes are explored through spring walks and scavenger hunts observing changes in the immediate environment as well as a trip to Harlow Carr Gardens, discovering a range of new plants.

The Seaside

Continuing to build on the children's knowledge of the sea gained during the 'Under the sea' topic in Reception. The children go on an imaginary 'journey' to the seaside exploring: beach safety, beach games, puppet shows and ice cream! The text 'Flotsam' acts as a stimulus for exploring the seaside and developing story telling skills. Linking to the past, the children are introduced to how life and holidays have changed over time, comparing and contrasting to the holidays experienced today. Geographical skills are further developed by developing an understanding of the physical and human features of the seaside and naming and identifying the different oceans and seas.

Year Two curriculum rationale

Great Fire of London

Building on the children's understanding of chronology taught in Reception and Year 1, Year 2 study the 'Great Fire of London' an event beyond living memory. They are encouraged to independently research the events online, building upon the computing skills taught in Year 1. The topic builds on knowledge of London previously taught in Year 1. They use materials to create 3D models of Tudor houses – and then replicate the 'Great Fire' in our own playground. They develop their measuring and baking skills through baking bread. In addition, the children develop their drawing and technical skills, to create a charcoal drawing of London landmarks, a watercolour silhouette of London and a portrait of Samuel Pepys.

A Christmas Carol

During this festive time of year, Year 2 are engrossed in the story of 'A Christmas Carol'. Their English work is based around the story and they start to understand what it would be like to live in the Victorian era. The children go on a trip to Thwaite mills where they dress up and recreate a Victorian Christmas and they have a day in a 'Victorian school', where they dress up and recreate a Victorian school room within their own classroom. The Children create time lines for the Victorian era, developing their chronological understanding. They look at the lives of Victorian children and compare it to their own lives. They research Victorian toys and design and make their own moving toy.

Beatrix Potter/Lake District

Continuing to build on children's exposure to different literature, this author based topic continues and deepens the children's knowledge of the Victorian era. It focuses on the timeline of Beatrix Potter's life and the order of events. It develops wide ranging geography skills, looking at the Lake District and its location. Teaching children compass skills and encouraging geographical vocabulary. It covers a variety of geography based objectives in detail, including seasonal weather of the UK and the children make comparisons to local geography through a local study of Cookridge. In art, the children continue to develop their drawing and technical skills, drawing Peter Rabbit using different materials, having opportunities to reflect and improve their work to encourage perseverance and a sense of self achievement. The children become fully engaged within the world of Peter Rabbit, by taking part in a drama workshop based around exploring Peter's visit to Mr McGregor's garden and receive a visit from Peter himself when he causes chaos all over the classroom and leaves clues to a note containing instructions as to how to make a carrot cake. Making the carrot cake covers a variety of D&T skills including understanding where food comes from.

Chicks

This short science based topic is loved by all members of Year 2. The children follow the life of a chick and watch them hatch inside their own classroom. They learn all about chicks and how to take care of them. They create leaflets, diary entries and recounts. They utilise their computing skills and understanding of e-safety by creating a 'Chick Blog'. They produce a variety of Art and DT projects around the topic, including an observational drawing of the chicks and designing and making a hen house for them to live in.

Charlie and the Chocolate Factory

One of Year 2's favourite terms, this topic combines literacy, design and technology and geography skills to immerse children in the world of chocolate. Throughout the topic children read Charlie and the Chocolate Factory which develops their ideas and vocabulary and underpins the rest of their learning. Children develop their geography skills by learning where cocoa beans grow; using vocabulary such as equator and hemisphere to describe where these countries are found. They learn how chocolate is made which leads into a DT project where they research, design and create their own chocolate bar and 3D packaging. Within this project they evaluate existing designs and continue to build on their art skills from the previous term when designing and colouring their chocolate box and

wrapper. Once complete, children write and film an advert, using iPads, for their chocolate bar which brings together their literacy and DT skills. To celebrate their achievements in this topic, children dress up as characters from the book and take part in a Charlie and the Chocolate Factory day in school where they have the chance to create their own lickable wall paper and fizzy lifting drink really bringing the story to life.

India

During this topic Year 2 explore the geography and culture of the vibrant country of India. They begin by reading the Jungle book and then move on to create reports about animals found in India, embedding their scientific knowledge about animals and their habitats. This is enhanced by a trip to Yorkshire Wildlife Park. By studying India, the children have the chance to investigate the geography of a country very different from their own. They look at weather patterns and seasons, the landscape of India and build on their knowledge of human and physical features. They also compare the life of a child living in the village of Chembakolli with their own and start to appreciate how the lives of these children have been supported by charities which ties in with the Christian Values of the school. Throughout the topic children are immersed the rich culture of India through a variety of art and DT projects which both expand and develop the children's skills. These include designing Rangoli and henna patterns, creating Diwali lamps out of clay and making Indian slippers which they cut, sew and decorate by hand. Building further on their cooking skills, the children also make a healthy curry. They also learn an appreciation for other faiths and their practices by learning about Hindu festivals and customs; one of the highlights of the summer term for Year 2 is their Holi festival.

Year Three curriculum rationale

Adventurers and Explorers

This geography and literacy based topic immerses children in the world of adventures and explorers. The children study the book 'James and the Giant Peach' which leads to many cross-curricular links, including baking a peach pie and developing geography skills by mapping out James' journey across the Atlantic. The children explore their own local environment and study the local area and historical changes that have happened within Cookridge, Leeds and the North of England. This leads into the study of Lowry, painting scenes of life in the industrial districts of North England using different mediums such as sketching pencils and water colours.

Stone Age to Iron Age

Building on from the prior learning of chronology in KS1. Children in KS2 focus on particular historical ages – the first age that is studied is 'Stone age to Iron Age' in Year 3. This is a fully immersive topic which brings together a variety of subjects including science (rocks) and English (Stig of the Dump). The children develop their history skills, learning what life was like in prehistoric times, including clothes, food and shelter, as well as looking at the tools they used and their inventions. They design, create and evaluate various models, forts and build dens. They improve a variety of different art techniques previously taught in KS1 to make prehistoric art paintings and models. Linking further into their topic of Stone Age to Iron Age, children identify settlements and geographical areas of importance, gaining skills of using grid references and compasses to locate them.

Ancient Greece

The historical time line then takes the children to study 'Ancient Greece'. The topic is launched with an immersing topic themed day – engrossing the children into Ancient Greece life. In English, there is a focus on Greek mythology, the children will read a variety of myths and develop the skills to write their own. Year 3 then deepen sketching skills previously taught to create and design Greek pots using a variety tools. They continue to revisit and build on taught skills allowing children opportunities to consolidate and acquire skills, making labyrinths and designing their own toga. During this topic the children go on an education trip to the Royal Armouries. Children get to look at the different historical artefacts and then take part in a drama workshop linked to the Greek myth of Medusa (Perseus and the Gorgon's head). They also take part in a Spartan warrior training workshop where they get to look closely at the Armour and weaponry the Spartans used and learn how to march like a warrior and use the weapons.

Modern Greece

Comparing and contrasting to the previous topic of 'Ancient Greece'. Children learn about Greece in the modern world. They study the human and physical geography of a Greek region, comparing it to how it was and looking into the similarities and differences to the UK. They research, prepare and make a Greek meal and evaluate them. The children build on their clay skills taught in KS1 through making Greek pots, focusing on new techniques.

Year Four curriculum rationale

Bright sparks

This science based topic, encourages children to understand the link between Science and the world around us. It builds upon the Year 3 topic of 'Adventures and Explorers' and focuses on inventors. The bright Sparks topic captures the children's interest, motivating them to enjoy history and develop a sense of curiosity of inventions that have helped shape our world. The children are encouraged to become scientists, learning scientifically and are immersed in the study of Electricity, including a historical study on Thomas Edison. Their creativity and imagination is encouraged through their own inventions, creating an advert for it and creating their own electric board game.

Titanic

Year 4 learn about the Titanic, a significant event in our recent past, that involves the use of primary and secondary sources to deepen their understanding through enquiry based learning. They present reasoned arguments of their own using evidence, having deliberated its reliability and use. Children are encouraged to make connections to their own experiences and to ask historically valid questions. They develop their artistic skills further by researching pointlism and execute a picture of the Titanic using this technique.

Italy

Continuing to build on pupils' previous learning, the children learn about all about life in modern Italy. They deepen their geographical skills, learning about the geographical location of Italy and its cities, comparing the city of Rome to Leeds. They then deepen their learning further by looking at the topological features of Italy. All of their English work is closely linked to their topic, writing information texts, a biography, a travel brochure and instructions for making their own pizza. As well as making a pizza, progressing their previously taught cooking skills, they also taste and evaluate a variety of Italian food. In art, the children research and recreate Italian artists such as Di Vinci, artwork based around Mona Lisa and Roman mosaics.

Ancient Romans

Building on chronology taught in year 3, children learn about the Ancient Romans. Learning about life in Ancient Rome, Roman inventions, Roman soldiers and gladiators. In addition, they are taught about the events of Pompeii and Mount Vesuvius. Their creativity skills are continued to be developed, producing a variety of DT and Art work including, chalk pastel volcanos, Roman purses, Roman shields and helmets. They learn about the geographical location of Ancient Rome, the land which they conquered and will compare this to modern day maps.

Egyptians

Continuing the historical timeline, the children are engaged within the era of the Ancient Egyptians. They continue to develop their history skills through discrete skill based lessons but also through fully cross-curricular English lessons. English planning for the term is based around a variety of Egyptian stories and the children then utilise their computing skills to animate these. Developing from the 3D art skills taught in the Year 3 topic 'Ancient Greece' the children draw pyramids, focusing on layering and create clay cartouches. This topic allows children to explore their creativity, creating Pharaoh masks, baking Egyptian bread, observing and replicating patterns and learning to write using hieroglyphics.

Year Five curriculum rationale

America

This geography based topic, builds on map skills taught in LKS2 and explores the differences between human and physical geography. Focusing on the state of Arizona, children explore the effect the physical environment has on the way of life. They then look at physical geography and the effects humans have on the environment – for example of the Hoover Dam. The topic is closely linked to the class novel 'Holes'. Through this topic, the children deepen their history skills further by looking at key events in American history and their impact, for example Jim Crow, Martin Luther King and Rosa Parks. Studying the civil rights movement and understanding its influence on today's world. This links with the children's P4C and PSHE lessons, exploring topics of discrimination and the concept of fairness. Linking with the children's scientific learning on irreversible changes, the children bake cookies for Thanksgiving – they discuss different holidays in America compared to the UK. In art, the children look at pattern and design, combing materials and draw landscapes all linked to the story of Holes. They progress these skills, using different techniques to then recreate a New York Skyline.

Earth and Space

Earth and Space is primarily a science based topic, focusing on the theory and scientific understanding of the universe, planets, years and days, sun and shadows. They embed geography skills previously taught in LKS2 such as compass skills and gain an understanding of longitude and latitude using atlases. They collect evidence that the earth is spherical, using computing resources and produce writing and posters arguing against people who believe that it may be flat. An educational visit from the planetarium embeds scientific learning and immerses children in the universe that surrounds them. Art and DT projects consolidate scientific learning, using shadows in pictures, creating 3D astronauts/aliens and observing and drawing the shadows they make and designing and making DT sundials. This cross curricular topic includes key moments in scientific History, for example the moon landing and other key discoveries.

Invaders and Settlers

Continuing along our school's timeline, Year 5 look into the era of the Anglo-Saxons and Vikings. They comprehensively observe the timeline and how these eras fit together. They ask deep historical questions, inquiring why the Romans left and why these changes happened. They inquire into the different tribes and their battles, looking into their locations and why they happened there and become tour guides of Britain's Anglo-Saxon sites. The topic also links with RE and how Christianity was brought into the UK. The children research Anglo-Saxon diet and make different foods eaten during these times, eg – soup. The children are then absorbed into the era of the Vikings and their Gods, through an interactive drama workshop led by Alive and Kicking. They research, design and build Viking long ships and evaluate these, create broaches using their sewing skills and create their own 'coat of arms'.

Year Six curriculum rationale

Through the decades

This is a history based topic focusing on Britain through the decades 1930s – present, studying key events in recent history, considering changes in social, technological and political contexts, focusing particularly on WWII. The children become evacuees as part of a dress-up day, learning how to ration food and imagining what it was like to be a child during these times. The topic is further enhanced by a chilling visit from Arek, a survivor from Auschwitz. The children design, plan and create WWII fighter planes, bake various foods from different decades, research fashion changes and movements and listen to how music has changed over the 20th century and into the 21st. They develop their geographical understanding through researching where things were made and where particular movements originated from and also looking into Germany's takeover of different European countries and the response to this from the rest of the world. Continuing to develop drawing and technical skills, through keeping a sketchbook, the children research and work in the style of a variety of famous artists and experiment with different art movements including: pointillism, pop art, fauvism.

Dragons

To recapture the children's imaginative writing skills, this topic is primarily an English topic. They read the class novel 'The Hobbit' and write their own quest stories. They develop their descriptive writing, applying their previously

taught writing skills to produce high quality pieces, further enhanced by an Alive and Kicking drama workshop called 'Indira Open-Eyes and The Dragon Lord'. Children research and experiment with different drawing styles to sketch dragons, including cartoon style and a detailed sketch. They design dragon scales and eggs to link in with their writing, which concludes with them sharing and celebrating their dragon project with the youngest children in the school.

Mountains

This geography based topic, focuses on human and physical characteristics of different countries and cities, including hills, mountains and rivers. It looks closely at the similarities and differences between countries, describing and understanding key aspects of physical geography, including mountains, volcanoes and earthquakes. Focusing on the world's highest mountains, the children research Mount Everest and the history behind summiting the world's tallest peak. They master a variety of art techniques, painting a watercolour scene, creating a mountain collage and line drawings – building and consolidating art work produce in previous years. The children look into ski-resorts, creating brochures for them and using sketch up to create their own. Linking in with the children's development of a foreign language, they apply their skills to talking about the Alps and their ski resorts in French.

I'm a Year 6, get me out of here...

During this half term, the children go on a residential to Peat Rigg, an outdoor learning experience – encouraging challenge, perseverance and independence. Their work is closely related to this experience and the children start to think about life beyond Cookridge Holy Trinity. A local geography study into Cookridge, builds on the local project in LKS2 and particularly looks into how Cookridge has changed over time. They participate in a field study of Cookridge and start thinking about their high schools and use OS symbols to plan their route to their chosen high school. This half term focuses primarily on preparing the children for their secondary schools, preparing the children carefully for these changes so that they have the best chance of a smooth and confident transition.

Money, Money, Money

This topic focuses on the importance of preparing children to be young adults in the 21st century. They work on organisation skills, time management and how to research and evaluate their own work to identify the next steps in their learning journey. They organise and prepare their own enterprise day – working within a budget, in a small team to create their own 'stall' idea. Year 6 are visited by Santander to talk about savings and children develop an understanding of interest rates, spending, shares etc. The topic develops maturity and independence, encouraging children to become much more self-reliant, ready for the world ahead of them.