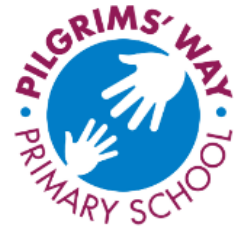




Pilgrims' Way Primary School

Curriculum Policy



Written:	Autumn 2024
Next review:	Autumn 2025

To provide an outline of the structure and organisation of our curriculum

To outline how our curriculum is planned

To highlight how our curriculum reflects the needs of the school's community and its children

To clarify the role of the subject lead

To set expectations for monitoring and evaluation

This policy covers the following subjects:

- Science
- Geography
- History
- R.E
- Art
- DT
- Computing
- Music
- Languages (KS2)

Structure and Organisation of the Curriculum

Our curriculum is built upon the statutory expectations of the National Curriculum and Early Years Framework. To create 'Irresistible learning' for all our children, we draw on well researched schemes of work to formulate Long-term, Medium-term and Short-term plans.

Our curriculum is intentionally planned to provide coherent progression in knowledge and skills from Early Years through to Year 6. For each subject, Key Concepts or Threads, Skills, and areas of knowledge are identified and revisited across year groups, ensuring that children build new learning onto what they already know. This coherent approach helps children to develop a deeper understanding over time while consolidating prior learning.

- **Knowledge progression:** Knowledge is carefully mapped to introduce new concepts in a way that connects to what has been previously learned. This ensures that children are not only acquiring facts but also understanding their relevance and interrelationships.
- **Skills development:** Skills are explicitly taught and practised in a logical sequence, becoming more complex as children progress through the school. Opportunities for applying these skills in different contexts are embedded within the curriculum.

Where appropriate, our curriculum subjects explore both the **Substantive knowledge** - the established facts, concepts, and information within a subject—and **Disciplinary knowledge**, which equips children with the tools and methods of thinking like subject specialists. Together, these elements enable children to understand not only *what* we know but also *how* knowledge is constructed, evaluated, and developed.

- **Substantive Knowledge:** This encompasses the core content of each subject, such as key events in history, scientific facts and theories, geographical concepts, and subject specific vocabulary. Substantive knowledge is carefully sequenced to ensure that it builds progressively, creating a robust foundation that enables deeper understanding and application.
- **Disciplinary knowledge:** This refers to the practices and processes of each discipline—such as working scientifically in science, interpreting evidence in history, or knowing how to hold instruments in music. Through disciplinary knowledge, children learn how knowledge is generated, challenged, and validated, fostering critical thinking and a deeper appreciation of each subject’s distinct nature.

Across the academic year, each child will have the opportunity to experience a wide range of National Curriculum subjects in KS1 and KS2.

Early Years

In the Early Years Foundation Stage we adopt an inter-disciplinary topic approach to curriculum design. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Early Years Framework and there is planned progression in all curriculum areas which is built upon as the children progress through KS1 and KS2.

Curriculum Planning

Long-term planning: is articulated through curriculum maps, ensuring a clear, coherent vision of progression and coverage across all subjects and year groups (see *individual year group curriculum maps* and *subject curriculum maps*).

Medium-term planning: includes schemes of work, curriculum design sheets and progression of skills and knowledge documents. These tools provide a structured framework, ensuring a coherent curriculum where learning builds effectively over time. For science, DT, music, art, computing and history schemes of work are taken from Kapow; geography the Collins Connected scheme is used; French follows Language Angels and P.E is taken from the Green Acre scheme.

Short-term planning: To personalise and adapt learning for their classes, teachers develop short-term plans in a format that suits their preferences, drawing *directly* from the long-term and medium-term planning. Teachers *must* be aware of the key knowledge, skills, concepts and vocabulary the children need to learn. (see the *Teaching and Learning Policy* for further information).

Reflecting the needs of the school’s community and its pupils

At Pilgrims’ Way, our vision is to provide inclusive learning for all; where every child is taught a broad and balanced curriculum that offers ‘Irresistible learning’ of the knowledge and skills that will be valuable in their future. In line with the Veritas Academy Trust values, we aim to be inclusive, innovative and inspirational in the delivery of our curriculum.

Building firm foundations in literacy and numeracy, our curriculum also nurtures creativity and physical development and embraces the richness of our local and global communities, ensuring children learn about and respect different cultures, values and perspectives.

Our curriculum at Pilgrims' Way is designed to make learning relevant and meaningful by embedding context and activating children's prior knowledge. Children are given opportunities to demonstrate their learning through cultural and personal links. The Mainstream Core Standards are used to support all children's access to the curriculum with learning scaffolded to support learners' diverse needs. Teaching opportunities across the curriculum are designed to develop language and literacy so that pupils become fluent in the academic language of the primary curriculum, with a strong focus on opportunities for talk in all lessons.

We actively liaise with parents to help them support their children's learning.

(See *Special Education Needs and Disability Policy and Report* and the *Teaching and Learning Policy* for further information)

Roles and Responsibilities of the Subject Leader

At Pilgrims' Way, we operate a Subject hubs structure. There are four main hubs: Hearts and Minds, Humanities, STEM and The Arts. Each hub is led by an experienced teacher who is responsible for overseeing and supporting subject-specific leaders within their hub.

Hub Leaders' Responsibilities:

- **Strategic Leadership:** Set a vision and direction for their hub through the development of a hub improvement plan, aligned with the school's Priority Improvement Development Plan and maintain focus on this plan throughout the year through termly hub meetings.
- **Monitoring:** Develop a plan of subject monitoring throughout the year and support subject leads to complete this.

Subject Leaders' Responsibilities:

- **Teaching Support:** Provide guidance to colleagues on teaching strategies and practices specific to their subject.
- **Professional Knowledge:** Stay informed about current developments and trends in their subject area.
- **Planning:** Provide medium-term plans to ensure consistency and coherence across the school and to ensure coverage of the National Curriculum.
- **Monitoring:** With support from the hub lead, conduct monitoring of their subject.
- **Resource management:** Provide efficient resource management for their subject.

Monitoring and Evaluation

Monitoring and evaluation take place throughout the academic year and is intended to support high quality teaching and learning. The subject lead, with the hub lead's support, will conduct ongoing monitoring to assess the quality of learning in their subject. Monitoring activities may include looking at children's outcomes in work books to review consistency and progression; observations to evaluate teaching practices and engagement; gathering pupil voice through surveys or discussions to understand children's experiences and analysing teacher assessment data. The evidence collected will inform the evaluation process, where findings are analysed to identify trends, strengths, and areas for development. This is intended to be a supportive process of feedback and culminates in the evaluation of the subject improvement Plan for the year. Subsequently, Subject and Hub leads update the Improvement Plan, summarising key insights and providing actionable recommendations for the year ahead. This process ensures a continuous cycle of reflection, accountability, and the enhancement of teaching practices to support improved outcomes for our children.

Assessment

For the assessment of our foundation subjects please refer to the school's *Assessment Policy*.

Linked policies and statutory requirements

The aims and expectations of this policy are directly linked to the other policies listed below:

- Pilgrims' Way Primary School Teaching and Learning Policy
- Pilgrims' Way Primary School Assessment Policy
- Pilgrims' Way Primary School Special Education Needs and Disability Policy and Report
- Veritas Academy Health and Safety (including risk assessment) Policy.

The aims and expectations of this policy have been created with consideration for the expectations and recommendations set out in the following legislation:

- National curriculum in England: Primary curriculum 2014
- EYFS Statutory Framework 2014

The following research has been used to support the writing of this document:

- OFSTED Curriculum Research Reviews