St. Joseph's Catholic Primary School

Teaching and Learning at St. Joseph's and our School Curriculum

September 2024





Our Mission and Vision

St. Joseph's family

Learn together

With love and faith in Jesus,

To become the people

God calls us to be.

'We Work, We Care, We Pray, We Share





What does out Mission Statement Mean?

'St. Joseph's family learn together....'

St. Joseph's vision for the children, is that they leave St. Joseph's having achieved their full potential in all areas and have the necessary skills and knowledge to flourish to their next phase of education and life. As children learn and grow, we want them experience a deep sense of joy in everyday life and to feel happy, confident and full-filled, having enjoyed an enriching curriculum at St. Joseph's. We want us to approach our curriculum with enthusiasm and a thirst for knowledge. Through a broad, diverse curriculum and for children to develop new interests and passions. Children need a world class education which enables them to grow in wisdom, knowledge and a skills so that they may have a transformational impact upon society. We want children to receive an exceptional curriculum by inspirational, knowledgeable teachers who deliver academic excellence for all. We want our curriculum to enable long-term learning.

'With love and faith in Jesus....'

Children at St. Joseph's experience faith in action everyday as it underpins all aspects of school life and staff and the community work hard to fulfil their Catholic mission; we want children to develop and be more in in their spiritual self and understand how to nurture and grow in faith. We want our children to become the people God wants them to be.

'To become the people God Calls us to be...'

At St. Joseph's, we want children to be 'fired up' about building God's Kingdom here on Earth, enacting positive change across all spheres of society. God's Kingdom is one of peace, love, joy, unity, equality, respect, forgiveness and compassion. It is a Kingdom where all can flourish, finding belonging, purpose and fulfilment. It is a Kingdom where we receive God's love and the promise of 'life in all its fullness' through Jesus. This is all about transforming society.

We want our children to leave St. Joseph's with the knowledge, skills and desires to contribute to a fairer and more sustainable world - To help build God's Kingdom. We want them to be successful global learners: As Pope Francis said,

'We are a single family living in a common home. We have a responsibility as stewards of God's earth.'

Our School Gospel Values

Our Gospel Values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. Although rooted in Catholic teaching, these values are also important to other faiths and cultures within our school community including those with no faith.

At St. Joseph's, we have fourteen Gospel Values. Each month, we focus on one Value. We hold an assembly at the start of each month to re-introduce the Value. This Value then becomes the main focus for the term and the children are constantly reminded how they can show these in their everyday lives. At the end of each week, children are chosen from each class that have shown the best example of this Value and an overall award presented at our weekly Celebration Assemblies. We also ensure that children get at a thorough understanding of what each value really means through our PSHE curriculum.

These are our monthly School Values:

.

September: Kindness

October: Responsibility

November: Care and Compassion

December: Respect

January: Honesty and Truth

February: Peace

March: Patience and Tolerance

April/May: Thoughtfulness

June: Forgiveness and Justice

July: Courage



Our Curriculum Golden Threads

We help children to achieve our mission statement through our key knowledge Golden threads:

- Diversity
- Identity
- Community
- Sustainability
- Equality



Our 'Golden Threads' weave throughout our curriculum, teaching our children the knowledge, skills and desires to contribute to a fairer and more sustainable world - To help build God's Kingdom here on earth.

Our Curriculum Design

INTENT: Our curriculum is driven by the need to prepare our children **for lifelong learning**. At St. Joseph's, we offer a **rich and vibrant curriculum which is memorable and ambitious for all learners**. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. We want our pupils to be both interesting and interested. Our curriculum encompasses not only the formal requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to **enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best version of themselves.** The exploration of new skills and experiences help to nurture resilience, curiosity and creativity. Our curriculum provides learning experiences which **promote confident, self-motivated pupils, eager for lifelong learning.**

The design of our wider curriculum is based on the research findings of cognitive science. By the time learners have left St. Joseph's, they will have mastered a range of both procedural knowledge (skills) and factual knowledge through repeated low-stakes quizzing; opportunities to deliberately practise and careful planning for progression and depth. Our curriculum is customised to meet the local needs of our learners.

Our Curriculum is '3D Curriculum'

This is a term that we use at St .Joseph's which defines the way we have planned our curriculum.

It is a curriculum that **promotes remembering**.

Our philosophy is that **knowledge can't empower if it is forgotten**. So as well as planning a rich curriculum with high quality material, we have also structured it in a way that **makes remembering almost inevitable**

Our '3D Curriculum'



Our Planning and Progression Documents for all subjects, highlight the following links:

Vertical links (Concepts): Concepts deliberately constructed within a subject that are encountered across year groups (for example, the concept of *power and rule* : this can be explored through learning the role of the monarchy in Early Years through to Year 6 learning of how Henry VIII used his power to shape the justice system during his rule.

Horizontal links (Concepts): Links between subjects, commonly known as 'cross-curricular' (for example, *invasion*: in Class 3 History, the Viking *invasion* of England; in Class 3 Science, microbes *invaded* bodies; in Class 3 P.E. *invasion* games. Subject leaders work hard to ensure that horizontal links reinforce learning across the curriculum.

Diagonal links (Golden Threads) Concepts connected across both year groups and across subjects; these are our Golden Threads which weave throughout our curriculum both across subjects and year groups

By making links between concepts, subjects and themes, our curriculum allows children to make many knowledge links, which ultimately help children to remember more.

Vertical Links

Vertical Links -Concepts that are taught across the whole school and are revisited each year in all history units.

This is an example of Historian Vertical Links (concepts) which children are taught from Reception to Year 6.

BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS					
Community	**Knowledge**	**Invasion**	**Civilisation**	**Power**	**Democracy**
This gives us a focus on a large group of people living in a place. I This can be within a large area, such as the community of people during the Great Fire of London or the Windrush Generation. It can also the evolving communities of the people in Palaeolithic, Mesolithic and Neolithic times. I Community can also be the people affected in World Wars.	This gives a focus on the difference knowledge makes to people. I The migration of people and their knowledge of technology, such as smelting bronze, led to a change in the way people lived their lives. Knowledge brings about change. I This can be seen through the emergence of great civilisations, such as the Ancient Egyptians. I It can also be the rise of knowledge and invention, such as the Maya or Ancient Greeks.	Taking over another country or region with an armed force. I Hitler's iniquitous beliefs led him to invade Poland and France. Invasion is a substantive concept throughout history. I It can mean a small-scale forceable take-over of a village or town, or in the larger scale of a city-state or country.	A large group of people who follow similar laws, religion and rules. I Larger than a community. I Great civilisations have cities, architecture, laws, culture and art. I Ancient Egyptians, Greeks and Maya were great civilisations. I They advanced their society through knowledge and power.	The power to advance technology, architecture and the arts. or the power over people and places. I Power to build The Parthenon, great theatres and the Lighthouse at Alexandria. I Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings. I Kings, queens and leaders used power to achieve their goals, such as Queen Victoria and her desire to rule an Empire. I Alexander the Great unified power in Ancient Greece. I War with the Persians.	A form of government voted for by the people. I Democracy has many forms through time. I In Ancient Greece, certain people in Athens could vote, but it wasn't a true democracy. I Democracy hasn't always been equal. I Democracy today is typically represented by a government who are voted for by the majority of people in that country. I The opposite to democracy is dictatorship or tyrannical leadership.

Geographical 'Vertical Links' -concepts that are continually revisited across Year groups in all Geography topics

SUGGESTED SUBSTANTIVE CONCEPTS IN GEOGRAPHY			
Locational knowledge	**Place knowledge**	**Human and physical geography**	**Geographical skills and fieldwork**
LOCATION Where a place actually is found. It helps us describe and remember where places are. Name and locate locations. Use absolute positioning system.	**PLACE** What a location is like. Describes the physical and / or human geography as well as the personal and cultural experience related to that place.	**HUMAN GEOGRAPHY** The interactions between people, places and the environment. The built environment. Effect of migration and settlement. The effect on the landscape and environment. **PHYSICAL GEOGRAPHY** The natural shaping of the surface of the Earth as well as the physical process that create the environment. The natural environment. How a place is shaped naturally by physical processes. How the environment is impacted by human geography.	**SKILLS AND FIELDWORK** Using maps, globes and compasses, along with what you know to explain location, place and human and physical features associated with it. The collecting of information about people, places and the environment.

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER GEOGRAPHICAL ENQUIRY				
Place and Space	**Scale and Connection (Relationship and interdependence)**	**Physical and human geography**	**Environment and sustainability**	**Culture and diversity (Uniqueness)**
Place Key idea is that place is its location and what it means to people. Places are influenced and shaped by the people who live there (ideas, emotions and beliefs). Space Location on the Earth's surface defined by latitude and longitude. Space is more general and does not have meaning.	Scale To get a better understanding of locality compared to globality. Gives pupils a sense of Zooming in and zooming out. Connection How local places are connected when you Zoom in, and how they are connected to the wider locality when you Zoom out focusing on region / county / country / global. Relational perspectives There is more than one way of living – understanding the culture and 'the way people do things around here'. For example, how people in Nairobi live with animals, such as lions, making incursion into the city. How the Yanomami tribes take only what they need from the rainforest and live sustainably with little impact.	Physical and human geography An appreciation of how places evolve and are shaped by physical or human geography. PAST How have physical processes and people influenced this place? PRESENT How are physical processes and / or people influencing this place? FUTURE What could this place be like in the future, given the influences by physical processes or people?	Environment What is the environment like? Draws upon human and physical geography to help explain ' how did it get like that?' Makes us think about our ethical consumer habits and choices made about environmental impact. Sustainability An example of this could be considering the products we buy that have positively or negatively affected the rainforests or are causing increased pollution. What it means to be a responsible citizen, embracing global dimensions within a local setting.	Culture The way people have done or do things around here. The way a place is shaped by human ideas and beliefs, and how physical processes have formed the place, over time. An understanding and respect for ethnicity and diversity through knowing more about other cultures and people. Diversity The difference between places from a human perspective, such as race, ethnicity, culture, belief, employment, wealth, connection. The difference between places from a physical perspective, such as climate, terrain, location (coastal or mountain), forest, desert, marine… Regional inequality For example, how Nairobi could appear to be a thriving city through publicity but by zooming in and looking more closely how poverty and slums are ever present within the setting of the city and wider communities.
Where is this place? Why is it here and not there?		What is it like? How did it get like this? What could it be like in the future?		

Revisiting these concepts again and again help children to make links and therefore remember more.

Mixed Age Classes – How do we ensure that we are meeting the needs of all of our children?

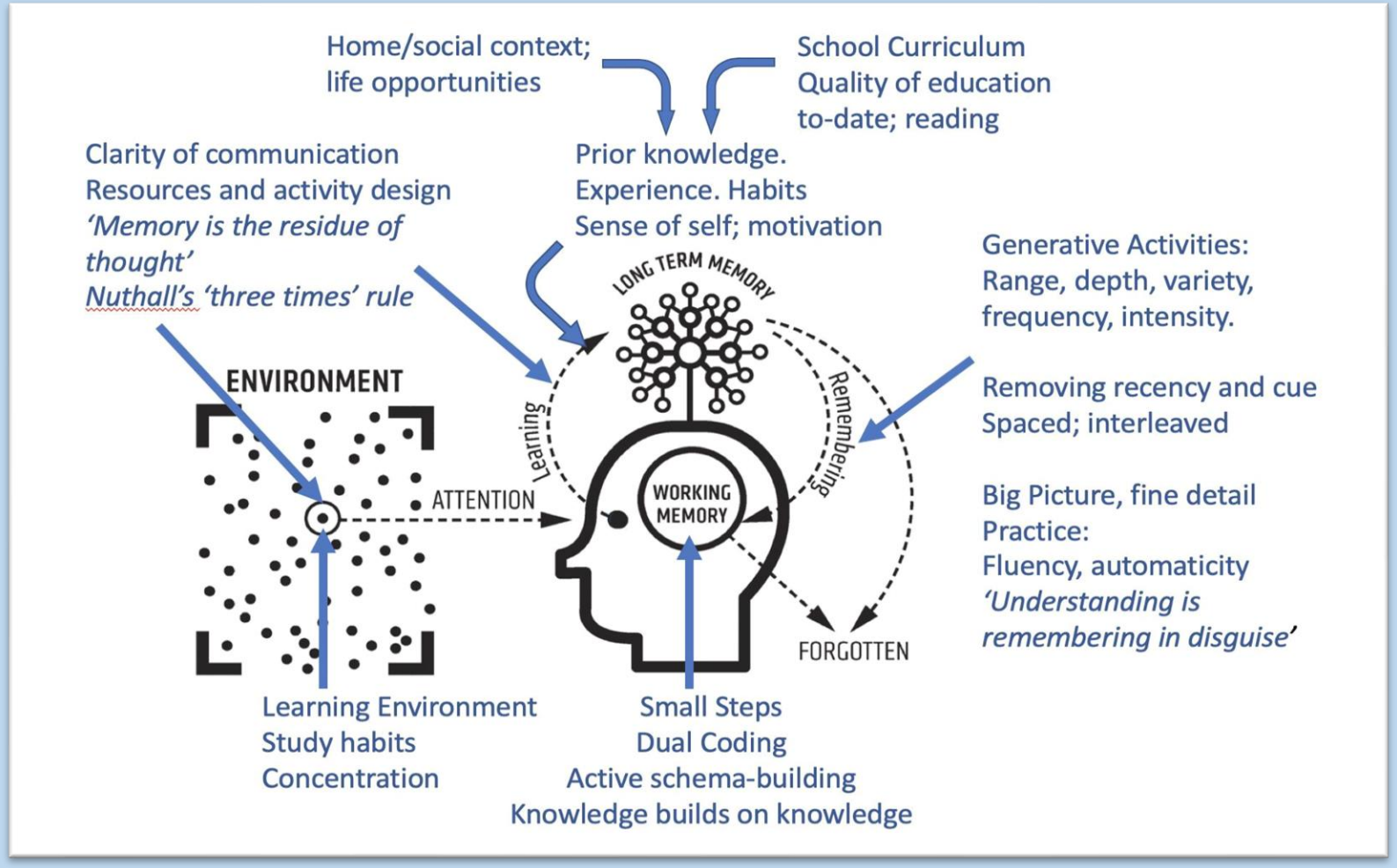
Landing Points (Planning for Progression)

Within our 3D long term plan, in order to ensure that understanding is deepened each year, in relation to the vertical links, we have developed landing points. For each vertical link, landing points set out the typical expectations for knowledge and skill development at the end of each year group. All Year Groups have specific **Landing Points.**

Landing points are an invaluable tool in helping teachers to **ensure progression within every national curriculum** subject and for individual year groups within mixed classes. They allow us to set ambitious, challenging learning goals that support pupils to develop mastery. Our curriculum is our progression model; if pupils are moving through our curriculum as expected, we are confident that they are exposed to challenging learning goals

Teaching and Learning

Our curriculum design and how we teach children knowledge and information, helps to promote learning which stays within the child's long term memory



Teaching and Learning Lesson Structure

Our curriculum is designed around cognitive psychology. It is underpinned by Rosenshine's principle of instruction to enable pupils to retain, remember and use knowledge powerfully to take them beyond the curriculum, enabling them to independently make links through meticulously crafted teaching and learning styles to maximise impact for each and every individual.

Rosenshine's Principles of Instruction – How we Teach
The Research behind the Model

Rosenshine (2010, 2012) has summarised over 40 years of research on effective instruction with a key set of principles that maximise its impact.

The starting point for this evidence base is a set of correlational studies linking particular observed classroom teacher behaviours with higher student outcomes. Rosenshine ten principles puts teacher expertise at the heart of the classroom, where both teacher and student are highly active participants. It helps teachers link practice to cognitive psychology, supporting the formation of a sound theory of action– that mental model teachers need providing a link between their actions and the learning process.

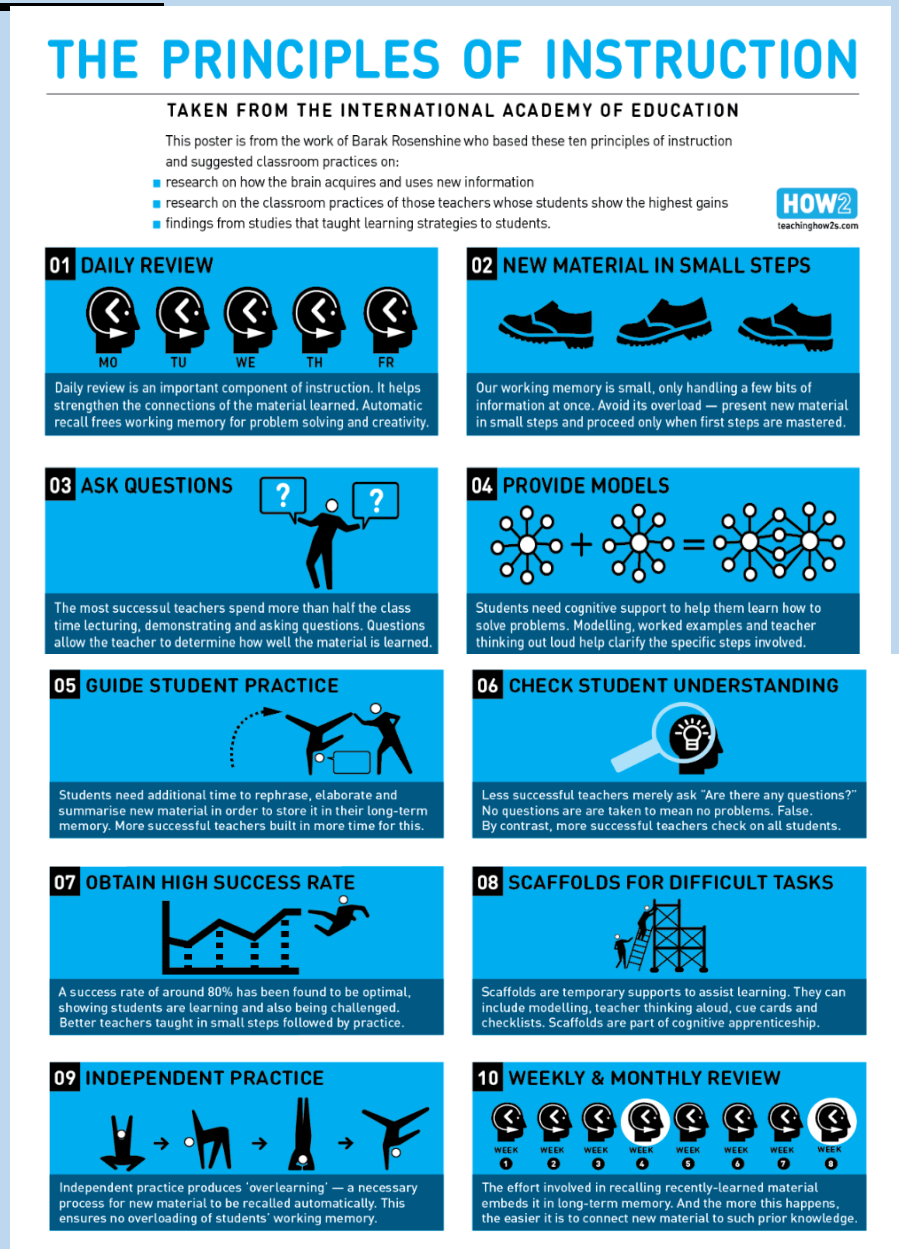
How do we do this?

- Lesson starts: Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Ask a large number of questions and check the responses of all students.
- Provide models.
- Guide student practice.
- Check for student understanding.
- Obtain a high success rate.
- Provide scaffolds for difficult tasks.
- Require and monitor independent practice.
- Engage students in weekly and monthly review.



Rosenshine's Principles of Instruction – an overview of how we teach





I DO
WE DO
YOU DO

How does our curriculum support children with SEND?

Adaptive Teaching

Understanding Adaptive Teaching

The Early Career Framework provides a helpful explanation of why Adaptive Teaching matters:

- *Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.*
- *Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.*
- *Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.*



Provide a measurable and challenging Learning Outcome and use Progression Steps to chunk progress towards that outcome

BEFORE TEACHING

ADAPTIVE TEACHING

TELLS US WHAT TO ASSESS

Anticipate barriers

- *different levels of prior knowledge*
- *vocabulary*
- *a particular production skill such as writing*
- *a particular SEND*
- *decoding written text*
- *limited working memory*
- *cultural experience*
- *EAL*
- *a common misconception*
- *a lack of metacognitive knowledge or strategy*
- *inherent complexity of resources/information*

Plan to address them

- *read a text in advance*
- *supply background knowledge*
- *use pictures/video to contextualise upcoming information*
- *teach vocabulary*
- *introduce a concept via discussion*
- *teach necessary learning behaviour*
- *improve accessibility (e.g. clarity of resources, font size, proximity to speaker, visibility of whiteboard, reader pens)*
- *plan to scaffold*
- *prepare a model to share with, for example, a visualiser*
- *plan targeted support from a TA*

NOTE: Don't confuse barriers with desirable difficulty and remove all challenge!

Assessment information informs subsequent planning and in-the-moment adaptations.

Other considerations:

How will you monitor responses? Does the assessment method itself create barriers? There's a trade-off between quality of information and practicality - be aware of this.

Use assessment to elicit evidence of learning

- *questioning*
- *tests*
- *production tasks (e.g. writing, setting up an experiment, painting, performing)*
- *talk*
- *hinge questions*
- *labelling diagrams*
- *answers on sticky notes or mini-whiteboards*

DURING TEACHING

Examples of in-the-moment adaptations

- *adjust the level of challenge*
- *change your language*
- *clarify a task or provide steps*
- *clarify what 'good' looks like*
- *highlight essential content*
- *re-explain a concept or explain it in a different way*
- *give additional (or revisit) examples and non-examples*
- *use peer tutoring*
- *elicit via questions*
- *allocate temporary groups provide an additional scaffold*
- *use assessment as a teaching method*
- *use an analogy*
- *set an intermediate goal*
- *provide a prompt*
- *structure a group attempt before an individual attempt*
- *improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the student)*

CUSP Curriculum

Building on our work around Roshenshine's Theory of Instruction, we now use CUSP Curriculum Schemes of Work for Science, History and Geography. The scheme follows the research around the Principles of Instruction. If you would like to find out more, please see link. https://youtu.be/Z-VcLA4IXPo

Connected	Cumulative	Coherent
		
Our work is built around | cognitive load theory | principles of instruction | evidence informed practice	We believe learning isn't an event | It must be knowledge-rich | vocabulary-rich | skilful	Sequence matters | systematically planned | explicit instruction | supports acquisition of curriculum content

LEARN more, REMEMBER more, DO more

Our evidence-informed approach to curriculum design, teaching sequences, retrieval practice, spaced retrieval practice, importance of memory and schemata as well as lesson by lesson knowledge notes, inspires pupils and brings about success.



Year 6

Why did Britain declare war on Germany in 1939?

Adolf Hitler

1933 - formed the Nazi Party (National Socialist Party)

dictator

complete power to run a country using force and cruelty

extreme views and actions

anti-Semitic

against Jew (Semite)

hostility and prejudice against Jewish, Roma and Polish people

1st September 1939

Germany attacked Poland

Blitzkrieg

lightning + war

surprise attack with rapid and overwhelming force

swift strike using armoured tanks and air support

3rd September 1939

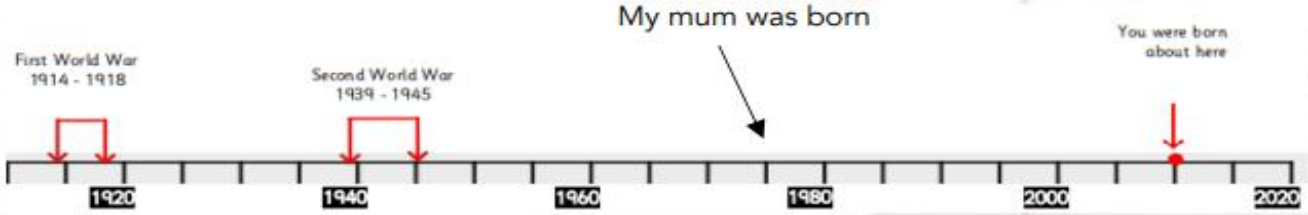
Britain declared WAR on Germany

Poland

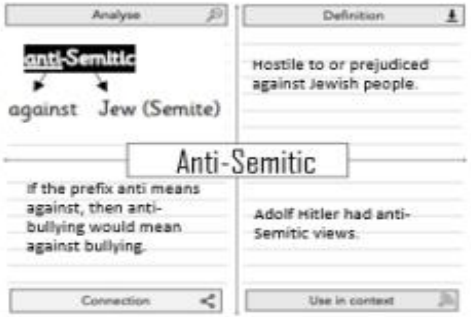
ally of Britain

(Poland was invaded and defeated in just 35 days)

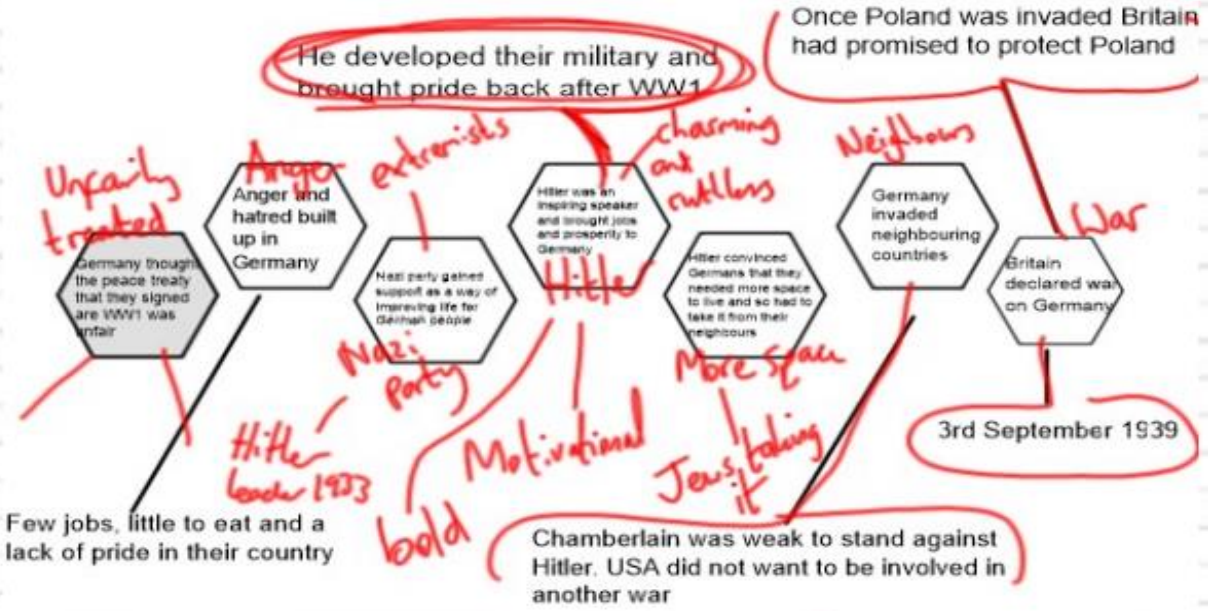
Remember



1.



2.

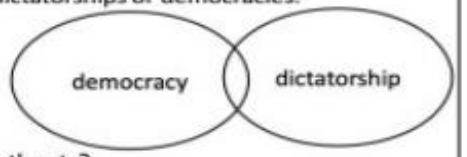


3.

Sorting

Adolf Hitler was a dictator. Sort these words according to whether they are associated with dictatorships or democracies.

equality **election**
freedom **repression**
restriction **power**
rule **persecution**
leader **laws**

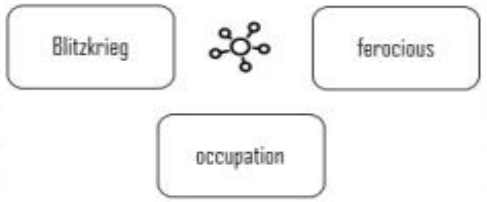


Do any words belong in both sets?

Equality	restriction
Freedom	rule
Election	**leader**
Laws	repression
Leader	**power**
Power	persecution

Challenge

Explain the connection



On 1st September 1939, Germany launched a ferocious Blitzkrieg attack on Poland which resulted in German occupation of Poland within 35 days

Year 4

Flick back 4

1. What is matter?
2. What is mass?
3. What does matter occupy?
4. What does state mean?

Remember

1. A physical substance that everything is made up of.
2. The amount of matter in an object.
3. Volume.
4. The way that matter exists.

1

Solid	Liquid	Gas
 rock	 water	 helium
 copper	 juice	 steam
 seashell	 milk	 air

2. What are solids, liquids and gases?



solid
- can't flow
- has a fixed volume
- particles very close and have a fixed position



liquid
- takes shape of the container
- can flow
- has a fixed volume
- particles very close but not fixed



gas
- will escape from a container
- can flow
- particles moving apart quickly

Describe materials around you and sort into the 3 states of matter.

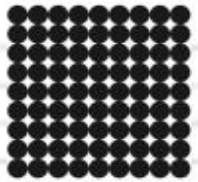


Compare materials.

What properties define their state?

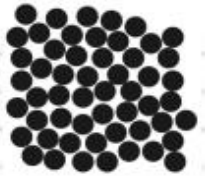
2

Solid



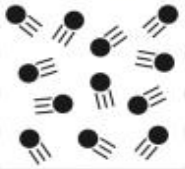
Solid particles cannot flow as they have a fixed volume. The particles in solids are very close together and are in a fixed position, which means they cannot move apart.

Liquid



Liquid particles take the shape of the container they are poured into. They can flow but they do have a fixed volume. The particles are very close they are not fixed.

Gas



Gas particles will escape from containers as they can flow. The particles move apart very quickly.

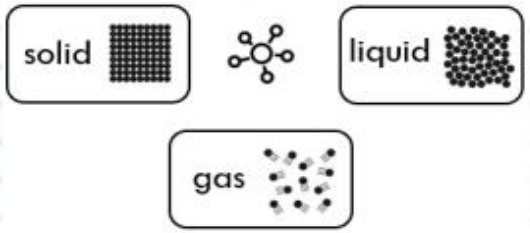
3

Reasoning

Maz says, "Flour can't be classified as a solid because it can flow and on the Knowledge Note it states that a solid can't flow. Also, flour takes up the shape of the container which is a property of liquids." Do you agree or disagree with Maz? Explain your reasoning to a partner, referring to the properties of solids and liquids.

Combine

Explain the word connections



I know that each of these words are states of matter. I know that solid particles are fixed and do not flow unlike liquid particles that take the shape of a container. I think that gas particles can escape containers as the particles move apart quickly.

If you’d like to find out more about our Curriculum or our Teaching and Learning methods, please just get in contact.