

Holy Trinity - Curriculum

Intent

- Here at Holy Trinity, we have devised and designed a personalised and innovative curriculum to suit the uniqueness of our children, our school and the local area. It is our belief that every child deserves to aspire and succeed, to lead a purposeful life as a valued citizen. So we asked the whole school community – how can we best achieve this and most importantly, we asked our pupils – what and how would you like to learn? Listening to the whole school community and considering the key learning skills and knowledge that our children will require for their future life, we have built a curriculum that provides an ambitious and aspiring learning journey for your child.

Creating a curriculum with culture at its core

We don't always question why we teach certain things, but a curriculum review provides the perfect opportunity to do just that. **Lesley Saddington** discusses the steps she took.

It was a bold and, depending on your point of view, controversial move. Tasked by former head teacher Lucinda Houghton with redesigning the curriculum, Lesley Saddington dropped a topic taught at her school for more than 20 years.

"The Great Fire of London is a great subject, and I had taught it for five years in year 2, but we felt it wasn't really relevant for our children," explains Lesley. "We might expect children to feel like they belong to a city like London, but often they don't feel like they're Londoners."

Half of the pupils at Holy Trinity Church of England Primary School, in south London, where Lesley is assistant head, have English as an additional language. A high proportion are Portuguese and Spanish speaking. These quarters are of Black African-Caribbean heritage.

Introducing a curriculum reflecting the pupils' cultural and socio-economic backgrounds – many come from low-income homes – was a priority. As important, of course, was making sure topics were interesting and engaging.

"We also wanted to broaden and deepen learning because we felt some

of the foundation subjects had not been taught as well as the core subjects," explains Lesley. "Our aim was also to look more in-depth at the long-term picture – the skills, knowledge and attributes the children will need when they go onto secondary and into the job market, to enable them to be successful."

That was in 2018. Then the work began. Topics were reviewed and taken apart, elements of some kept – just one aspect of Ancient Egypt, the River Nile, is now studied – while others, such as the Great Fire of London, were dropped. Children were asked what they



Lesley Saddington has led the curriculum review to make the topics more relevant to her students.

wanted to learn about, what interested them. Teachers, who like parents and governors were also given a say, held workshops with children to find out.

Discussions, technology, filmmaking and special effects now all have a place on the curriculum, which took a year to plan. A term is given to The power of the arts, where children learn about animation in reception, classical music in year 1, ballet in year 2, filmmaking in year 3, architecture in year 4, fine art in year 5 and drama and the performing arts in year 6.

"We were conscious of improving our children's cultural capital. They're losing learning more about the arts," says Lesley. "Our country is so skilled in the arts but in schools that's now really short on."

The power of the arts is one of six pathways in the new curriculum. The other five are journeys through time, place and mind, is the beginning; let's discover; the world within London and healthy living, healthy minds.

Starting in reception, the journey through time, place and mind pathway begins with children finding out more about their family and identity, then in year 1 they find out it Britain a cool place to live. As they move through their time at Holy Trinity, children's learning broadens from a study of their neighbourhood to the wider world, the contribution of the

Windrush generation in London, ending in year 6 with a focus on the concept of freedom and slavery.

Notable Black figures are included, among them African-American artistette Bessie Coleman, who is studied in the year 2 topic how flying changed our lives. And in year 6 pupils learn about Olaudah Equiano, a west African slave who went on to become a writer and then abolitionist in the US and Britain. "We wanted to give children positive role models," explains Lesley.

Thinking about the curriculum content and its relevance has been paired with a fresh approach to delivery. Teaching is more creative too. Teachers' questions are more open-ended, their lessons more interactive. Topics begin with a question and then children launch their 'lines of enquiry', which often take them outside of the classroom, and into their neighbourhood and beyond.

"The more learning we have outside school, the more the children are able to remember. It's immersive and a much more meaningful way of learning," Lesley believes. "It encourages learning and it makes it more meaningful."

It also builds independent learning, helping children develop early on some of the skills they will need in later life, she says, adding that problem-solving topped a recent list of the skills sought by the

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education world, but even if I had been here at the time (David joined the school in March) I would have backed that decision absolutely.

It is a very popular topic, but it feels so far away, and we were finding at times that children weren't engaged. Barriers for learning were surfacing because some of the topic content wasn't engaging for them or relevant. Children are now learning about things that they know and care about. The leadership team felt the curriculum has had a massive impact on behaviour for learning. Children want to learn because they're interested from the very start.

As long as we are covering the appropriate skills and knowledge that the children require, there are a plethora of ways you can teach and deliver them.

world's top 20 CEOs, while creativity and collaboration were also prized.

It is just over a year since the new curriculum was introduced and work in the topic books is much broader. There have been improvements in vocabulary, 3 words, such as compass and immigration, rather than just everyday tier 2.

There are fewer problems with behaviour and disengagement, too. "Teachers say the children are really interested in their work," smiles Lesley.

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Implementation

The curriculum is divided into 6 pathways taught on a termly basis. Each pathway is taught across all year groups, with each year group focusing on a different aspect, building upon their learning as they progress through the school. Each pathway has a curriculum destination, which is linked to the National Curriculum, and has a 'big question' to stimulate critical thinking and develop a more child led approach to the learning.

Term 1: Journeys Through Time, Place and Mind Subject Focus: Geography/PSHE • Black History & impact of multiculturalism (History) • British Values • Map work, coordinates & compasses • Personal Journeys (Being the Jigsaw) • Settlement & Migration	Term 2: The Power of the Arts Subject Focus: The Arts (Art & Design /Dance/Drama/Music) • History of art • Cultural awareness & development (British Values) • Identity & self-expression (Personal Development) • Presentation & performance skills—oral/stage • Careers opportunities	Term 3: In The Beginning... Subject Focus: Science/Geography/RE • Environmental studies & the Green Planet • Nature, habitats & water cycle • Creation stories around the world • The power of words – debate, campaigns and positive affirmations	Term 4: Let's Discover...? Subject Focus: History/D&T • Inventors & Inventions (Black History) • Global discoveries & world exploration • Motivations for discovery • Critical thinking-Generating ideas and asking 'why?' • Digital & media development	Term 5: The World Within London Subject Focus: Geography • Human geography of London • History of London • Settlement & migration • Identity & citizenship • Transportation & tourism • Comparing geographical localities • Landmarks & buildings	Term 6: Healthy Living Subject Focus: Science • Physical and mental development • Wellbeing through sport • Sports science and invasion • Historical & modern sports personalities • Making positive & healthy choices • Healthy eating, designing a healthy diet
Reception Who do you think you are? Identity & Family relationships and heritage	Reception What is an animator? Exploring stories through a animation - The Stickman by Julia Donaldson	Reception Is it Alive? Observe, explore, predict, think and talk about properties of when something is alive	Reception What was the first form of transport? Exploring different forms and uses of transport through the ages, including the design & model making of transport	Reception Who keeps London safe and great? Understanding the jobs and roles of people who serve us - NHS, police, fire people, ambulance drivers and transport workers	Reception What is a healthy life? Knowing and understanding the components of a healthy life diet, fitness, sleep and feeling
Year 1 Is Brixton a cool place to live? A human & physical geographical study of the local area	Year 1 What makes a good classical performance? Perform, listen to, review and evaluate classical music – Carnival of the Animals	Year 1 Who first walked on our planet? Identify the first living creatures and the climatic conditions-Ice Age and dinosaurs	Year 1 What is it made of? Investigate and explore the purpose of everyday materials. Study of inventors and inventions of everyday materials.	Year 1 Do we need parks? A study of the local green areas that serve the community through past and present-Brockwell Park	Year 1 Where does our food come from? Understanding and investigating our food and making healthy choices-farming to supermarkets
Year 2 Where are we on the map? Concept of local community and role of Holy Trinity Church	Year 2 What makes a good ballet? Perform and learn simple movements & a study of the history of ballet-The Nutcracker	Year 2 How can you help save our oceans? Investigate the sea life of our oceans and the impact of pollution and explore solutions – Marine & environmental conservation and pollution	Year 2 How has flying changed our lives? Explore and investigate how great inventors have impacted the world of travel – Leonardo da Vinci	Year 2 Would London exist without the River Thames? Understanding the impact and importance of rivers on settlements and significant historical events –River Thames & The Great Fire of London	Year 2 How and why does our food travel? Understanding and investigating transportation and importing source of food - The Journey
Year 3 Who's moving in? Who's moving out? Types of settlements, economic activity, cultural places of interests and movement of people in Brixton	Year 3 What makes a good film? Explore & develop film techniques & storyboarding - Jason & the Argonauts (Ray Harryhausen)	Year 3 How do rivers change our landscape and life's? Investigate the impact of water on settlements- River Nile: history of & life by the river	Year 3 How did we get here? To know and understand the innovative contributions of early primitive humans – The Stone Age	Year 3 How did the Blitz change London? Understanding the impact and importance of significant historical events on settlements – The Blitz	Year 3 How can we be Healthy Inside? Understanding and exploring keeping healthy and fit – Physical and mindfulness
Year 4 Is Great Britain really special? Causes and effects of immigration linked to the rise and fall of the British Empire and establishment of The Commonwealth countries	Year 4 What makes a good architect? Study of great architects and develop drawing & design skills and sustainability in architecture - Norman Foster	Year 4 Why is water so special? The study of the water cycle – river pollution and water as a renewable energy	Year 4 Has new technology improved the way we communicate? Exploring and understanding early forms of communication to modern technologies and the digital age. The study of significant inventors – Ava Lovelace	Year 4 Is London a Roman city? Understanding events leading up to the capture of Britain and investigating how London was established by the Romans and their legacy of Roman culture - Londinium.	Year 4 What makes an inspirational hero/heroine? The study of significant historical figures – Jesse Owens
Year 5 What makes the wheel of London turn? A study of Wind Rush & how immigration impacted on the infrastructure of London – LT & NHS	Year 5 What makes a good artist? Study of great artists and develop drawing & painting skills and art history & evaluation – Vincent Van Gogh	Year 5 How do we know the climate is changing? Examine and investigate climate zones and weather patterns - climate change & it's effects	Year 5 Is there life on other planets? Understand and investigate Earth and space and significant people who have led space exploration – Mae Jemison	Year 5 Does the underground unify London? Understanding the growth of transport systems and its impact on settlements, culture and tourism – the London Underground	Year 5 How can we improve our fitness? Investigating and understanding importance of physical fitness purposes in everyday life and – the heart and fitness
Year 6 - Are you only free when you can do what you want? A study of the world's countries of the Transatlantic Triangle and the economic & trade links with the movement of people linked to concept of freedom	Year 6 What makes a good play? Study of the performing arts and drama techniques – Hamlet and Shakespeare	Year 6 Is it too late to prevent climate change? Explore and problem solve the solutions to climate change - climate change & it's possible solutions	Year 6 SATS Prep British History focus –Invaders & Settlers – Vikings & Anglo-Saxons in Britain	Year 6 How has London changed after challenges? Understanding and exploring the impact of key events on settlements and infrastructure – Post WW2 and the rebuilding of London	Year 6 Is the brain the most important? Understanding the importance and its impact on us as individuals world around us -The brain and metacognition

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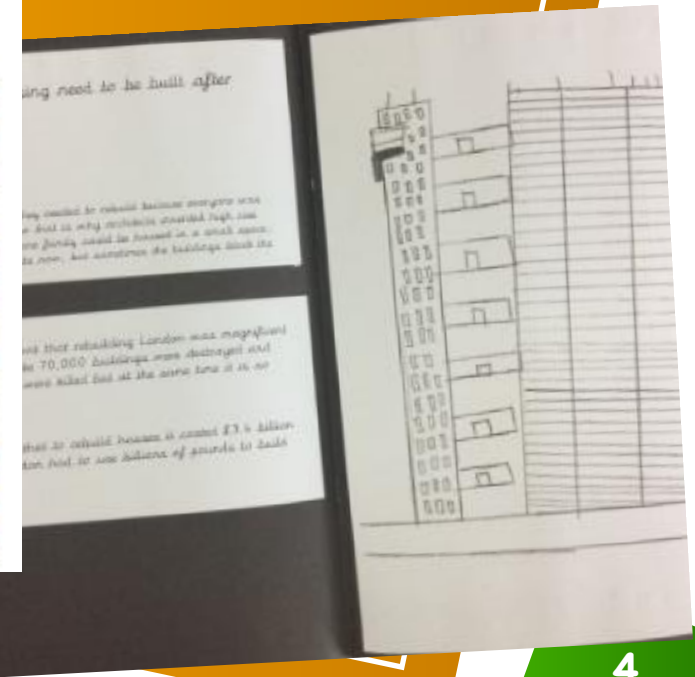
Impact

- Each topic has a strong subject focus with rich real-life experiences to support their learning. Pupils are able to embed their learning through trips and visits to places of culture, local interest, places of work, community and worship. In our topic – **Journeys through Time, Place and Mind** – our first topic enables the children to explore their identity, their heritage, links to migration and personal challenges, **Power of the Arts**, every child will develop the skills and knowledge of an art explore stic discipline from architecture to the performing arts. The topic – **In the Beginning...** pupils are scientists, investigating early life on Earth – dinosaurs to finding solutions to climate change. **Let's Discover** provides pupils with the opportunities to examine a vast range of discoveries from new technology to space travel. **The World Within London**, enables pupils to deepen their knowledge of key historical events such The Blitz, that have shaped and changed London of today. Finally our topic **Healthy Living , Healthy Minds**, empowers our pupils with the knowledge and understanding that a healthy lifestyle and good mental well-being are key in becoming a happy and well person.



Our trip to Brackwell Park

We had a great time exploring our local green space, Brackwell Park! We got to see the many facilities it has to offer our community. We visited the walled garden, saw ducks and swans in the ponds and had a lovely picnic before playing in the park!



The Curriculum Journey @ Holy Trinity

Term 1: Journeys Through Time, Place and Mind Subject Focus: Geography/PSHE	Term 2: The Power of the Arts Subject Focus: The Arts (Art & Design /Dance/ Drama/Music)	Term 3: In The Beginning... Subject Focus: Science/Geography/RE	Term 4: Let's Discover...? Subject Focus: History/D&T	Term 5: The World Within London Subject Focus: Geography	Term 6: Healthy Living, Healthy Minds Subject Focus: Science/PE/ PSHE
<ul style="list-style-type: none"> Black History & impact of multiculturalism (History) British Values Map work, coordinates & compasses Personal Journeys (Being Me Jigsaw) Settlement & Migration 	<ul style="list-style-type: none"> History of art Cultural awareness & development (British Values) Identity & self-expression (Personal Development) Presentation & performance skills—oral/stage Careers opportunities 	<ul style="list-style-type: none"> Environmental studies & the Green Planet Nature, habitats & water cycle Creation stories around the world The power of words – debate, campaigns and positive affirmations 	<ul style="list-style-type: none"> Inventors & inventions (Black History) Global discoveries & world exploration Motivations for discovery Critical thinking- Generating ideas and asking 'why?' Digital & media development 	<ul style="list-style-type: none"> Human geography of London History of London Settlement & migration Identity & citizenship Transportation & tourism Comparing geographical localities Landmarks & buildings 	<ul style="list-style-type: none"> Physical and mental development & wellbeing through sports Sports science and investigations Historical & modern sporting personalities Making positive & healthy choices Healthy eating, designing menus & cookery
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Topic books

Every term, the topic work is presented in a presentation book.




Topic book contents

FACT FILE	
TOMIC RE ART—VINCENT VAN GOGH 'STARRY NIGHT'	
YEAR 5 TERM 2	
KEY VOCABULARY	
TERM 2: Palette contrast collage Primary colour complementary colour composition spontaneous intuitive depiction	TERM 3: juxtaposition critique Post Impressionism impressionism impressionistic

KEY FACTS:

- Vincent van Gogh was born in 1853 in The Netherlands. His father was country minister and his mother was an artist.
- He was the eldest of six children. His younger brother was a painter.

What images can you see in the picture?	Where do you think you could find this picture?
	
Who do you think made this picture?	What tools were used to create the picture?
Why do you think they made it?	What surface was the picture painted on?

Year 3 Impact Indicators									
Curriculum Pathway: Journeys Through Time, Place and Mind									
Geography									
Vehicle for learning: Who's Moving in? Who's Moving out?									
"Knowledge + Skills = Progress"									
I know					I can...				
	NC	Knowledge	Pupil	Adult		NC	Skill	Pupil	Adult
C O R E	G2b	The location of Britain in London			C O R E	G2g	Use maps and digital maps.		
	G2f	Why Britain has changed in the last 100 years				G2i	Use maps, photos, public records to record events		
	G2f	That people move to Britain for different reasons				G2i	Use evidence and interviews to record findings		
	G2f	There are different factors that cause people to move out				G2i	Identify and record an example of why people leave Britain		
E N R I C H I N G	G2b	That Britain is in Lambeth and south London			E N R I C H I N G	G2g	Use maps and digital maps and record in a map		
	G2f	That cultural and economic reasons & Urbanisation have caused changes in Britain				G2i	Compare different periods of time in Britain over the last 100 years		
	G2f	Different groups of nationalities have moved to Britain in the last 100 years				G2i	Examine key person/groups of people and identify reasons for moving to Britain		
	G2f	The economy has caused people to move out & changed the population				G2i	Use data, interviews, public records & photos to show evidence		
E X P E R I E N C E	G2f	The impact of immigration on Britain over time & their contributions			E X P E R I E N C E	G2i	To compare and analyse why people move in & out of Britain		
	G2f	Current changes in Britain are due to employment, money & world events				G2i	Predict the future of Britain high up and how will it change in the future		

Is London a Roman City?

- Give 2 reasons why the Romans wanted to conquer Britannia?

- What was the name of Celtic Queen who led the Rebellion?

- What year was Londinium founded in?

- What was the original capital city of Roman Britannia?

- Why did the Romans build Londinium at this location?

- Name 3 types of Roman buildings

- Where was the site of the first Roman bridge?

- Why were the roads important for the expansion of the Roman Empire?

- How long did the Romans rule in Britannia?

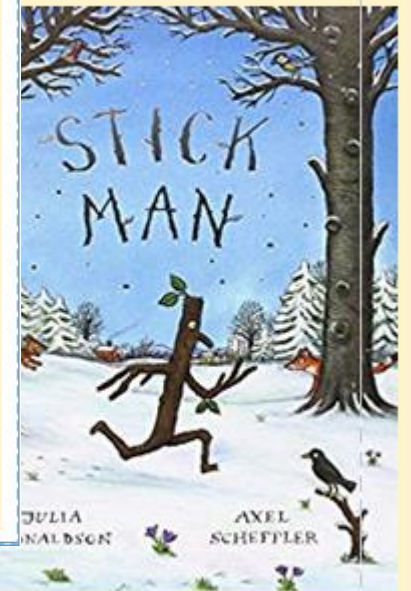
What questions do you want to ask about this topic?

The World Within London....Underground



What? Where? How? When? Which? Why? Who?

Reception—Core Text



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wanted to learn about, what interested them. Teachers, who like parents and governors were also given a say, held workshops with children to find out.

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"We were conscious of improving our children's cultural capital. They've loved learning more about the arts," says Lesley. "Our country is so skilled in the arts but in schools that's now really shut down."

The power of the arts is one of six pathways in the new curriculum. The other five are: journeys through time, place and mind; in the beginning, let's discover; the world within London and healthy living, healthy minds.

Starting in reception, the journey through time, place and mind pathway begins with children finding out more about their family and identity, then in year 1 they head into nearby Beixton on a quest to find out if Beixton is a cool place to live! As they move through their time at Holy Trinity, children's learning broadens from a study of their neighbourhood to the wider world, the contribution of the

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DROPPING a topic about a major historical event might raise an eyebrow in certain parts of the education world, but even if I had been here at the time (David joined the school in March) I would have backed that decision absolutely.

It is a very popular topic, but it feels so far away, and we were finding at times that children weren't engaged. Behaviour for learning was suffering because some of the topic content wasn't engaging for them or relevant. Children are now learning about things that they know and care about. The leadership team felt the curriculum has had a massive impact on behaviour for learning. Children want to learn because they're interested from the very start.

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world's top 20 CEOs, while creativity and collaboration were also prized.

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There are fewer problems with behaviour and disengagement, too.

"Teachers say the children are really immersed in their work," smiles Lesley.

HOW I... DEVELOPED A NEW CURRICULUM

- Curriculum audit – what works, what doesn't? Does it fit our pupils? What's important for our parents, for the whole school community?
- Inform parents and carers the curriculum is changing.
- Staff meetings to discuss what are our children's barriers to success? What type of curriculum will eradicate these barriers?
- Develop and build a profile of a year 6 pupil, as a learner and a citizen (led by the school council team).
- Research common school themes for the



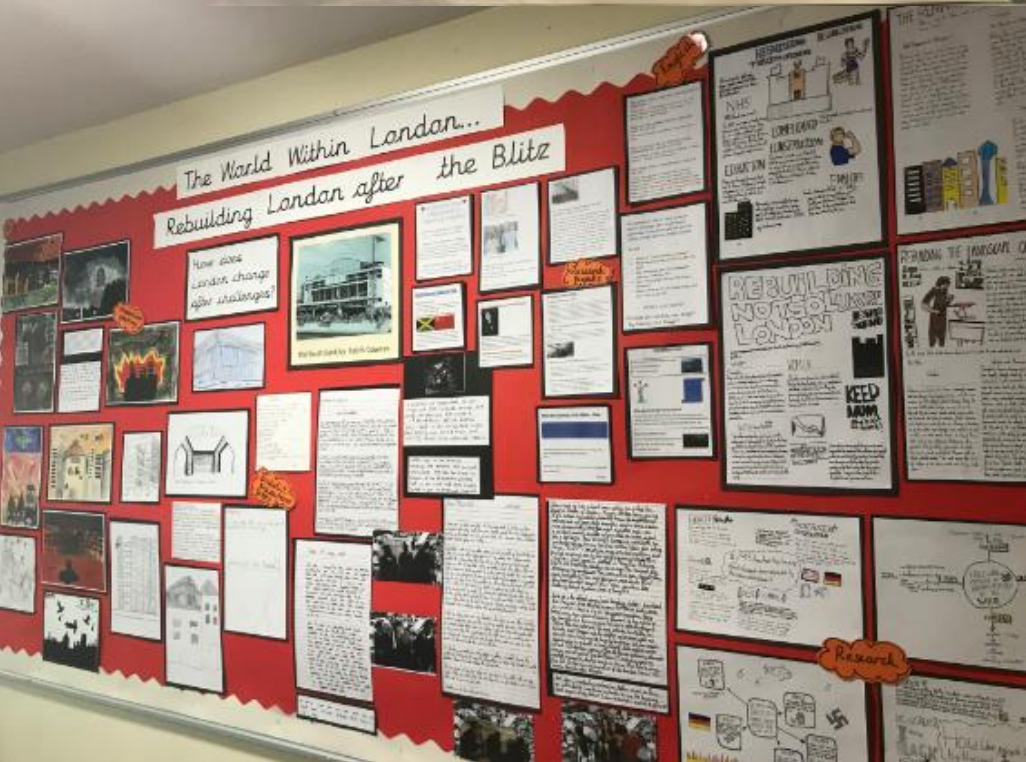
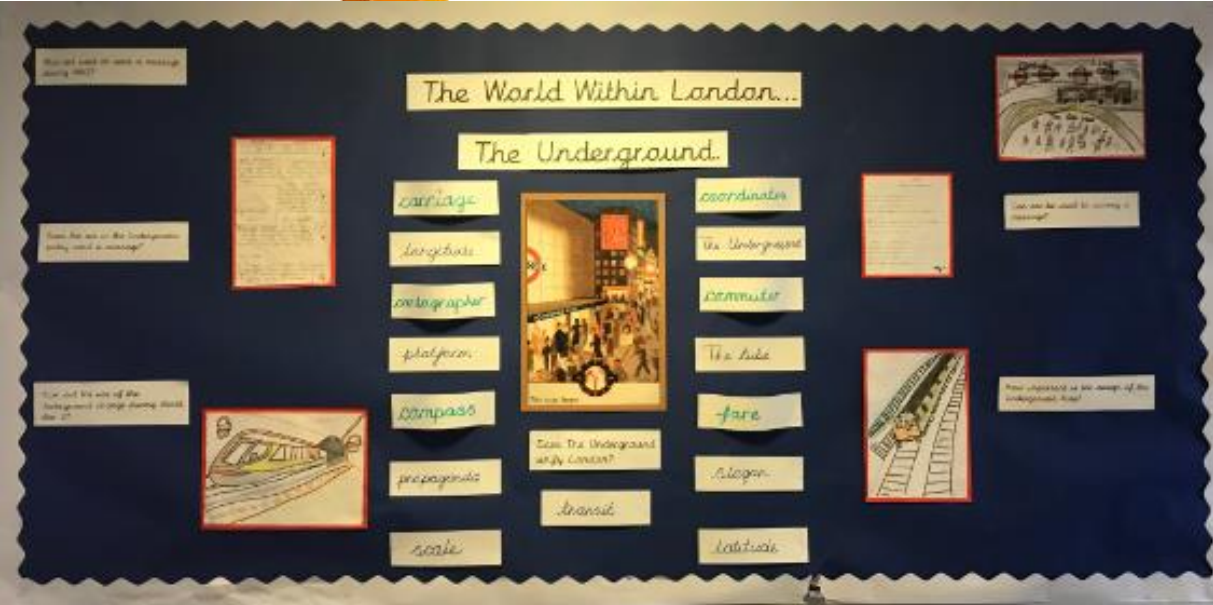
curriculum – link to skills/knowledge/disposition = learning goals.

- We want our children to be able to:
 - analyse/hypothesise/predict
 - obtain meaningful knowledge in depth
 - develop critical thinking skills
 - be able to reflect, evaluate and assess
 - develop oracy and debating skills
 - develop a passion and curiosity for learning

- Whole school assembly on what new topics children would like to learn. Plus a workshop in class, teaching staff share their wish list.
- Whole school staff decided on the framework for the structure.

Termly displays

A display is created at the end of each topic, to chart the process of the learning journey.



The Curriculum in EYFS

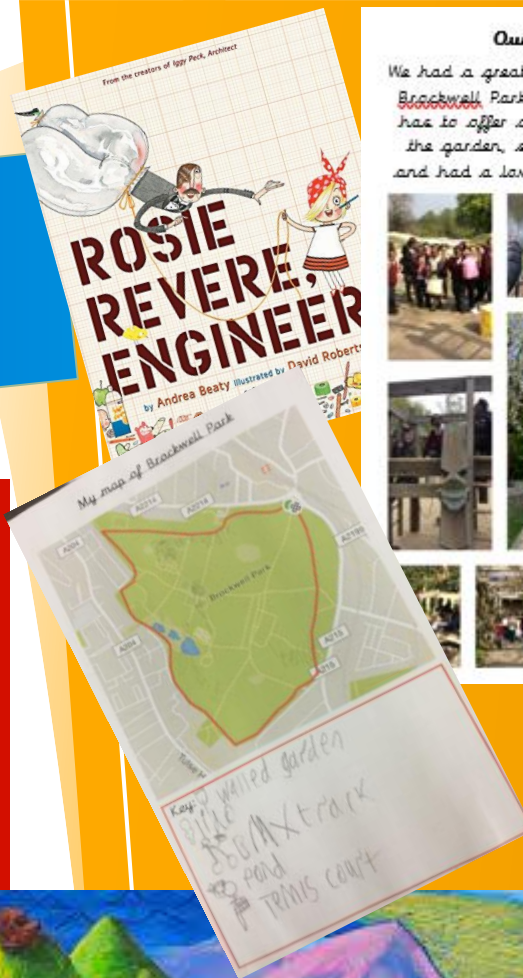


EYFS cover a range of topics:
Family & identity
What is an animator?
Is it alive?
What was the 1st form of transport?
Who keeps London safe & great?
What is a healthy life?



Curriculum in Year 1

Year 1 covers a range of topics:
Is Brixton a cool place to live?
Classical music
Who first walked on our planet?
Everyday materials
Local parks
Where does our food come from?



Our trip to Brockwell Park
We had a great time exploring our local green space, Brockwell Park! We got to see the many facilities it has to offer our community. We visited the walled garden, saw ducks and swans in the ponds and had a lovely picnic before playing in the park!



We looked at artist David Hockney's bold paintings. He has painted many plants and trees. We found the tallest tree in the playground and painted it with our bold.



Badger class went on a trip to Windmill and explored the local surrounding it.



Curriculum in Year 2

Year 2 covers a range of topics:
Local community & Holy Trinity church
Ballet – The Nutcracker
How can we save our oceans?
Female aviators
Would London exist without the River Thames?
How & why does our food come from other countries?



Curriculum in Year 3

Year 3 covers a range of topics:

- Who's moving in and out of Brixton? Immigration
- Special film effects
- How do rivers effect the landscape & our life's?
- How did we get here? Early primitive humans
- How did the Blitz change London?
- How can we be healthy inside & out? Diet & mindfulness

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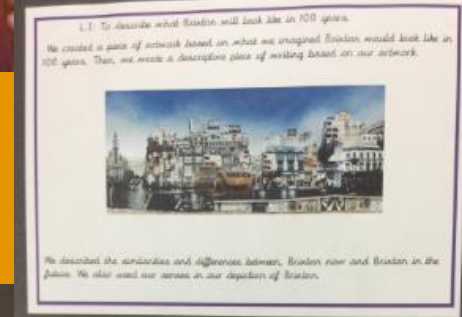
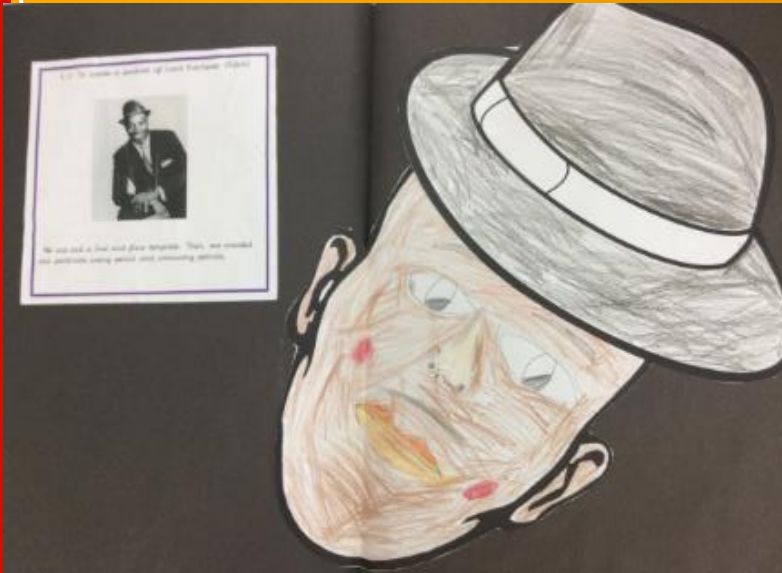
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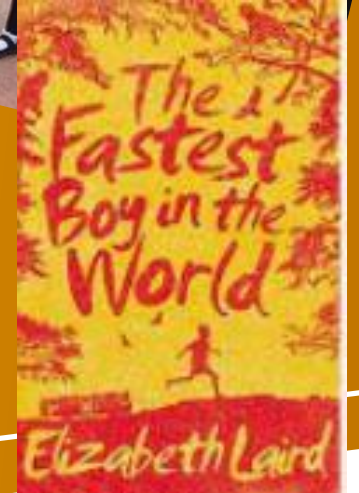
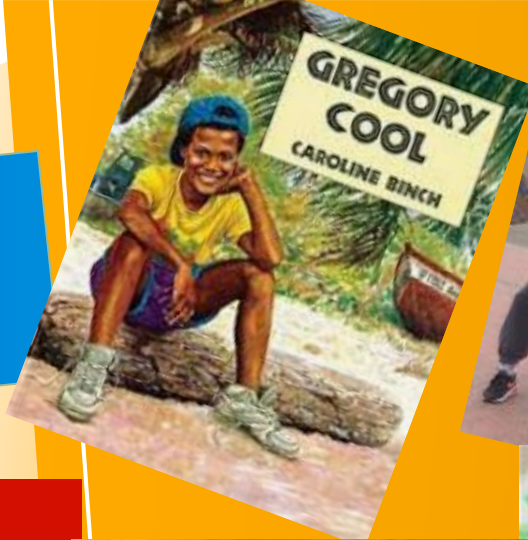
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Curriculum in Year 4

Year 4 covers a range of topics:
Is Great Britain Really Great?
What makes a good architect?
Why is water a wonder liquid?
Does technology improve communication?
Is London a Roman city?
What makes an inspirational sportsperson?



Curriculum in Year 5

Year 5 covers a range of topics:

What makes the wheels of London turn? Windrush – LT & NHS

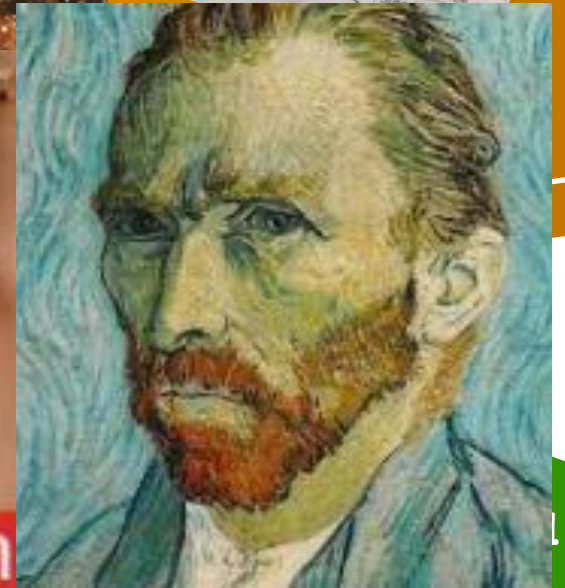
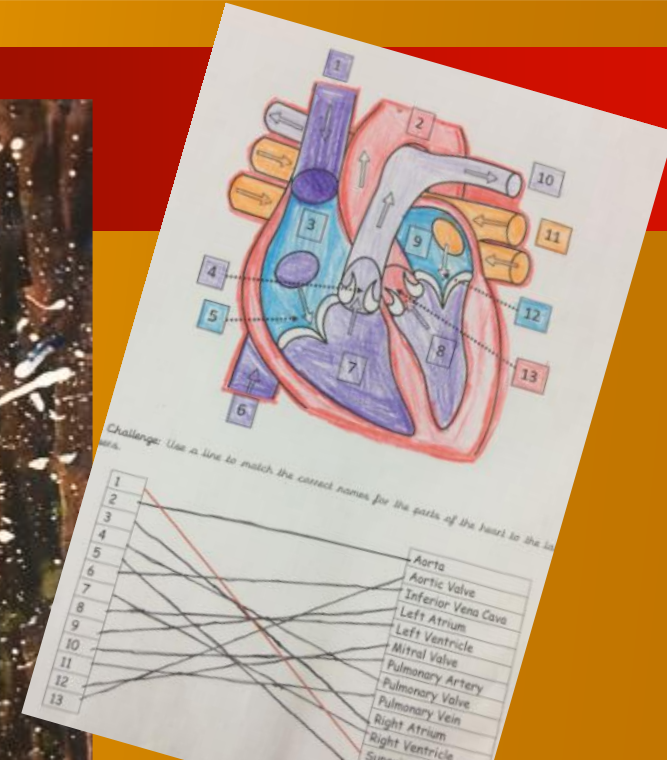
What makes a good artist?

How do we know the climate is changing?

Is there life on other planets?

Does the underground unify London?

How can we improve our fitness? How does our heart work?



Curriculum in Year 6



Year 6 covers a range of topics:
Are you only free when you can do
what you want? The Transatlantic
slave trade
What makes a good play? Hamlet
Is it too late to prevent climate
change?
How has London changed after
challenges? Post-war London
Is the brain the most important
organ?



Curriculum Ambassadors

This year our Curriculum Ambassadors have conducted a survey and observed their teacher's topic lesson. 😊 There is there feedback:

Jacob Year 4 - I like being able to choose what to do as I can learn how to make a good choice. I like researching as I use my mind to answer my own questions. I would like to do even more art and expressive stuff.

Nye Year 3 – I have learnt how to eat healthy so I can grow strong as an adult. I discovered exercise helps you to grow strong. The Stone age was my favourite subject as it helped me to learn about history and survival skills. This will be useful in case I need to know how to survive in the wild.

Maura Year 6 – I enjoyed learning about the welfare state and the 'five giants' and how we are able to get lots of free medical assistance now. I didn't know people who work have to pay taxes.

	Not much	Agree	A lot!
Do you enjoy our new topics?	12%	43%	45%
Do you find the topics interesting?	18%	25%	57%
Do you feel you have gained a lot of new knowledge?	18%	19%	63%
What type of activities help you learn best?	Outdoor learning/trips 54%	Research/discussion 6%	Creative – making and designing 40%

Enrichment/ Enhancement activities



International Day





Thank You!

Ms Saddington