The Curriculum

Our curriculum is a broad and balanced, knowledge-rich primary curriculum based closely on the new Cornerstones Curriculum 22. Its content is delivered through a range of subject-specific projects, which last either a full or half term.

Subject-specific projects cover art and design, design and technology, geography, history and, from spring 2022, science.

Maths is delivered through projects from the White Rose Maths scheme, and English is supported by a range of English packs.

We use separate specialist schemes for computing (Purple Mash), PE (PPA cover), PHSE, music (Charanga) and RE (NYCC).

Understanding the structure

There are four structural tiers. Each tier builds on the previous to create interconnected layers. These interconnected layers provide a robust framework that ensures connectivity across the curriculum. The tiers of the curriculum structure are set out in the diagram below, and explained further below.

Tier 1 – Big Ideas

Humankind
Understanding what it means to be human and the cause and effect of human behaviour.

Processes
Understanding the many dynamic and physical processes that shape the world around us.

Creativity
Understanding how every day and exceptional creativity can inspire and change perceptions.

Investigation
Understanding the importance of asking questions, formulating hypotheses, gathering information and analysing evidence.

Materials
Understanding the unique and physical properties of all matter and how we interact with them.

Nature
Understanding the complexities and interdependence of the plant and animal species that inhabit the world's many ecosystems.

Place
Understanding the visual, cultural, social and environmental aspects of different places around the world.

Comparison
Understanding how and why things are the same or different.

Significance
Understanding why significant people, places, events and inventions matter.
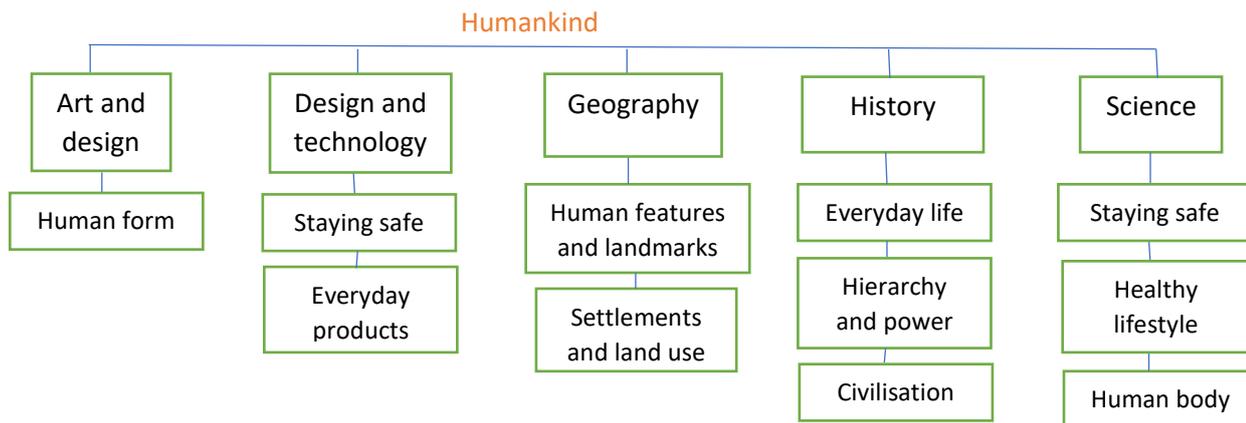
Understanding why and how things have changed over time.

Tier 2 - Subjects

Art and design – Design and technology - Geography – History – Science.

Our curriculum uses the terms 'aspects' and 'concepts'. An aspect is a particular part or feature of a subject, and a concept is an abstract idea within a subject.
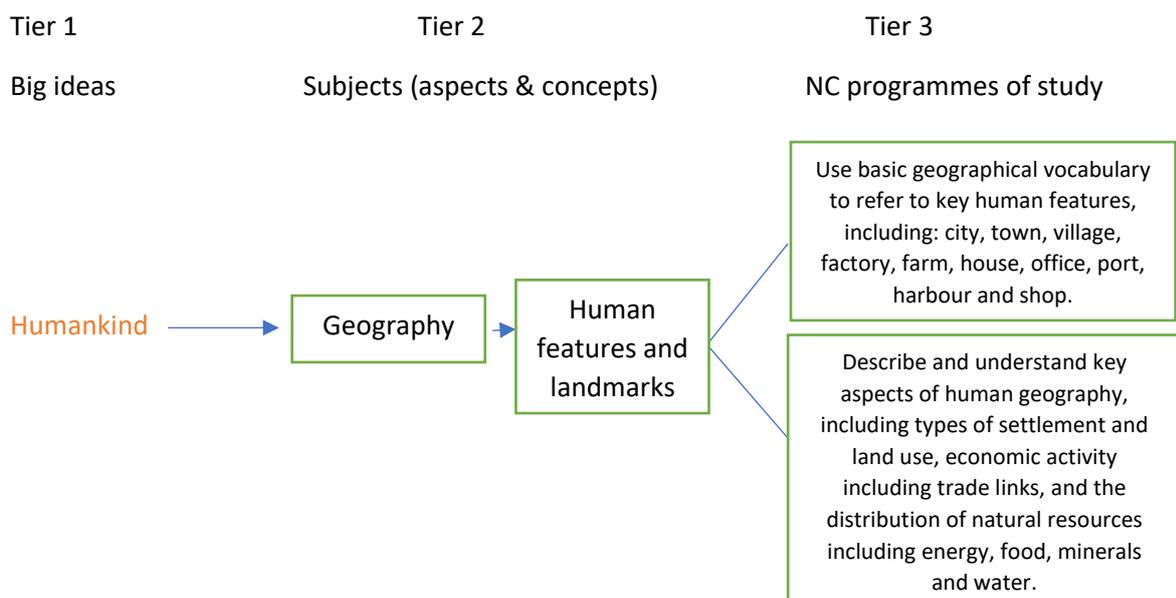For example, the diagram below shows how the Big Idea of Humankind is linked to each subject via its aspects and concepts.

Humankind

Art and design	Design and technology	Geography	History	Science
Human form	Staying safe	Human features and landmarks	Everyday life	Staying safe
	Everyday products	Settlements and land use	Hierarchy and power	Healthy lifestyle
			Civilisation	Human body

Tier 3 - National curriculum Programmes of study

To ensure coverage of the national curriculum, each subject aspect or concept is then matched to the relevant programmes of study. Across the curriculum, there is full coverage of the programmes of study for art and design, design and technology, geography, history and science.

The diagram below shows an example of how Tier 2 leads into Tier 3.

Tier 1	Tier 2	Tier 3
Big ideas	Subjects (aspects & concepts)	NC programmes of study

Humankind → Geography → Human features and landmarks

Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
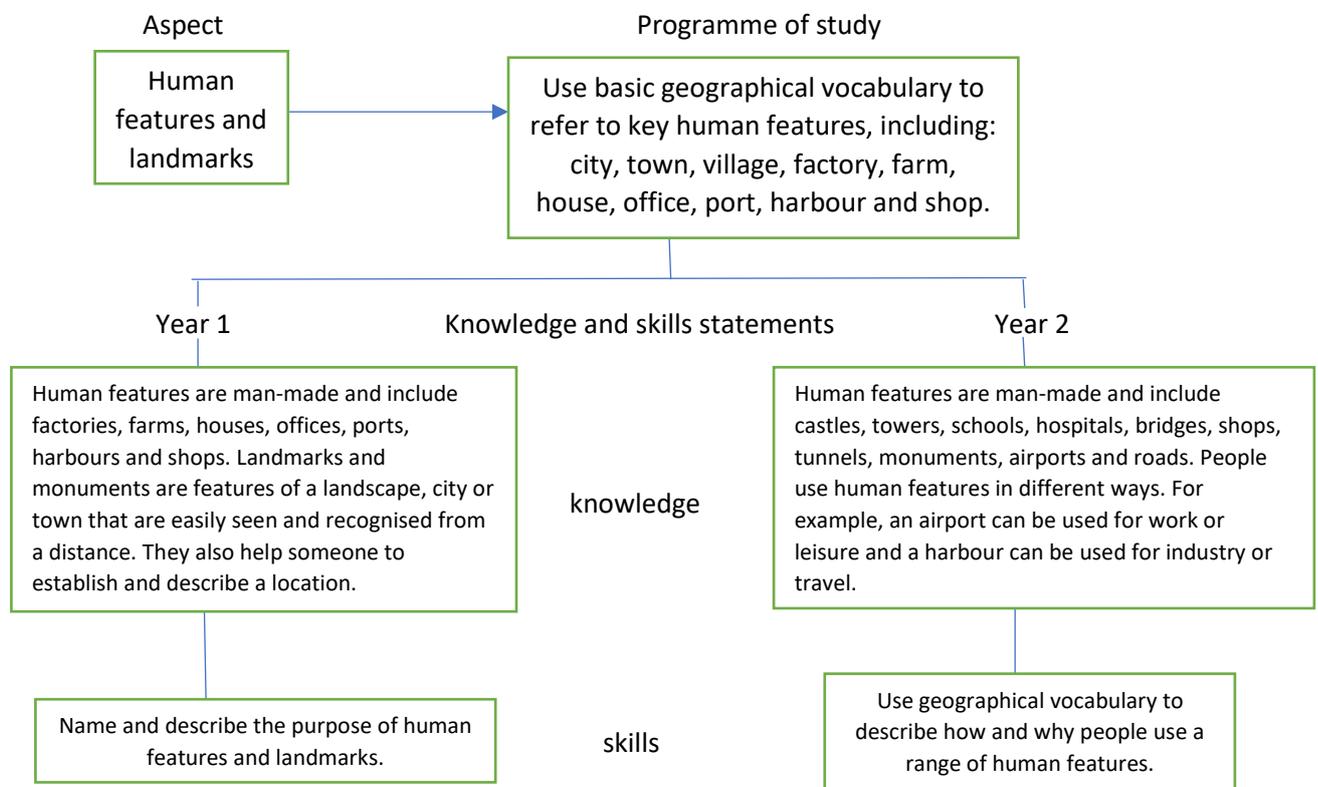
Tier 4 - Progression framework (Knowledge and skills statements)

In Tier 4, programmes of study, aspects and concepts are broken down into smaller component parts or 'chunks' to form a cohesive progression framework. The progression framework runs from Nursery to Year 6 and includes knowledge and skills that children need to know and be able to do in order to make progress through the curriculum.

Component part	Definition
knowledge	*Specific facts or truth components that include substantive and declarative statements.*
skills	*Application and use of composite knowledge. Skill statements will often contain implicit, procedural and disciplinary knowledge.*

The diagram below shows how a programme of study is broken down further into knowledge and skills statements for the aspect of Human features and landmarks in geography.

Aspect

Programme of study

Human features and landmarks

Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Year 1   Knowledge and skills statements   Year 2

Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.

knowledge

Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.

Name and describe the purpose of human features and landmarks.

skills

Use geographical vocabulary to describe how and why people use a range of human features.

Sequencing of subject content

In the Cornerstones curriculum, the national curriculum content is organised into projects. We have used these projects in our curriculum. Where the curriculum has been split into year groups, we have organised our content in the same way. For other subjects, decisions have been made about the placement of content based on subject schema and the interconnectivity between subjects.