

Together, in Jesus, we Love, Learn, Create and Celebrate!

ST. GREGORY'S CURRICULUM

FOR THE ST. GREGORY'S CHILD

Curriculum Showcase,
March 2025



St. Gregory's Curriculum

With Christ and our Catholic values at the centre, the St. Gregory's curriculum is built on the principle of **'powerful knowledge,'** which equips students with the best understanding of the natural and social worlds and helps them go beyond their individual experiences (Young, 2013).

Our vision is to provide a **well-sequenced, carefully designed, and ambitious curriculum** that is **accessible to all children**, thoughtfully organised to create **meaningful and engaging connections across subjects**. This approach encourages children to **think deeply and critically** about the fascinating content they encounter.

By teaching essential background knowledge, our aim is to inspire the next generation of learners, striving to equip them with the confidence to **take their next steps, form their own opinions, and develop a lifelong love for learning.**

Knowledge-Rich Curriculum

·Knowledge is valued and specified

·Knowledge is well-sequenced

·Knowledge is taught to be remembered

Curriculum Organisation

**Substantive
Concepts**

**Subject
Overviews**

**Topic
Rationale**

**Curriculum
Coverage**

**Knowledge
Overviews**

**Medium
and Short
Term Plans**

**Knowledge
Organisers**



St. Gregory's Catholic Primary School



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'Remember your history, your long and rich history. I am God, the only God you've had or ever will have - incomparable, irreplaceable. From the very beginning telling you what the ending will be, all along letting you in on what is going to happen, assuring you.'

Isaiah 46:9-10

HISTORY	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1		Discovering History		Kings, Queens, and Leaders		Parliament and Prime Ministers
Year 2		Romans in Britain		The Tudors		Powerful Voices
Year 3	Stone Age to the Iron Age	Ancient Egypt	The Anglo Saxons, Scots, and the Vikings		Law and Power (1154- 1272)	The Wars of the Roses
Year 4	Ancient Greece		Life in Ancient Rome	The Rise and Fall of Rome	The Stuarts	
Year 5	Baghdad c.900 CE	The Early British Empire	The French Revolution	The Transatlantic Slave Trade	The Industrial Revolution	The Victorian Age
Year 6	World War I	The Suffragettes	The Rise of Hitler and World War II	World War II and the Holocaust	The Cold War	The History of Human Rights



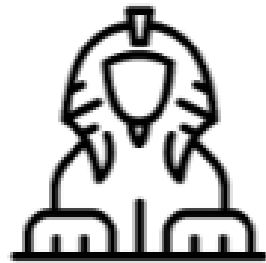
St. Gregory's Catholic Primary School

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This is an overview of the key knowledge children will accumulate as they progress in History at St. Gregory's. Further steps in knowledge acquisition, as well as links between topics and knowledge, can be found in our Medium-Term Plans, Unit Rationales and Knowledge Organisers.

Substantive Concepts in History

Ancestry, Monarchy, Law, Tax, Parliament, Religion, Civil War, Power, Democracy, Civilisation, Empire, Invasion, Conquer, Rebellion, Protest, Civil Rights, Equality, Society, Migration, Hierarchy, Trade, Conflict, Settlement, Church, Government, War, Dynasty, Alliance, Social Hierarchy, Slavery, Resistance, Revolt, Urbanisation, Industrialisation, Imperialism, Poverty, Propaganda, Patriotism, Nationalism, Feminism, Suffrage, Warfare, Dictatorship, Refugee, Racism, Race

Substantive Concepts and Disciplinary Knowledge in History

Substantive concepts have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts from year to year, unit to unit, supporting children in making connections and building upon prior substantive and disciplinary knowledge. Substantive concepts and disciplinary knowledge are explored in every unit, and children are supported to think outside of their current unit of work and apply these concepts across the curriculum.

Substantive (Key) Knowledge in History

The knowledge of historical events, dates and people in the past, with each topic a chapter in the story of the history of Britain and the wider world. In this sense, the chronological approach provides a solid framework, anchoring each unit within a wider narrative.

Disciplinary Knowledge in History

Chronological Knowledge/Understanding
Causation
Historical Interpretations
Consequence

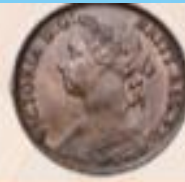
Sources And Evidence
Continuity & Change
Historical Terms (Vocabulary)

Historical Significance
Similarities & Differences
Enquiry/Communicating Ideas

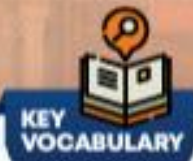
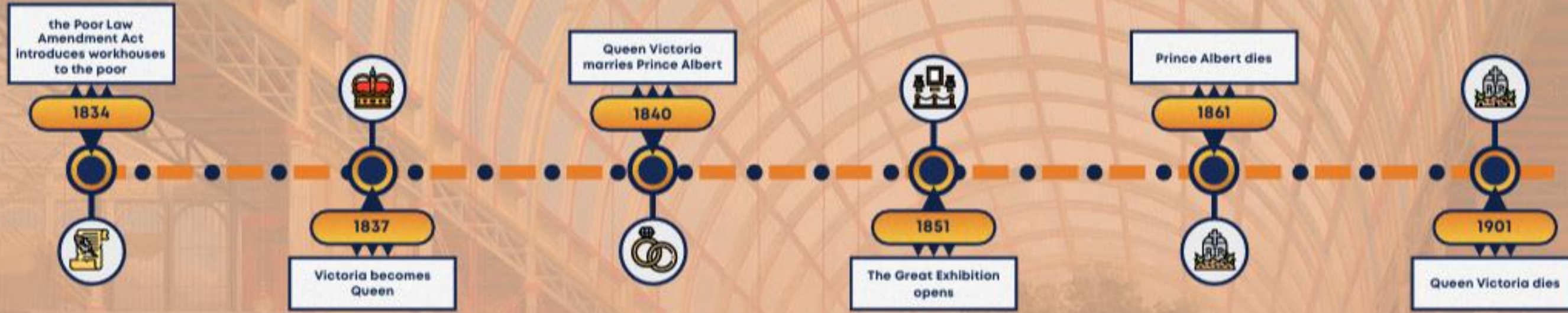
EYFS – Reception Class Summary of History

<u>Reception Class</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>All About Me</u>	<u>Transport: Past and Present</u>	<u>Space</u>	<u>Growing and Changing</u>	<u>Kings and Queens</u>	<u>Stories from the Past</u>
<u>Understanding the World</u>	My past, present, future and that of others including characters from stories	George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history	People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched	Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.	The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey	Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon
<u>Past and Present</u>	Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?	Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey				

Year Group	Knowledge and Skills	Substantive Knowledge	Disciplinary Knowledge	Assessment Outcome
<u>Year 6</u>	<p><u>World War I</u> To know the causes of World War One. To understand that WWI was fought on land, at sea and in the air. To understand what life was like for soldiers on the Western Front. To know what life was like on the Home Front. To begin to understand some of the consequences of the First World War.</p>	Empire, war, propaganda, imperialism, patriotism, nationalism, invasion, and democracy	Causation similarities & differences continuity and change sources & evidence	To understand some causes and consequences of World War I and how the war was fought and impacted life on the Home Front.
	<p><u>The Suffragettes</u> To understand that in the past, British democracy only included a small number of people. To know the National Union of Women's Suffrage Societies (NUWSS) campaigned for equal voting rights for women. To know the Women's Social and Political Union (WSPU) was a more radical suffrage society that campaigned on behalf of all women. To know that some people, including women, in the early 20th century opposed women's suffrage. To understand that Parliament finally granted women's suffrage in 1918 (to some women) and 1928 (all women over 21).</p>	feminism, suffrage, equality and democracy	sources & evidence similarities & differences	To give examples of people who campaigned for women's suffrage, understanding and explaining reasons why
	<p><u>The Rise and Fall of Hitler and World War II</u> To know that, after World War I (WWI), many German people were unhappy with the armistice and the Treaty of Versailles. To know that, after World War 1, Adolf Hitler became leader of the Nazi Party in Germany. To know that the Nazi party controlled many aspects of life in Germany. To know that Kristallnacht (or Night of the Broken Glass) saw Jewish homes, businesses and synagogues attacked, people killed, and thousands sent to concentration camps. To know that World War II (WWII) began when Germany invaded Poland in 1939.</p>	nationalism, invasion, dictatorship, refugee and racism	Causation sources & evidence	To explain factors that led to the outbreak of WWII by 1939.
	<p><u>World War II and the Holocaust</u> To know when and where World War II took place and who it was fought between. To know what happened during the Battle of Britain and the Blitz. To understand the significant role that Bletchley Park played in helping the Allied Powers win the war. To know the Holocaust was a time during WW2 when millions of people were killed</p>	empire, conflict, invasion, warfare, nationalism, propaganda and genocide	historical significance similarity and difference causation	To give examples of different ways people in Britain helped support the allies win the war.



The Victorians



Victorian Age

the **period of Queen Victoria's reign**, from 20 June 1837 until her death on 22 January 1901

Industrial Revolution

the Industrial Revolution began in the 18th century and describes the **move from hand manufacturing** and human or animal power, to machinery

urbanisation

industrialisation caused people to move (migrate) from the countryside to **towns and cities**

slum

an **urban area where poor people lived** in cramped and dirty conditions

cholera

an **infectious disease** that causes severe vomiting and diarrhoea (caused by **dirty water**)

workhouse

a place where **poor people were sent to live and work**: they were like prisons, and people were treated very badly

The Great Exhibition

an **international exhibition that was held at Crystal Palace** to showcase industrial and technological advances from around the world

Queen Victoria

reign 1837-1901 (ruled for almost 64 years)



Prince Albert

a German prince married to Queen Victoria in 1840





Useful Links ▾



searches based on the inform

St. Gregory's Curriculum

PSHE

EYFS

English

Maths

Religious Education

Geography

PE

Music

Computing

Teaching & Learning

Knowledge Organisers

Assessment

Phonics & Reading

Science

History

Art

Design and Technology

Spanish

Cultural Capital

Early Years	Autumn 1	Autumn 2	Spring
Nursery	All About Me	Journeys	Dino
Reception	All About Me	Transport: Past and Present	Sp

Prior Learning

Activate & Assess.

Enable children to think deeply about learning from last lesson, term, year, key stage.

Make explicit links to concepts.

Vocabulary

Explicitly teach and orally rehearse vocabulary.

Explicit Teaching

Direct instruction - not leaving learning to chance.

Being very specific on exactly what it is you want the children to know and remember.

Talk Task

Children to discuss.

Prompting thought about the specific knowledge.

Sentence Stems.

Checking for understanding

Task

Show understanding and deepen thinking.

Equity.

Scaffold to set up for high success rate.

Performance vs learning

Plenary

Refocus on core knowledge

Check for understanding, elicit misconceptions and address errors

Think deeply about core knowledge



St. Gregory's Curriculum Intent: Within the St. Gregory's school community, the **children** in our care are **at the heart** of everything we do. Every pupil is recognised as a **unique** individual, with their differences celebrated, developing a sense of **self and belonging**. Each child should leave St. Gregory's **knowing God's love and being able to show God's love**. We believe that all children are unique and must be encouraged to **develop talents and be celebrated** for the special gifts that they possess. Each day, we encourage our children to **work hard, have a positive mind-set, have the confidence to make mistakes, persevere and to not give up**; the St. Gregory's child is a happy child, ready to take the next steps in their education journey. Through a **carefully selected and meticulously specified curriculum**, we intend for our pupils to develop both **cognitively and creatively**: to recognise and **connect with prior learning**; to develop **communicative and interpersonal skills**, build **resilience** and become **creative, critical thinkers**; to become **autonomous in learning**; to experience a variety of **quality, first-hand curriculum-enhancing and life-enriching opportunities**. We intend to provide a **continually improving academic curriculum** that responds to findings from **pupil feedback** and **school data** to ensure it is **bespoke** to our needs and **reflects the ever-changing world, locally and globally**. To **prepare** our children to be the **challengers and changers of the modern world**.

St. Gregory's Curriculum Implementation:

We implement a **knowledge-based** curriculum, where acquisition of knowledge is central and **skill development** is a by-product. **Development of memory; vocabulary & oracy skills; knowledge acquisition & skill-development opportunities; first-hand experiences, inside & outside of the classroom; embracing richness of our locality; raising aspirations.**

Scheduling

Daily: Maths, English (inc. Phonics, Spelling & Reading) & Worship
Weekly: RE, PE, Science, PSHE (Fullness of Life), Music, History, Geography & Art (MFL at KS2)

Blocked: Art, Design Technology, & Computing

Lesson Structure

- Prior Learning** Of prior learning, whether it is last lesson, month or year.
- Vocabulary Instruction** Usually Tier 3 subject-specific, put into context & connections made where appropriate; etymology often explored.
- Explicit Teach** Teacher facilitates learning, making sense of taught vocab & knowledge, questioning & inspiring curiosity.
- Talk Task** Often developing speaking & listening strands, i.e. cognitive, social, exploratory or presentational talk. Exploring & consolidating learning, inspiring curiosity.
- Pupil Activity** Opportunity to further explore teaching through pupil task, making further sense of or apply learning. Often includes a 'Step for Depth'.
- Plenary** Opportunity to consolidate learning, or explore the learning in a different context; inspire thought.
- Reading** Incorporated and woven throughout every lesson, either from text or through 'reading classroom' approach

Barak Rosehine's
PRINCIPLES OF INSTRUCTION
 A thematic interpretation for teachers by Iain Sherrington
OLICAV

REVIEWING MATERIAL

1. Daily review
10. Weekly & monthly review

Reviewing is important to resurface prior learning; a powerful technique to build fluency & confidence.

QUESTIONING

3. Ask questions
6. Check for understanding

Ask more questions to more students in more depth. Process questions are needed: how we work things out, not just answers. Questioning is about feedback to teachers; checking understanding to perform corrective teaching or move learning on.

SEQUENCING CONCEPTS & MODELLING

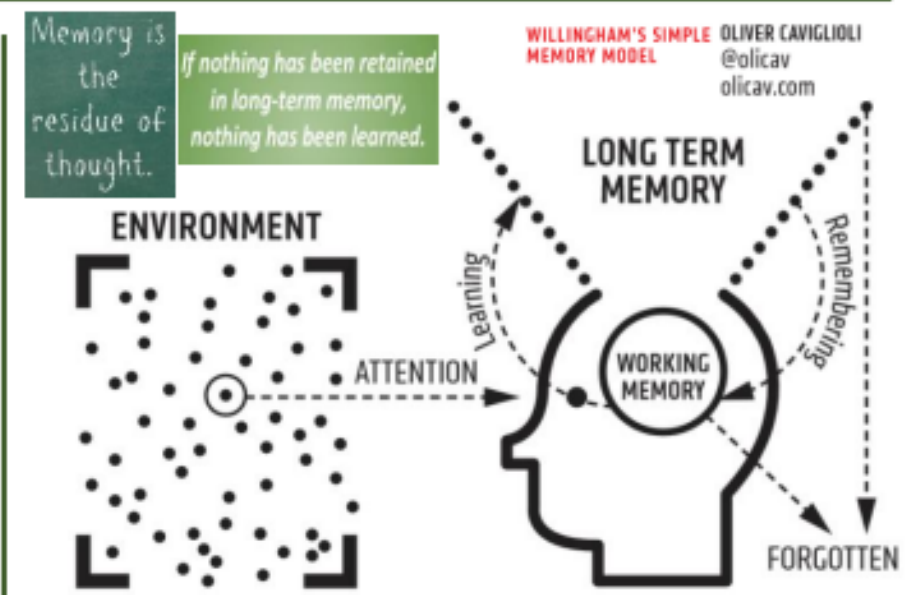
2. Present new material in small steps
4. Provide models
8. Provide scaffolds for difficult tasks

Break down to practise. Worked examples to reduce cognitive load. Mastery coaching through giving & gradually withdrawing scaffolds.

STAGES OF PRACTICE

5. Guided practice
7. Obtain a high success rate
9. Independent & monitored practice

Close supervision & feedback to build confidence. ...in questioning & practice. 80% success rate is optimum. Making time for students to do the things they've been taught, by themselves.



St. Gregory's Curriculum Assessment:
Holistic assessment: written tasks, oracy opportunities, creative outcomes & formal data. Regular low-stakes quizzing to retrieve & check retention or understanding. Key recommendations from expert organisations i.e. EEF: **redirecting or refocusing** either the teacher or learner actions to achieve a goal; to be **specific, accurate and clear**; to **encourage and support further effort**; to be **selective to enhance meaning**; to provide **specific guidance on how to improve**. Our pupil-led approach aims to **increase pupil autonomy**, so they become **active participants** in the marking & feedback (**feedforward**) process.

St. Gregory's Curriculum Impact:
 By the end of each unit of learning, the majority of pupils will have **sustained mastery of the content**: that is, they **show good recall and fluency or outcomes**; **some may show depth of understanding**, potentially through **application or demonstration of critical thinking, linking substantive knowledge**. Statutory EYFS and end of Key Stage **data**, for core subjects is available to view on the results page of our website. The impact of what we do and children's achievement cannot always be measured in numerical data, so we approach **reviewing impact holistically, considering the whole child**.

Thank You!

