

## 'Whitby Heath Way'



### *The story of our curriculum pathway*

At Whitby Heath Primary School, we have carefully designed a curriculum, which is broad and balanced. It has a richness of diverse experiences both inside and outside the classroom. It provides opportunities for children to build up their knowledge and key skills through sequenced learning and progression within and across subjects.

The 'Whitby Heath Way' is a carefully designed pathway that maps the learning of our children from EYFS to Year 6 and beyond. **Our curriculum takes our children on a creative journey of discovery. The curriculum is designed to enhance their knowledge, life-skills and understanding of the world. Through a text based approach we aim to empower children to be tolerant, kind and understanding towards others. We want our children to leave school with the confidence and passion to make a positive difference to the world.**

### Whole school curriculum titles

**Autumn 1:** Settlements and homes

**Autumn 2:** Inventions, changes and their legacy

**Spring 1:** Big decisions, big impact

**Spring 2:** Leaders make a difference

**Summer 1:** One world

**Summer 2:** Our future in our hands

### Enquiry questions:

At Whitby Heath, we are passionate about enquiry-led learning and have therefore been developing an enquiry-led curriculum with an emphasis on mastery of the subjects. This means that the children are following a line-of-enquiry in order to answer a specific question, for example under the curriculum title 'Settlements and homes, Year 3 ask: 'Who were the first people to settle in Britain?' Enquiries have a specific subject focus such as Geography or History but provide rich cross-curricular opportunities within them.

Each year group develops an enquiry question that links to our whole school focus. This enquiry question leads a half term's learning and is shared with parents and pupils as a learning journey.

Please see each year group's individual curriculum map on class pages for age specific enquiry questions.

## Autumn 1

Under our whole school Autumn 1 curriculum title 'settlements and homes', pupil learning starts locally; our schools grounds to be specific. We are fortunate to have access to a woodland area and learning outside of the classroom takes priority when planning. Year 1 children build on experiences in EYFS and explore their local area. Meanwhile Year 2 look further afield and discover significant world explorers, the contents and the world's seas. In Year 3 our children question 'Who were the first people to live in Britain?' as they study Stone Age to Iron Age. In Year 4 our children consider 'What did the ancient Greeks do for us?' whilst Year 5 consider 'How the Anglo Saxons and the Viking shape the Britain we have today. Our Year 6 children study our local area and the impact of the Industrial Revolution on Ellesmere Port.

## Autumn 2

During the second half of autumn term, we then focus on significant individuals though history using our shared curriculum title 'significant people who have shaped the future'. In line with national curriculum expectations, it is important for our children to study the lives of significant individuals in the past who have contributed to national and international achievements, some of whom should be used to compare aspects of life in different periods." This includes the study of Christopher Columbus, Amelia Earhart, early stone age farmers, ancient Greece, Vikings, Homes and Brunel and we consider how these significant individuals in history shaped the future and how some still impact how we still live today. Please see class pages to see the significant people studied in each year group.

## Spring 1

In Spring term, our children build on autumn term learning and consider 'people and the impact of the decisions they make' this is through our curriculum title big decisions and big choices. This pathway begins in EYFS where our school rules and action are now embedded and pupils are developing a string sense of right and wrong and the impact of personal actions and responsibility. Through the study of traditional tales, Year 1 children explore the actions of traditional characters such as the big bad wolf and goldilocks. Further up the school history leads much of our learning. Children consider the choices of ancient civilisations. For example Year 3 begin by questioning why the Ancient Egyptians are considered the most famous of ancient civilisations whilst Year 4 look as the impact of the Roman Empire on Britain. How lucky we are to be so close to Chester and to witness this impact in our locality!

### **Spring 2:**

Our focus now shifts to leadership through our whole school title 'Leaders make a difference'. Here, we consider Queen Victoria, Egyptian Pharaohs and comparisons with the Shang Dynasty, Julia Cesar the leaders that led to the success and downfall of Mayan civilization, and in Year6, the WW1 and WW2 leaders. We challenge our children to critically explore the impact of leadership and how it has shaped events in the past and our future.

### **Summer 1:**

In the summer term our whole school learning develops to a focus on the earth and our global responsibility to protect it. Across this term we see a shift in to geographical knowledge and skills. We begin this term by finding out more about the world we live spanning from an in-depth study of 'geographical regions of the UK identifying physical and human characteristics' in Year 3 to 'tropics, time zones and vegetation belts in South America in Year 6.

### **Summer 2:**

Our yearly learning pathway concludes in summer 2 as we consider our shared responsibility to protect the planet - 'Our world in our hands'. During this half term's learning, we explore sustainability, conservation , endangered living things locally and globally, distribution of natural resources and places of global significance.

Our Whitby Heath Way has been crafted by sequencing learning experiences to allow our learners to dive deeper to acquire knowledge and be able to transfer their skills for learning progressively. We have a focus on outcomes that demonstrate pupils build on prior learning, deepen their knowledge, have a sound understanding and are well prepared for their next steps in learning.