



Curriculum Rationale

We believe that children deserve a sequenced, broad and balanced curriculum that enables them to develop a deep understanding of all subjects and the interconnections between them.

The rationale for our curriculum takes the form of 10 big ideas (broad, transferable macro-concepts) that provide a purpose for the aspects, skills, knowledge and contexts chosen to form the substance of the curriculum.

These big ideas form a series of multi-dimensional interconnected threads across our curriculum, allowing children to encounter and revisit their learning through a variety of subject lenses. Over time, these encounters help children to build conceptual frameworks that will enable a better understanding of increasingly sophisticated information and ideas.



Humankind

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

This big idea invites children to find out what it means to be human, including the workings of human anatomy and how to keep safe. They explore ways that the human race is interconnected and explore the human experience and identities through a range of subject lenses. They discover the cause and effect of human behaviour and develop an understanding of the relationships between individuals, societies, faiths and communities. Through this big idea, children discover the ancient secrets of past civilisations and see the multitude of ways in which they influence modern-day life.



Creativity

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

This big idea invites children to discover the place of everyday and exceptional creativity, including the qualities of persistence, determination, originality and resilience that form the basis of the creative process. They explore different ways in which their ideas and imaginings can be realised and communicated, and pursue enquiry by asking questions and finding connections between seemingly separate ideas. Through this big idea, children develop an appreciation of the importance of experimentation, trial and error, original thought and self-expression.



Processes

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

This big idea invites children to find out about the diverse and dynamic physical processes that are present in, and have a significant impact on, places, the environment and the world around them. They explore the physics of force and movement and investigate the phenomena of electricity, light and sound. Through this big idea, children discover how physical processes such as weather and erosion can transform a place or landscape.



Investigation

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

This big idea invites children to be curious and search for answers in response to original, familiar and more complex questions. They explore ways to create hypotheses, gather evidence and begin to evaluate data. They experiment with different ways to present information and ideas and make informed choices to solve problems. Through this big idea, children start to think critically, make meaningful connections and reflect thoughtfully on evidence and ideas.



Materials

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

This big idea invites children to explore the properties of all matter, including that which is living and nonliving. It explores how materials are both formed and change. Through this big idea, children develop an understanding of the uses of materials and their unique, physical properties that make them fit for purpose.



Place and space

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

This big idea invites children to explore the visual, cultural, social, and environmental aspects of places in their locality and the wider world. They examine how human activity and social interactions shape places and enable them to discover the unique identities and features of towns, cities, countries and continents. Through this big idea, children develop an appreciation of both the natural and urban landscape and begin to understand the bond between people and place or setting.



Significance

Understanding why significant people, places, events and inventions matter.

This big idea invites children to explore the importance of significant people, places, events and inventions. They examine why things are meaningful to some and not to others, based on their values, beliefs and experiences. Through this big idea, children develop an understanding of key people, places, events and inventions that have changed their everyday lives and the world at large.



Nature

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

This big idea invites children to find out about the diverse natural environments of the world and the plethora of species, both plant and animal, that live in them. They explore the characteristics and features of a range of habitats and study how living things interact within them. They examine the effects of economic and technological development on the natural world and consider the impact of human actions. Through this big idea, children discover the conditions needed for living things to thrive and survive.



Comparison

Understanding how and why things are the same or different.

This big idea invites children to compare ways that things are the same or different. They identify simple and more complex patterns and make connections. Through this big idea, children develop an understanding of different ways to represent data using classification systems, comparison tables or charts and hierarchical taxonomies.



Change

Understanding why and how things have changed over time.

This big idea invites children to find out about the causes and consequences of change and evolution. They investigate and explore how events unfold and develop an understanding of timelines and chronology. Through this big idea, children begin to make meaningful connections between past, present and future and begin to appreciate the unique position of their place in time.

For more details about our curriculum, please read our curriculum design document ([press link](#))