Wolsey House Primary School

(Curriculum Policy)

Policy date: 09.11.2026

Policy review date: 09.11.2027

Wolsey House Primary School Curriculum Policy

Vision and Purpose

At Wolsey House Primary School, our curriculum is designed to inspire curiosity, nurture a love of learning, and equip children with the knowledge and skills needed to succeed in life. Our curriculum is inclusive, ambitious and carefully structured to ensure that all children make sustained progress through a rich and engaging learning journey whilst upholding the values of, '*Together we grow, achieve and thrive.*'

Our school is rooted in the strong foundations of our six core values: Aspiration, Co-operation, Honesty, Resilience, Respect and Responsibility. These are embedded into everyday life at Wolsey House; reflecting the adults of tomorrow we are enthused to develop.

We inspire our children to aspire—to believe in themselves, aim high and be proud of their achievements. **To believe it could be them.** Through co-operation, we foster teamwork, friendship and a sense of belonging. **To believe they are worthy.** We value honesty, building trust and integrity in everything we do. **To believe they have a voice.**

We help our pupils develop resilience, encouraging them to persevere and grow from challenges. **To believe they can.** We promote respect for ourselves, each other and the world around us, celebrating the diversity and individuality of every member of our school community. **To believe they belong.** We teach responsibility, empowering children to take ownership of their actions, learning and role in shaping a positive future. **To believe it is theirs.**

Through our spiral curriculum, trips, visits and a wide range of experiences, we embed these values across all areas of school life, making learning meaningful, exciting and long lasting.

Together, by living our values every day, in lessons, in corridors and in the outside world, we empower children to become confident, compassionate and capable individuals, ready to embrace life and make a difference in the world they live in.

We are committed to providing a curriculum that builds on substantive knowledge (the established facts, concepts, and information of each subject) and disciplinary knowledge (the ways in which children think, question and apply their understanding within a subject).

Through our spiral curriculum, children become independent learners, articulate thinkers and responsible citizens with the confidence to make a difference to the world they live in.

Curriculum Drivers

Our curriculum is underpinned by three key drivers:

1. **Science** – developing curiosity, problem-solving skills and an understanding of the natural world.
2. **History** – learning from the past, exploring human experiences and developing chronological awareness.
3. **Geography** – fostering an understanding of place, space and environmental responsibility.

These drivers shape our curriculum design, ensuring depth, breadth and coherence across subjects, where meaningful.

Curriculum Design: The Spiral Curriculum

We adopt a spiral curriculum model to ensure progression across all subjects. Within each subject, specific progression strands have been identified. Knowledge and skills are revisited, built upon and deepened over time so that children:

- Revisit and refine previously learned concepts through the identification of the progression strands.
- Make links across topics and subjects to strengthen their retention and recall, where meaningful to avoid tenuous links.
- Move from concrete knowledge to more abstract and complex understanding, allowing multi-faceted application across different subjects.

Progression Across Subjects: Curriculum Narrative

Science – Understanding Living Things and Their Habitats

Children begin their journey in Science in **Reception**, where they explore the Big Question: **"Where do animals live?"** Through observation and discussion, they begin to understand that animals live in different places suited to their needs.
In **Key Stage 1**, this understanding develops as pupils explore the question: **"What different habitats are there and what lives in each one?"** They begin to identify how animals are suited to different environments and recognise that changes in those environments can affect living things, explored further through the question: **"Who lives in a place like this?"**
Moving into **Lower Key Stage 2**, children build on this knowledge by observing, comparing, and beginning to classify animals through local studies, answering the question: **"Who lives in our Forest School?"**
By **Upper Key Stage 2**, pupils use their skills to classify animals in greater detail and consider broader ecological implications, consolidating their understanding of biodiversity, adaptation, and environmental impact.

History – Developing Chronological Understanding and Historical Contexts

In **Reception**, children are introduced to the concept of the past by exploring the question: **"Where did all the dinosaurs go?"** This encourages curiosity about events beyond living memory and introduces the concept of historical time.
In **Key Stage 1**, children deepen their understanding of British history through significant events, such as the Great Fire of London, investigated through the question: **"What was the Great Fire of London?"**
In **Lower Key Stage 2**, pupils expand their perspective to consider the impact of global civilisations on Britain, through studies such as the Romans, using the question: **"What did the Romans do for us?"**
This progression continues into **Upper Key Stage 2**, where children explore world history and non-European civilisations, answering the question: **"Why was Baghdad so important?"** This culminates in a broader understanding of global influences, trade, culture and legacy.

Geography – Developing Mapping Skills and Spatial Awareness

In **Key Stage 1**, children begin developing their geographical skills by using simple maps and recognising familiar features to answer the question: **"What can maps tell us about our local area and the world around us?"**
In **Lower Key Stage 2**, pupils extend their knowledge beyond the local area to consider broader spatial contexts, including countries in Europe, guided by the question: **"Where in the world are we?"**
By **Upper Key Stage 2**, children are able to interpret increasingly complex maps using four- and six-figure grid references and other geographical tools to answer: **"Where are we?"** This progression enables them to locate, describe and analyse physical and human features with growing precision and independence.

Knowledge Organisers and Mind Maps

Every unit of work is introduced and supported with Knowledge Organisers which contain:

- The Big Question (end point composite outcome).
- Key learning intentions (components) that build towards answering the Big Question.
- Subject-specific vocabulary and sticky words (core concepts and tiered vocabulary).

Children also use two-page mind maps throughout each topic to:

- Record prior knowledge and new learning.
- Strengthen knowledge recall and retrieval.
- Develop articulation and subject-specific language.
- Make meaningful connections across subjects to improve the children's retention and recall.

- ## Assessment for Learning

Assessment is central to our curriculum. It ensures children's progress is monitored, misconceptions are addressed, and teaching is responsive. This means adaptations take place, when necessary, rather ceilings being placed on children:

- **Pre-assessments**: Conducted at the start of each topic to establish prior knowledge and inform planning. This can be undertaken in multiple ways: retrieval clock, blooket assessment, low-stakes quizzes and games.
- **AfL**: Used to measure the progress of children and their learning throughout sessions, which is assessed against the LI through a Likert scale.
- **Tools that we use:** Blooket quizzes and retrieval clocks are used to support retrieval practice, develop fluency and encourage engagement.

Teachers also use questioning, observation, pupil voice and work scrutiny to assess disciplinary knowledge and substantive understanding of the children at Wolsey House Primary School.

Progression and Monitoring

Progression is mapped across all subjects, ensuring that children revisit, consolidate, and extend knowledge and skills. Subject leaders monitor progression strands to ensure:

- Consistency across year groups.
- Alignment with national curriculum expectations.
- High expectations and challenge for all pupils.

Impact

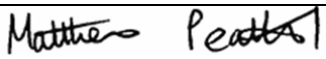
The impact of our curriculum is seen in children who are:

- Knowledgeable and articulate, able to recall and explain what they have learned. **To believe they belong.**
- Critical thinkers who can question, compare and connect meaningful ideas across subjects. **To believe they can.**
- Prepared for the next stage of their education with a secure foundation of substantive and disciplinary knowledge across all subjects. **To believe it could be them.**

We celebrate the progress of all learners, with particular focus on their ability to talk confidently about their learning, make connections and apply their knowledge to real-world contexts. Monitoring this and the ability to articulate their knowledge and understanding is fundamental to the planning, delivery and assessment of our children and their curriculum. To provide '***Together we grow, achieve and thrive.'***

Review

This policy will be reviewed annually by senior leaders and subject leaders to ensure it continues to meet the needs of our learners and reflects best practice in curriculum design, ensuring that if reflects the statutory requirements, the demographics of our children and families and supports them in **shaping a positive future.**

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Policy Review Date:	September 2026			
Ratified by Governing Body and Headteacher:				
Chair of Governors: Matthew Peatfield				Date: 09.11.2026
Headteacher: Steve Powell				Date: 09.11.2026