



## CURRICULUM PLANNING GUIDE

### • INTENT (WHAT WE INTEND THE CHILDREN TO KNOW & BE ABLE TO DO)

| OVERALL KNOWLEDGE & SKILLS                                                                                                                                                          |                                                                                                                                   |                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Thinking &amp; Learning Skills</b><br><b>(applied to all areas of learning)</b><br>e.g. Be resilient, Be Independent,<br>Be Ambitious, Be Knowledgeable,<br>Be Adventurous, etc. | Subject Specific Knowledge & Skills                                                                                               |                                                                                                                                                                                                                 |
|                                                                                                                                                                                     | Knowledge                                                                                                                         | Skills                                                                                                                                                                                                          |
|                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>National Curriculum</li> <li>Curriculum Overviews</li> <li>Knowledge organisers</li> </ul> | <ul style="list-style-type: none"> <li>Scheme Skills Grids</li> <li>School Skills Progression</li> <li>Procedural Knowledge (skills through a sequence of lessons, within a subject – SOLO Taxonomy)</li> </ul> |

### • IMPLEMENTATION (HOW WE PLAN TO DELIVER THE INTENT)

| STEPS    | PLANNING: STEP-BY-STEP PROCESS                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |          |   |                  |                            |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------|---|------------------|----------------------------|
| <b>1</b> | STUDY CURRICULUM OVERVIEW<br>& RELEVANT NATIONAL CURRICULUM SECTIONS                                                                                                                                                                                                                                                                                                                                                                                                                          |   |          |   |                  |                            |
| <b>2</b> | PLAN THE OVERALL PROJECT:                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |          |   |                  |                            |
|          | Documents needed: Curriculum Overview, Project Plan, Concept Grid                                                                                                                                                                                                                                                                                                                                                                                                                             |   |          |   |                  |                            |
|          | Main Subject                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ➡ | Concepts | ➡ | Enquiry Question | ➡ Connections              |
| <b>3</b> | PLAN SPECIFIC SUBJECTS<br>(MTPs FOR GEOGRAPHY/HISTORY, ART/DT & SCIENCE)                                                                                                                                                                                                                                                                                                                                                                                                                      |   |          |   |                  |                            |
|          | Documents needed: National Curriculum, Curriculum Overview, Skills Progression, knowledge organisers (where appropriate), MTP template, Project Plan, SDGs poster                                                                                                                                                                                                                                                                                                                             |   |          |   |                  |                            |
|          | National Curriculum Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ➡ | Concepts | ➡ | Enquiry Question | ➡ Catholic Social Teaching |
|          | <div style="display: flex; justify-content: space-between; align-items: center;"> <div>Plan sequence of lessons/<br/>learning opportunities<br/>(‘How’ section)</div> <div>           Select subject-specific<br/>knowledge &amp; skills         </div> <div>Use procedural knowledge (SOLO Taxonomy) to build<br/>sequence of learning</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div>←</div> <div>←</div> <div>↓</div> <div>↓</div> </div> |   |          |   |                  |                            |

### • IMPACT : WHAT IMPACT HAS THE INTENT AND IMPLEMENTATION HAD ON CHILDREN'S DEVELOPMENT?