



## St. Cuthbert's Curriculum Mapping

**Whole School Vision** The curriculum at St. Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens, who fulfil our Catholic Mission to bring about the Common Good.

**Specialisms Vision** The specialisms at St. Cuthbert's offer an enriching experience where individual passions are discovered and nurtured within a culture of excellence.

**Art Vision** is to instil enthusiasm, appreciation and love of the visual arts. In addition, the aim is to enrich their awareness and therefore respect for the diverse ways in which individuals express themselves. This will in turn equip students to be better contextually informed to begin the process of finding routes to expressing themselves creatively in visual form.



Careers



Skills for Life



Enrichment



Cultural Capital





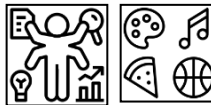


Catholic Mission



Preparing for life in Modern Britain







Literate and articulate

		Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
Year 7	<b>Theme</b>	Natural World and Natural Forms 	Artist Research and Appreciation 	Mosaic Design 
	<b>Knowledge/ Skills</b>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Shading techniques identified and learned.</li> <li>• Blending smooth tonal transitions practiced regularly.</li> <li>• Sketching light marks and gestures practiced with correct pencil grips.</li> <li>• Proportion and scale applied in observational drawings.</li> <li>• Texture explored in natural forms drawing.</li> <li>• Colour theory colour wheel explored and applied in relation to observational study.</li> <li>• Colour mixing knowledge developed in relation to accurate colour studies.</li> <li>• First/second hand difference and difficulties explored in the drawing of various natural forms in 2D/3D.</li> </ul>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Composition understanding and applying conventions of landscape and portrait and the rule of thirds.</li> <li>• Appreciation identifying the success and intentions of other artist's work.</li> <li>• Response – emulating the style/techniques of a selection of artist's work.</li> <li>• Discussion of the effectiveness of other artist's work.</li> </ul> 	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Composition – arranging designs to a give shape, considering the rule of thirds.</li> <li>• Development – working on a variety of ideas incorporating the artist research from previous term.</li> <li>• Design – creating a variety of designs toward a final outcome.</li> <li>• Selection – Developing critical self-reflection on success and strengths of designs.</li> <li>• Realisation –Seeing a design through to a consistent finished outcome.</li> </ul> 
















	Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
<b>Rationale</b>	<p><b>Previous links</b> NC statutory requirements at KS1/2 require students to learn mastery skills of the foundation elements of art, learn how use a sketchbook, learn about different mediums in art and learn different artists. The focus in the first term of Year 7 is to build on the foundation elements of art: Shading, sketching, use of the pencil and an understanding of shape, proportion and colour. Thus, this lays the foundation skills and knowledge so that everything beyond this point has a secure base to build from.</p> <p><b>Future links</b> In the spring term of Year 7 the curriculum is broadened to enable students to apply these foundation elements in order to analyse and emulate artist's work.</p> <p><b>Why</b> The knowledge and skills learnt and developed in this unit of work are the foundation for future units studied at KS3 and KS4.</p> <p>Students need a secure foundation in the elements of Art, linework, shading, colour, scale and proportion and basic observational skills in order to access and</p>	<p><b>Previous links</b> Students will revisit the foundation elements they have learned in autumn term Year 7 and apply them in a practical context to create an original response to the work of artists.</p> <p><b>Future Links</b> Students study of Hundertwasser and Gaudi forms the basis of an original response in summer term Year 7. Students will apply their learning of the conventions of landscape and mosaic skills to create an original interpretation in summer term Year 7. This creates a foundation for the knowledge and skills students require to create their KS4 portfolio.</p> <p><b>Why</b> The knowledge and skills learnt and developed in this unit of work are the foundation for future units studied at KS3 and KS4.</p> <p>Students need a secure foundation in artist appreciation, both discussion and emulation are skills needed in order to access and develop their understanding of future learning in other styles of art.</p>	<p><b>Previous links</b> Students will apply their knowledge from research conducted in spring term Year 7; this will provide context and a reference point to ideas and composition developed this term.</p> <p><b>Future Links</b> Year 8 will increase the breadth of focus for students who will then learn about different cultures, styles and belief systems and discussion around other artist's work will provide the language and appreciation necessary to fully engage in different motives of art from around the world.</p> <p><b>Why</b> The knowledge and skills learnt and developed in this unit of work further explore the techniques and knowledge of terms 1 and 2, but also further develop upon pupil's ability to express their own designs in response to previously studied artist's work.</p> <p>Students experience a breadth of learning, including knowledge of use of</p>

		Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
		<p>develop their understanding of future learning in other styles of art.</p> <p>Students experience a breadth of learning, including knowledge of sketching techniques, use of colour theory, texture, composition and lighting in order to secure transferrable skills, which will be revisited, developed and embedded to develop students as an artist in future units of work.</p>	<p>Students experience a breadth of learning, including knowledge of use of colour theory, texture, composition, art styles and art history in order to secure transferrable skills, which will be revisited, developed and embedded to develop students as an artist in future units of work.</p>	<p>colour theory, texture, composition, art styles and design approaches in order to secure transferrable skills, which will be revisited, developed and embedded to develop students as an artist in future units of work.</p>
Year 8	<b>Theme</b>	<p>Traditional Cultural Art</p>	<p>Identity Art</p>	<p>Human face</p>
	<b>Knowledge /Skills</b>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Appreciation of different cultures and beliefs.</li> <li>• Pattern and symmetry are considered and practiced as skills.</li> </ul>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Composition within original designs are developed.</li> </ul>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Proportion of the facial features in relation to each other</li> <li>• Appreciation of the work of artist's who understand how to accurately create portraits.</li> </ul>

		Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
		<ul style="list-style-type: none"> <li>• Colour Schemes are discussed and selected for visual impact.</li> <li>• Response -Create work in response to the studied cultures.</li> <li>• Discussion around their own culture and aspects of others.</li> <li>• Respect for the way of life and beliefs of others.</li> </ul>  	<ul style="list-style-type: none"> <li>• Appreciation of student's own identity in relation to each other and other cultures.</li> <li>• Discussion around how culture is part of their lives and how respect for difference is important.</li> </ul>  	<ul style="list-style-type: none"> <li>• Scale of different aspects of the face.</li> </ul>
<b>Rationale</b>	<p><b>Previous links</b> Artist research in Year 7 will have enabled students to consider and discuss the different beliefs and approaches to art generally and give them an understanding of how individual artists express their perspective.</p> <p><b>Future Links</b> The appreciation of different identities behind the art appearances and styles in this topic will enable students to apply this learning when they begin to explore their own identity and formulate a visual language around this.</p>	<p><b>Previous links</b> Students revisit the foundation elements they learnt in Year 7 and begin to apply them to different contexts to create a broad curriculum experience. In the spring term students are given more artistic freedom to use their imagination and creativity as they become more experienced.</p> <p><b>Future Links</b> The theme of identity is carried through the summer term in Year 8 where students create a self-portrait. The foundation elements of art learned in Year 7/8 will be applied in more depth in term 3.</p>	<p><b>Previous links</b> The theme of identity which was explored in spring term of Year 8 is expanded upon this term. The foundation elements of art learned in Year 7/8 will be applied in more depth in this term.</p> <p><b>Future Links</b> Students learning on the theme of identity forms the foundation to enable them to understand the link between identity and individual belief which is explored in autumn term Year 9.</p>	



	Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
	<p><b><u>Why</u></b> The knowledge and skills learnt and developed in this unit build upon the foundations established in year 7 and further prepare students for future units studied at KS3 and KS4.</p> <p>Students need a secure foundation in the elements of Art, linework, shading/tone, colour, pattern, scale and proportion and basic observational skills, plus cultural contexts in order to access and develop their understanding of future learning in other styles of art.</p> <p>Students experience a breadth of learning, including knowledge of colour, tone, composition, pattern, cultural context and belief systems in order to secure transferrable skills, which will be revisited, developed and embedded to develop students as an artist in future units of work.</p>	<p><b><u>Why</u></b> The knowledge and skills learnt and developed in this unit further build upon the foundations established in Year 7 and Year 8 term 1, to further prepare students for future units studied at KS3 and KS4.</p> <p>Students need a secure foundation in the elements of Art, linework, shading/tone, colour, pattern, scale and proportion and basic observational skills, plus reflective and individual expression in order to access and develop their understanding of future learning in other styles of art.</p> <p>Students experience a breadth of learning, including knowledge of use of colour theory, texture, collage, composition and design in order to secure transferrable skills, which will be revisited, developed and embedded to develop students as an artist in future units of work.</p>	<p><b><u>Why</u></b> The knowledge and skills learnt and developed in this unit further build upon the foundations established in Year 7 and further prepare students for future units studied at KS3 and KS4.</p> <p>Students need a secure foundation in the elements of Art, linework, shading/tone, scale facial proportions and basic observational skills in order to access and develop their understanding of future learning in other styles of art.</p> <p>Students experience a breadth of learning, including knowledge of composition and proportion structures, texture, lighting and tone in order to secure transferrable skills, which will be revisited, developed and embedded to develop students as an artist in future units of work.</p>




		Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
Year 9	<b>Theme</b>	Conceptual Artists Research  	Conceptual Art Design Development   	Statement Art final piece   
	<b>Knowledge /Skills</b>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Interpret the message and meanings in artist's work.</li> <li>• Appreciation identifying the success and intentions of other artist's work.</li> <li>• Response – emulating the style/techniques of a selection of artist's work.</li> <li>• Discussion of the topics and themes stimulated by the selected work.</li> </ul> 	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Appreciation identifying the success and intentions of other artist's work.</li> <li>• Exploration of potential themes and personal connections to topics.</li> <li>• Encoding personal ideas and meanings in the form of visual.</li> <li>• Discussion of the effectiveness of other student's ideas and work.</li> <li>• Reflection on own ideas and the successes.</li> </ul>  	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Exploration of potential themes and personal connections to topics.</li> <li>• Encoding personal ideas and meanings in the form of visual.</li> <li>• Discussion of the effectiveness of other student's ideas and work.</li> <li>• Reflection on own ideas and the successes.</li> <li>• Realisation of personal intentions into a final outcome.</li> </ul>  
	<b>Rationale</b>	<p><b>Previous links</b> Previous learning around identity and culture will now create a platform to enable students to link the theme of identity to individual belief. Students then learn how artists explore</p>	<p><b>Previous links</b> to the studied artists and themes. The first terms reading and discussion of encoded meanings and intentions within purely visual language.</p>	<p><b>Previous links</b> to the development of ideas in term 2 are further developed here into the realisation of finished outcomes, that express their individual themes and messages, but also show</p>













	Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
	<p>cultural norms, beliefs and behaviours within their own work.</p> <p><b>Future Links</b> When creating original designs, there will be a focus on artist knowledge and links to specific styles and techniques.</p> <p><b>Why</b> This learning is expanding the breadth of skills and knowledge required for future learning at KS4. The term provides continued development of foundation drawing skills, discussion around concepts/meanings expressed within art and artist appreciation.</p> <p>Students need a secure foundation in the elements of Art, shading/tone, colour, pattern, scale and proportion and basic observational skills, plus decoding other artists meanings and intent in order to access and develop their understanding of future learning in other styles of art.</p> <p>Students experience a breadth of learning, including knowledge of colour, texture, tone and composition, plus encoding and decoding concepts in order to secure transferrable skills, which will</p>	<p><b>Future Links</b> to the further development of original ideas into a final outcome in term 3.</p> <p><b>Why</b> The knowledge and skills learnt and developed in this unit of work continue to embed a secure understanding of the elements of foundation drawing skills, discussion around concepts/meanings expressed within art and artist appreciation, plus students' creation of concept driven designs.</p> <p>Students need a secure foundation in the elements of Art, shading/tone, colour, pattern, scale and proportion and basic observational skills, decoding other artists meanings and intent, plus encoding of students' concepts/ideas in order to access and develop their understanding of future learning in other styles of art.</p> <p>Students experience a breadth of learning, including knowledge of colour, texture, tone and composition, design approaches, plus encoding and decoding concepts in order to secure transferrable</p>	<p>contextual understanding of other artist work studied in term 1 of Year 9.</p> <p><b>Future Links</b> to GCSE Art in terms of threading a personal, meaningful message into original designs and work. Year 10 will use the same steps of visual mind maps, artist studies and development of personal ideas through to a final outcome.</p> <p><b>Why</b> The knowledge and skills learnt and developed in this unit of work continue to deeply embed a secure understanding of the elements of foundation drawing skills, discussion around concepts/meanings expressed within art and artist appreciation, students creation of concept driven designs, plus reflection on success skills, all needed for KS4 art.</p> <p>Students need a secure foundation in the elements of Art, shading/tone, colour, pattern, scale and proportion and basic observational skills, decoding other artists meanings and intent, plus encoding of students' concepts/ideas in order to access and develop their understanding of future learning in other styles of art.</p>














		Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
		be revisited, developed and embedded to develop students as an artist in KS4.	skills, which will be revisited, developed and embedded to develop students as an artist in KS4.	Students experience a breadth of learning, including knowledge of colour, texture, tone and composition, design approaches, encoding and decoding concepts, plus reflection and self-critique, in order to secure transferrable skills, which will be revisited, developed and embedded to develop students as an artist in KS4.
Year 10	<b>Theme</b>	<p>Natural World/Human Form Culture Research</p> 	<p>Artist Research and Media/Composition Experiments</p> 	<p>Portfolio Development, Design Ideas and Final Piece</p> 

		Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
	<b>Knowledge /Skills</b>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Investigation into a variety of visual forms, textures, light and tone etc. and subjects relevant to the given topics.</li> <li>Appreciation of the different styles and beliefs of other cultures in relation to the natural world and human body</li> <li>Interpretation of the meaning and message of others work.</li> <li>Response and interpretation of a variety of cultural and selected artists.</li> </ul>  	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Exploration of potential themes and personal connections to topics.</li> <li>Encoding personal ideas and meanings in the form of visual.</li> <li>Discussion of the effectiveness of other student's ideas and work in a respectful manner.</li> <li>Reflection on own ideas and the successes.</li> <li>Realisation of personal intentions into a final outcome.</li> <li>Development of portfolio ideas towards finished outcomes.</li> <li>Link work to relevant artists and contextual.</li> <li>Intention developing and encoding personal messages within student work.</li> </ul>    	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Exploration of potential themes and personal connections to topics.</li> <li>Encoding personal ideas and meanings in the form of visual.</li> <li>Discussion of the effectiveness of other student's ideas and work in a respectful manner.</li> <li>Reflection on own ideas and the successes.</li> <li>Realisation of personal intentions into a final outcome.</li> <li>Development of portfolio ideas towards finished outcomes.</li> <li>Link work to relevant artists and contextual.</li> <li>Intention developing and encoding personal messages within student work.</li> </ul>    



	Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
Rationale	<p><b>Previous Links</b> Previous knowledge of foundation elements of art, different artistic mediums, understanding of artistic interpretation and how to research other artists work and create an original response to it, will all be applied throughout the key stage. This term the focus is on students applying what they have learned independently and in depth. In the autumn term Year 10 students will apply their learning on visual forms, cultures and beliefs and artist research.</p> <p><b>Future Links</b> Students work in Year 10 form the basis of their portfolio showcasing their learning. In the next term in Year 10 students take these elements and are given more artistic freedom to explore them more independently to create a more personal response.</p> <p><b>Why</b> This learning is expanding the breadth of skills and knowledge required for future learning at KS4. The term provides continued development and refining of foundation drawing skills, plus material/technique experimentation.</p>	<p><b>Previous Links (a continuation of the portfolio)</b> This term in Year 10 students take these elements previously explored in KS3/4 and are given more artistic freedom to explore them more independently to create a more personal response.</p> <p><b>Future Links</b> Students learning this term lays the foundation for them to be able to move towards realising their own artistic intentions in the summer term of Year 10.</p> <p><b>Why</b> This learning is expanding the breadth of skills and knowledge required for future learning at KS4. The term provides continued development of foundation drawing skills, response to and discussion around concepts/meanings expressed within art as part of artist research, plus material/technique experimentation.</p> <p>Students need a secure foundation in the elements of Art, shading/tone, colour, pattern, scale and proportion and basic observational skills, plus decoding other artists meanings and intent in order to</p>	<p><b>Previous Links (a development of the portfolio)</b> Students learning last term laid the foundation for them to be able to move towards realising their own artistic intentions this term.</p> <p><b>Future Links</b> to term 1 and unit 2 in Year 11 where there will be a heavy focus on completing finished outcomes to the sustained project of work.</p> <p><b>Why</b> This learning is expanding the breadth of skills and knowledge required for future learning at KS4. The term provides continued embedding and refining of foundation drawing skills, discussion around concepts/meanings expressed within art and artist appreciation, material/technique experimentation, plus design principles in order to fully realise their intentions into a coherent portfolio and final piece.</p> <p>Students need a secure foundation in the elements of Art, shading/tone, colour, pattern, scale and proportion and basic observational skills, plus decoding other artists meanings and intent in order to access and develop their understanding of future learning in other styles of art.</p>

		Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
		<p>Students need a secure foundation in the elements of Art, shading/tone, colour, pattern, scale and proportion and basic observational skills, plus material/technique experimentation in order to access and develop their understanding of future learning in other styles of art.</p> <p>Students experience a breadth of learning, including knowledge of colour, texture, tone and composition, plus material/technique experimentation in order to secure transferrable skills, which will be revisited, developed and embedded to develop students as an artist in the remainder of KS4.</p>	<p>access and develop their understanding of future learning in other styles of art.</p> <p>Students experience a breadth of learning, including knowledge of colour, texture, tone and composition, plus material/technique experimentation in order to secure transferrable skills, which will be revisited, developed and embedded to develop students as an artist in the remainder of KS4.</p>	<p>Students experience a breadth of learning, including knowledge of colour, texture, tone and composition, encoding and decoding concepts, reflective and analytical annotation, design principles plus technique/materials experimentation in order to secure the transferrable skills, which will be revisited, developed and embedded to develop students as an artist in Year 11.</p>
Year 11	<b>Theme</b>	<p>Portfolio and Final Piece Development</p>	<p>Externally Set Exam Project</p>	End of course
	<b>Knowledge /Skills</b>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Exploration of potential themes and personal connections to topics.</li> </ul>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Exploration of potential themes and personal connections to topics.</li> </ul>	End of course

		Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
		<ul style="list-style-type: none"> <li>Encoding personal ideas and meanings in the form of visual. </li> <li>Discussion of the effectiveness of other student's ideas and work in a respectful manner. </li> <li>Reflection on own ideas and the successes. </li> <li>Realisation of personal intentions into a final outcome.</li> <li>Development of portfolio ideas towards finished outcomes.</li> <li>Link work to relevant artists and contextual. </li> <li>Intention of ideas through to end of project.</li> </ul>	<ul style="list-style-type: none"> <li>Encoding personal ideas and meanings in the form of visual. </li> <li>Discussion of the effectiveness of other student's ideas and work in a respectful manner. </li> <li>Reflection on own ideas and the successes.</li> <li>Realisation of personal intentions into a final outcome. </li> <li>Development of portfolio ideas towards finished outcomes. </li> <li>Link work to relevant artists and contextual.</li> <li>Intention of ideas through to end of project. </li> </ul>	
<b>Rationale</b>	<p><b><u>Previous Links (a refining and resolution of the portfolio)</u></b> to experiments and research done in the 3 terms of Year 10. The artist and original visual research will</p>	<p><b><u>Previous Links</u></b> Unit 2 will require all of the knowledge and best practice understood from unit 1. Different specific artists and subject matter will be</p>	<p>End of course. The knowledge and skills learnt and developed in previous units of work continued to embed a secure</p>	



	Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
	<p>be linked to in the realisation of design ideas into final pieces.</p> <p><b>Future Links</b> Unit 2 will require all of the knowledge, skills and best practice understood from unit 1, in terms of research and development towards a final piece.</p> <p><b>Why</b> This learning is expanding the breadth of skills and knowledge acquired in previous years of study. This term provides continued development of all previous learning and provides the structure and opportunity to pull all skills previously learned together into final piece designs.</p> <p>Students need a secure knowledge of shading/tone, colour, pattern, scale and proportion, material and technique experimentation, basic observational skills, decoding and encoding meanings, plus design principles in order to fully realise their intentions into a coherent portfolio and final pieces.</p> <p>Students experience a breadth of learning, including knowledge of colour, texture, tone and composition, encoding and decoding concepts, reflective and</p>	<p>involved, but the same approach and structure of mind-mapping, artist and visual research, plus development of ideas and materials/techniques and experimentation into finished pieces.</p> <p><b>Future Links</b> Realisation of finished work through development of ideas and contextual research, will aid in future art related college courses plus individual artistic endeavours into the future.</p> <p><b>Why</b> This term provides continued development and deepening of all previous learning and provides the structure and opportunity to pull all skills previously learned together to a project and timed 10hr exam piece in response to externally set AQA tasks.</p> <p>Students need a secure knowledge of shading/tone, colour, pattern, scale and proportion, material and technique experimentation, basic observational skills, decoding and encoding meanings, reflective and analytical annotation plus design principles in order to fully realise their intentions into a coherent portfolio and final pieces.</p>	<p>understanding of all required GCSE art areas of study in order to prepare students for their final examination and future art courses at FE level.</p>



	<b>Term 1 (15 weeks)</b>	<b>Term 2 (12 weeks)</b>	<b>Term 3 (12 weeks)</b>
	<p>analytical annotation, design principles plus technique/materials experimentation in order to secure the transferrable skills, which will be revisited, developed and embedded to develop students as an artist in the Unit 2 externally set tasks.</p>	<p>Students experience a breadth of learning, including knowledge of colour, texture, tone and composition, encoding and decoding concepts, design principles plus technique/materials experimentation, portfolio and final piece presentation in order to secure the transferrable skills, which will be required in any post GCSE art course.</p>	



### A breakdown St. Cuthbert's RC High School Curriculum intent

Rooted in **the teachings of Jesus Christ and His Church**, the curriculum at St. Cuthbert's provides **ambitious educational opportunities** for all members of our community. The curriculum equips our students with the **knowledge, skills and personal characteristics** to flourish as **global citizens** who bring about the **Common Good**. Our **holistic curriculum** enables us to be the best that we can be.

#### **"the teachings of Jesus Christ and His Church"**

- **Gospel Values:** Faithfulness & Integrity, Dignity & Compassion, Humility & Gentleness, Truth & Justice, Forgiveness & Mercy, Purity & Holiness, Tolerance & Peace, Service & Sacrifice
- **St. Cuthbert Values:** Love, Respect, Compassion, Service and Stewardship.

Everything that is taught should be in line with the teachings of the Catholic Church. **How might this affect your subject?**

#### **"the teachings of Jesus Christ and His Church"**

- "Gospel values should constitute **the targets and outcomes of the educational enterprise in every Catholic school.**"
- "Gospel values need to **be explicitly named**, their **meaning unpacked** and **students helped to understand how they relate to their lives both at school, at home and in society.**"
- "This enterprise is **not in addition to the quest for high academic standards and vocational excellence but integral to it.**"

**Christ at the Centre, Why the Church Provides Catholic School, Mgr. Marcus Stock, 2012**

#### **"ambitious educational opportunities"**

- Ebacc for "all".
- Teaching "the best of what has been thought and said" to all students.
- Opportunities to develop cultural capital.

#### **"knowledge, skills and personal characteristics"**





**St. Cuthbert's RC High School**  
**Curriculum Planning**

- **Knowledge:** what students know and can remember.
- **Skills:** how students apply what they know to different context in different ways.
- **Personal characteristics:** the characteristics which enable students to enjoy success at St. Cuthbert's and beyond.

**“global citizens”**

- Students who are aware of and understand the wider world - and their place in it.
- Students who take an active role in their community, and work with others to make our planet more equal, fair and sustainable.

**“bring about the Common Good”**

- For the benefits and interests of all, not just oneself.
- Social conditions which allow people to reach their fulfilment more fully and easily.

**“holistic curriculum”**

- A curriculum which goes beyond the academic and educates the whole person.
- A curriculum which allows students to find their identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace.

**Key Curriculum Intent Questions for all Subject Areas.**

1. How will your subject's curriculum be rooted in the teachings of Jesus Christ and His Church?
2. How will your subject's curriculum provide ambitious educational opportunities?
3. How will your subject's curriculum equip students with knowledge, skills and personal characteristics?
4. How will your subject's curriculum allow students to flourish as global citizens?
5. How will your subject's curriculum help students to bring about the Common Good?



6. How will your subject's curriculum be holistic and allow students to be the best that they can be?

**In a nutshell**

Does **everyone** in your subject area know the curriculum intent (*what* you're teaching students, as well as *why* you're teaching them that) and how it's being implemented, including their role in that?



### St. Cuthbert's KS3 Subject Standards

Alongside your curriculum map, you will also need to consider what the 'standard' is going to be for each year group. There is no pro-forma for the subject standards as each subject's standards might be very different. You need to think about what is expected for students at St. Cuthbert's during each year; you might break this down into the three terms, however this is not a requirement.

#### What are the KS3 standards?

- The standards are the key concepts, skills & applications that each year group will need to achieve in order to be ready to start the GCSE course – and go on to achieve the age-related standard (Grade 4/5).
- The standards are not meant to be just a comprehensive list of National Curriculum Objectives, (a replacement of the old levels); they represent the key **learning** derived from your curriculum each year – what will students know / be able to do at the end of Year 7, etc.
- The standards should reflect what every student needs to achieve in KS3 to go on and be successful at GCSE.
- You will also need to think about how our most able students will show that they are exceeding these standards and what our lower ability students are needing to show to evidence that they are working towards these standards – this is not about creating more standards but advice within schemes of learning to class teachers etc. so that they understand the expectations of these groups of students. This is something which will be considered at a later date.
- The standards do not all need to be assessed within the 2 summative assessments each year – they can be assessed throughout the year through formative assessments. You need to consider what is most appropriate based on your subject's standards.
- Ideally there will be 12-15 standards for each year group. These can be holistically assessed, assessed as appropriate during different times of the year or just during your 2 summative assessments. Again, this will depend on the standard and how it should be assessed most effectively. It might be that your summative assessments are 100% knowledge and don't necessarily assess any standards at all because your standards are skills based.
- The standards will eventually need to be written in 'student speak' as it is a student document.



There is no preferred way for your subject standards to be presented. Below are some frameworks that you may – or may not – wish to use to begin recording your ideas:

<b>Year Group</b>	<b>Standard</b>
<b>7</b>	
<b>8</b>	
<b>9</b>	

<b>Year Group</b>	<b>Autumn term Standard</b>	<b>Spring Term Standard</b>	<b>Summer Term Standard</b>
<b>7</b>			
<b>8</b>			
<b>9</b>			