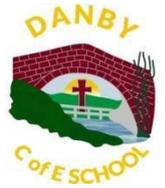




St Hilda's Moorland Federation
Egton CE (VA) School and Danby CE (VA) School



CURRICULUM POLICY

Effective Date:	May 2025
Date Due for Review:	Spring Term 2028 (3 years)
Approved By:	St Hilda's Moorland Federation Governing Body
Approval Date:	13th May 2025
Signed by Chair of Governors	Matthew White

Our vision, as Church of England primary schools deeply rooted in a strong Christian tradition, is to 'inspire learning and develop children's potential as individuals within a caring, happy, and distinctively Christian family'.

The Bible verse that underpins our vision statement, aspirations and ethos is taken from the Bible verse:

" I have come that they may have life, and have it to the full." John 10:10.

We wish to enable our children to flourish in their spiritual, physical, emotional, social, cultural and academic development enabling them to live their lives to the full.

Egton and Danby Schools are small, distinctively Christian, family based learning communities. We learn and grow together. Our key values underpin everything we strive for in our schools:

TRUST

Trust in the Lord and do good. *Psalms 37.3*

FRIENDSHIP

How good and pleasant it is when God's people live together in unity *Psalms 135.1*

RESPECT

In everything, do to others what you would have them do to you. *Matthew 7.12*

We live these core values out through our excellent relationships with our children, parents, governors, staff, communities and churches.

Contents

1. Context and Rationale for the Curriculum
2. Curriculum Vision
3. Intent – What is taught in our Curriculum
4. Implementation – How is our curriculum taught
5. Impact – How do we assess and what are our outcomes
6. Time Allocation and Curriculum Structure
7. Pedagogy and Cognitive Science Principle
8. Equity, Diversity, Inclusion and Justice
9. Appendices

1. Context and Rationale for the Curriculum – St Hilda's Moorland Federation

St Hilda's Moorland Federation comprises Egton CE VA Primary School and Danby CE VA Primary School, both small Church of England schools situated in the North York Moors National Park. Our rural setting offers rich opportunities for outdoor learning, particularly in science and geography, and provides a unique environment that enhances hands-on, experiential learning.

While our locality is a strength, we are mindful of its limitations. With the nearest town ten miles away, access to cultural experiences such as museums and galleries is limited. Our community is not as diverse as the broader society we aim to prepare our children for. In response, we ensure our curriculum promotes a global outlook, encouraging respect, curiosity, and understanding of different cultures and beliefs.

Our small school size allows us to foster strong relationships and a close-knit community. We prioritise nurturing our children's self-confidence, resilience, and adaptability, helping them to transition successfully to secondary school and life beyond. Through inter-school events, residentials, and collaborative opportunities, we broaden our pupils' horizons while embedding values of teamwork and personal responsibility.

Our Christian ethos underpins all we do, guiding us to equip children with both academic skills and life skills such as independent thinking and problem-solving. We aim to develop articulate, compassionate, and responsible individuals who embody our vision to "live life to the full."

2. Curriculum Vision

Our curriculum is broad, balanced, and inclusive. Rooted in the National Curriculum, it is enriched by our unique local environment and guided by our Christian values. We strive to nurture curiosity, resilience, and a love of learning, enabling all children to reach their full potential academically, socially, morally, and spiritually.

We aim to prepare our pupils for the wider world by equipping them with essential skills such as collaboration, adaptability, critical thinking, and strong communication. Our small school setting enables personalised support and strong relationships, while experiences such as inter-school activities and community engagement build confidence and broaden children's perspectives.

The values of Trust, Friendship, and Respect are interwoven throughout our curriculum. These help our pupils grow into compassionate, reflective individuals who are well-prepared to contribute positively to the world around them and to live life to the full.

3. Intent – What is Taught in Our Curriculum

Our curriculum is ambitious, engaging, and firmly aligned with the National Curriculum. We adopt a spiral approach to ensure progression in mixed-age classes, with a two-year rolling programme for Key Stage 1 and a four-year programme for Key Stage 2. This structure ensures that skills and knowledge build logically over time.

We use our locality to enhance learning—particularly in geography and science—through strong links with the North York Moors National Park. At the same time, we enrich our curriculum with content that reflects global diversity, such as world faiths in RE, to address the limitations of our rural setting and broaden children’s cultural awareness.

Reading is a cornerstone of our curriculum, supporting access to all areas of learning. We also place high value on mathematical fluency and problem-solving. All lessons are designed to be inclusive and accessible, with careful differentiation and additional support where needed.

Our curriculum intent is to nurture positive mental health, resilience, and a strong sense of identity. Through a values-led approach and high expectations, we aim to equip our children with the knowledge, confidence, and mindset they need for lifelong learning and to live life to the full.

4. Implementation - How is our curriculum taught

Our curriculum is planned carefully to ensure consistency, high standards, and clear progression across all subjects. Subject leaders have defined roles and responsibilities, supporting the planning and moderation of their subjects while continuing to develop their own expertise through ongoing professional development and training. This helps to build strong curriculum knowledge and leadership throughout the school.

We work collaboratively with colleagues across our Federation and with other local schools, particularly through regular moderation activities. This collaborative approach supports the reliability of judgements, the sharing of good practice, and continuous curriculum improvement.

The majority of subjects are delivered through rich, cross-curricular topics that create meaningful connections between different areas of learning. However, subjects are clearly identified in their own right, and some are taught discretely when this is more appropriate. English and mathematics are taught daily, and opportunities to apply and reinforce key skills are built into all curriculum areas. Reading is given a particularly high priority, as it underpins children’s ability to access and succeed across the full curriculum.

Careful planning and differentiation ensure that children can build securely on prior learning. Medium-term plans are structured around age-related curriculum statements, allowing teachers to sequence learning effectively and support progression. We use our local community and natural environment to bring learning to life and promote real-world links, helping children to develop aspirations for their future.

High-quality resources are selected to inspire and engage children. These are adapted as needed to ensure that all children can access the curriculum, promoting equity and inclusion. Opportunities to revisit and recap learning are built in regularly to support retention and the long-term consolidation of knowledge.

Curriculum leaders regularly review and quality-assure provision through collaborative moderation, scrutiny of work, and subject reporting, ensuring that our curriculum remains inclusive, ambitious, and responsive to the needs of all learners.

Further details on each subject can be found on the [Subject Page](#) on our website and on our [Curriculum Powerpoint](#), where we provide more specific information on the curriculum content, resources, subject leadership and adaptive learning.

5. Impact – How do we assess and what are our outcomes

We assess our children's progress in line with our Assessment Policy, aiming to understand what our children know and can do as a result of our curriculum. Our assessments are designed to be informative for staff, without being burdensome, and provide us with valuable insights to shape further learning.

To monitor retention and assess understanding, we use subject knowledge organisers and subject knowledge mind maps (examples in the appendix). These tools allow us to track children's progress in a clear and structured way, helping to ensure that key knowledge is retained over time.

Through collaborative moderation, we ensure the reliability of our judgements and maintain consistency across the Federation. The outcomes of these assessments contribute to our Federation's strategic improvement plan and can influence Performance Management and staff training, enabling us to continually refine our teaching and curriculum delivery.

We believe that our curriculum equips children to progress in both knowledge and skills, ensuring they are well-prepared for the next stage of their education.

You can view our **Assessment Policy**, which outlines the processes and strategies we use to assess progress and inform teaching across the Federation.

6. Time Allocation and Curriculum Structure

While schools are free to determine how curriculum time is allocated, we have chosen an approach that reflects our commitment to a broad, balanced and ambitious curriculum. English and mathematics are taught daily to build strong foundational skills. All other subjects are valued equally and taught weekly, ensuring full coverage of the National Curriculum over time.

Art, Design & Technology, Geography, and History are typically delivered in unit blocks to enable immersion and depth, with links across subjects made where relevant. PE is taught for a minimum of two hours per week and we aim for at least two hours of Science each week. Other subjects, including Computing, PSHE, RE, French, and Music, are taught weekly.

Our connected, thematic approach encourages pupils to make meaningful links between areas of learning. This structure supports the development of knowledge and skills beyond isolated lessons, allowing pupils to apply what they have learned in a range of contexts.

7. Pedagogy and Cognitive Science Principle

Our aim is for learning to be memorable, meaningful and retained over time. Staff are encouraged to keep up to date with educational research and theory, particularly in relation to cognitive science and how memory works.

One of the key approaches we use is dual coding – the combination of verbal and visual input – to help pupils commit knowledge to long-term memory. For example, timelines on our knowledge organisers combine chronological understanding with key visuals to reduce cognitive overload and support conceptual understanding.

As a Federation, we believe in the power of practical, visual and well-structured teaching. Staff training emphasises the importance of clear instructional design, avoiding unnecessary 'clutter' and focusing on core concepts. This supports our goal to deliver high-quality teaching that meets the needs of all pupils and enables them to live life to the full.

8. Equity, Diversity, Inclusion and Justice

At St Hilda's Moorland Federation, our curriculum reflects our deep commitment to equity, diversity, inclusion and justice. These principles are not treated as standalone topics, but are intentionally woven through every subject, every unit, and every aspect of school life.

Our Christian values of Trust, Friendship and Respect compel us to ensure that all children are seen, heard and valued. Our vision for every child to live life to the full includes the right to a curriculum that recognises individual identity, challenges injustice and opens doors to the wider world.

We recognise the particular context of our rural, less culturally diverse setting and respond by purposefully widening children's horizons. This includes:

- Selecting texts in English and reading lessons that reflect a range of voices, backgrounds, experiences and global perspectives.
- Teaching a Religious Education curriculum that includes a diverse range of world faiths and belief systems.
- Embedding Black history, global geography, and ethical issues in our wider curriculum subjects.
- Highlighting role models and achievements from a range of backgrounds, including people with disabilities, women in STEM, and voices from the Global Majority.
- Creating opportunities for critical thinking around fairness, sustainability, and human rights.

We consider representation carefully in the resources we use and the examples we share. Equity also means providing the right support for each child to access learning and thrive. This includes high-quality differentiation, targeted intervention, and inclusive classroom practices that ensure all pupils can participate fully.

Through thoughtful curriculum design, we aim to prepare our children to be respectful, informed and compassionate citizens who understand the importance of justice and inclusion — and who are ready to live life to the full, alongside others.

Appendices:

1. Roles and Responsibilities
2. Curriculum Overview
3. Subject Knowledge Organiser Example

1. Roles and Responsibilities

<p>The Headteacher will:</p>	<ul style="list-style-type: none"> ● Lead the strategic development and implementation of the curriculum, ensuring it aligns with the school's vision, values, and priorities. ● Stay informed about educational research, national initiatives, and curriculum developments, ensuring the school remains at the forefront of best practice. ● Drive improvements in teaching and learning by leading professional development and fostering a culture of continuous improvement. ● Foster a positive school culture that prioritises well-being, academic excellence, and inclusivity. ● Set high expectations for all staff and pupils, promoting a culture of accountability and growth. ● Ensure the school environment is safe, inclusive, and stimulating, supporting a broad range of learning needs. ● Monitor and evaluate curriculum effectiveness through regular assessment, feedback, and reflection.
<p>Teachers will:</p>	<ul style="list-style-type: none"> ● Design and deliver a broad, balanced, and inclusive curriculum that fosters the knowledge, skills, and personal development of pupils. ● Encourage curiosity, critical thinking, and creativity, providing opportunities for pupils to engage in meaningful, real-world learning experiences. ● Cultivate a positive learning environment where every child feels safe, supported, and valued, promoting good behaviour, respect, and a growth mindset. ● Continuously assess pupil progress and adapt teaching to meet the diverse needs of all learners, ensuring all pupils, including those with SEND, are challenged and supported. ● Collaborate with colleagues to ensure curriculum continuity and progression across year groups and subjects. ● Engage in regular professional development, sharing good practice and reflecting on their teaching to enhance their practice and contribute to the school's success.
<p>The SENCO will:</p>	<ul style="list-style-type: none"> ● Ensure that the curriculum is inclusive, accessible, and adapted to meet the needs of all pupils, particularly those with SEND. ● Provide guidance and support to teaching staff in delivering effective interventions and differentiated lessons for pupils with specific learning needs. ● Monitor and track the progress of pupils with SEND, ensuring their learning needs are met and their achievements are celebrated. ● Promote a whole-school approach to inclusion, ensuring that SEND pupils are fully integrated into the school community and receive tailored support.
<p>Support Staff will:</p>	<ul style="list-style-type: none"> ● Work closely with teachers to provide tailored support for pupils, particularly those who require additional help to achieve their learning goals. ● Be valued members of the school community, receiving professional development to support their role and ensure the curriculum is accessible for all pupils. ● Actively contribute to creating a positive learning environment by supporting pupils' emotional, social, and academic development. ● Assist in the delivery of specific interventions and support activities, reinforcing key learning concepts and fostering pupil independence.
<p>Governors will:</p>	<ul style="list-style-type: none"> ● Provide strategic oversight and support to the Headteacher in implementing the curriculum effectively. ● Monitor the impact of the curriculum on teaching, learning, and pupil outcomes, offering support and challenge where necessary. ● Act as 'critical friends' by reviewing policies, progress, and the long-term vision for curriculum development, ensuring it aligns with the needs of the community. ● Ensure the curriculum promotes inclusivity, equity, and diversity, meeting the needs of all learners.

2. Curriculum Overview

Esk Valley Alliance Long - Term Plan Topic Overview

	Autumn	Spring	Summer	Science
Year 1 (2022-23)	BENEATH YOUR FEET	RIVER WIDE, OCEAN DEEP	TURN BACK TIME	1
Year 2 (2023-24)	CHOCOLATE	THE RACE TO SPACE	OLYMPICS	2
Year 3 (2024-25)	THERE'S NO PLACE LIKE HOME	TRANSPORT	SAVE OUR PLANET	1
Year 4 (2025-26)	JOURNEYS	KINGS AND QUEENS	ENTERPRISE	2

Following the four-year LTP ensures coverage of the full curriculum for both key stages. History and geography are matched as closely as possible to topics. Computing, music, art, DT and PSHE revisit each aspect every year, allowing a topic-based focus each time the objectives are taught.

Science is taught on a 2-year rolling programme, matched as closely as possible to topics.

Example of Key Stage 1 Yearly Plan

EYFS	All About Me Who lives in a Castle?	Come Outside Terrific Tales	Amazing Animals Fun at the Seaside
Year 1 KS1	Beneath Your Feet	River Wide, Ocean Deep	Turn Back Time
Rationale	This term's topic takes children on a journey to see what we can learn from what lies underground. They will learn about our earliest history and how rocks and artefacts can inform our understanding.	Our schools are situated in a rich environment, in easy reach of the River Esk, close to the coast and vast moorland. This topic makes the most of our locality, bringing the geography aspects to life through our cross-curricular learning.	This topic builds upon the learning from "Beneath Our Feet", and takes children through earlier civilizations and significant historical events, and how these have impacted on life today.
Literacy	ARE Reading ARE Writing		
Maths	Schools to follow own schemes		
Science	The national curriculum for science aims to ensure that all pupils: Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. Will learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: <ul style="list-style-type: none"> Observing over time Pattern seeking Identifying, classifying and grouping Comparative and fair testing Research using secondary sources 		
Science Year 1 of 2 year cycle Working Scientifically Types of enquiry types of scientific enquiry should include: <ul style="list-style-type: none"> Observing over time Pattern seeking Identifying, classifying and grouping Comparative and fair testing Research using secondary sources 	Seasonal Changes (Autumn/Winter) Explore and compare the differences between things that are living, dead, and things that have never been alive. Observe and describe weather associated with the seasons and how day length varies. Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Habitat. Food chains. Minibeats. Wormery)	Seasonal Changes (Winter/Spring) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Materials Y1: distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Y2: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Waterproof materials. Floating and Sinking)	Seasonal Changes (Spring/Summer/Consolidation) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Animals including humans Y1: Animals, including humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Y2: Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (British and local bird spotting. Nocturnal animals. Wildlife Watch. Services.)

Geography	Rivers and oceans	Localational knowledge:
Human and physical geography use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, river. key human features, including: Town, village, farm, house, port, harbour and shop seaside (beach) Geographical skills and fieldwork: Use simple fieldwork and observational skills to study the Geography of their school and its grounds and the key human and physical features of its surrounding environment.	Human and physical geography use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop River Esk/journeys. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Contrasting rivers). Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (River Esk), and of a small area in a contrasting non-European country (Amazon) Geographical skills and fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Great fire of London) UK capitals. Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.
Art Skills to be taught over course of key stage	Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	
Art	Study the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. Local artists and sculptures (Chris Geall, John Freeman) To use painting to develop and share their ideas, experiences and imagination.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use sculpture to develop and share their ideas, experiences and imagination. Andy Goldworthy
DT Skills to be taught over course of key stage	Design purposeful, functional and appealing products Generate, model and communicate ideas Use a range of tools and materials to complete practical tasks Evaluate existing products and own ideas	
DT	Make Select from and use a range of tools and equipment to perform practical tasks. (Forest School - diggers for underground) Cooking and nutrition Understand where food comes from. Evaluate	Design/Make Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Waterproof boat design) Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.

