

A scenic mountain landscape featuring a waterfall cascading down a rocky cliff. The sky is filled with a large, vibrant rainbow. The foreground shows rugged, grey rock formations with patches of green grass and small trees.

# The Cairns Curriculum

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Adlington St Paul's  
Church Of England Primary School

# Intent

At Adlington St Paul's, our Cairns Curriculum is designed as a carefully mapped learning path. Just as cairns guide travellers along a mountain route, our curriculum guides children step by step through the knowledge, skills and experiences they need to flourish.

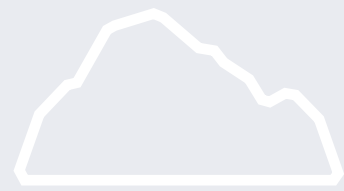
We believe that every child is on a journey. Along the way, they gain the essential knowledge, understanding and skills that help them grow as learners and as people. Each subject has been carefully planned so that learning builds over time, enabling children to know more, remember more and do more.

As a Church of England school, we believe this journey is not only academic but also spiritual. Through our curriculum, children are encouraged to ask questions, reflect deeply, wonder about the world and their place within it, and grow in wisdom, hope and character. We want every child to experience learning as a journey of discovery that develops them both intellectually and spiritually.

Our aim is that, by the time children reach the "mountain top", they are equipped with the knowledge, skills, confidence and values they need for the next stage of life. They leave us as resilient, reflective and compassionate young people, ready to make a positive difference in the world.

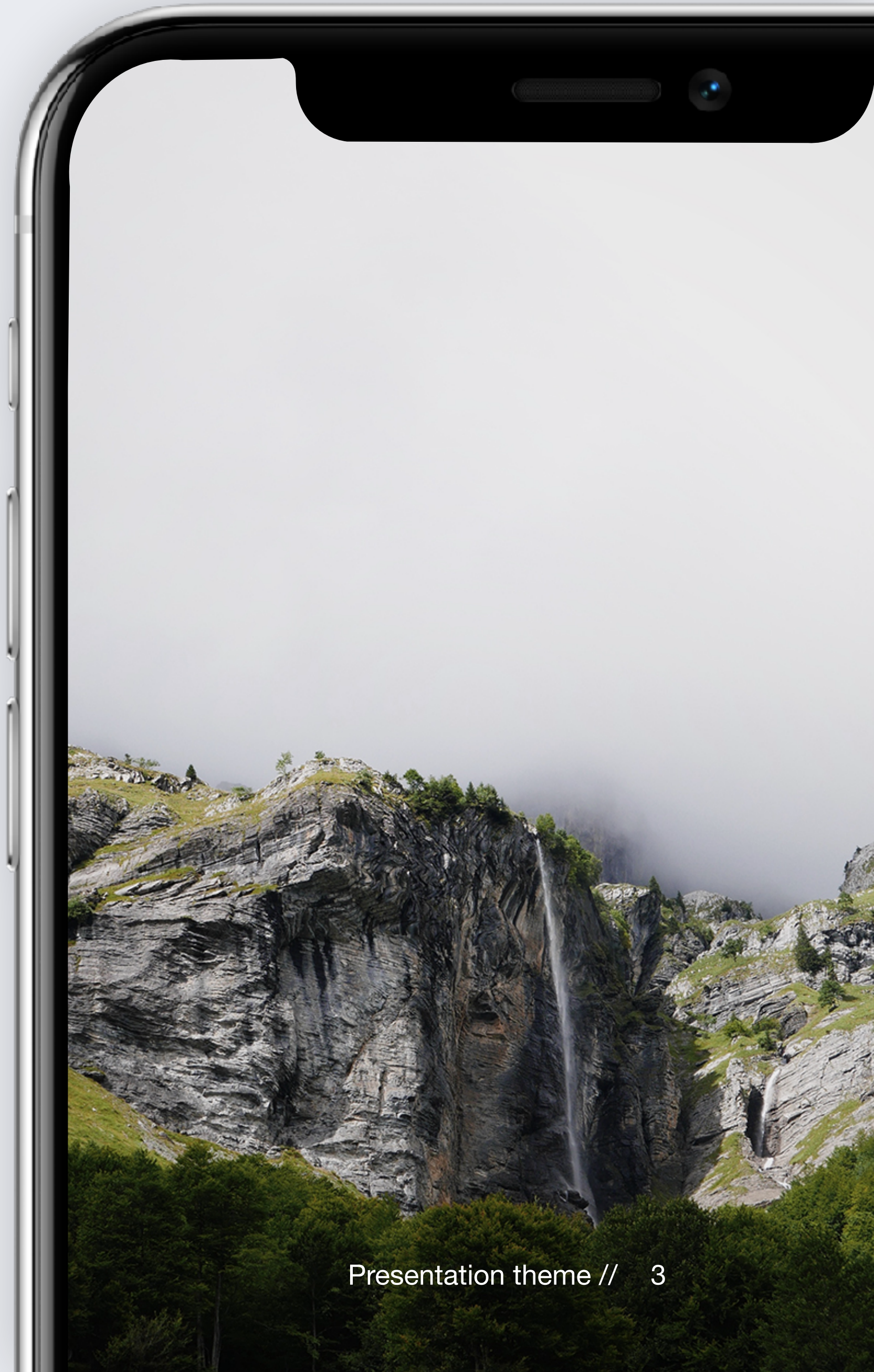


# Boulders



## The Boulders of the Cairns Curriculum

These are the big ideas that sit at the heart of our curriculum. They reflect our context, our values and the understanding we want children to carry with them across subjects and through life.





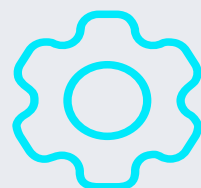
## Wisdom, Wonder and Reflection

We want children not only to know more, but also to think deeply, ask big questions and reflect on meaning, belief and purpose. This big idea gives space for awe, curiosity and spiritual growth, ensuring that learning is about more than facts alone and helping children grow in wisdom, hope and character.



## Community, Belonging and Service

As a church school, we want children to understand that they are part of something bigger than themselves. This big idea runs through school life and the curriculum, helping pupils explore what it means to belong to a family, a school, a village, a nation and a global community. It encourages children to see the value of contribution, responsibility and serving others with compassion and respect.



## Agriculture and Interdependence

Rooted in our rural context, this big idea helps children understand the importance of land, farming, food production and Britain's dependence on agriculture. It also creates powerful links to other times and places, such as the role of the River Nile for the Ancient Egyptians or the way settlements have always depended on land, trade and natural resources. Through this, children learn that people, places and systems rely upon one another.



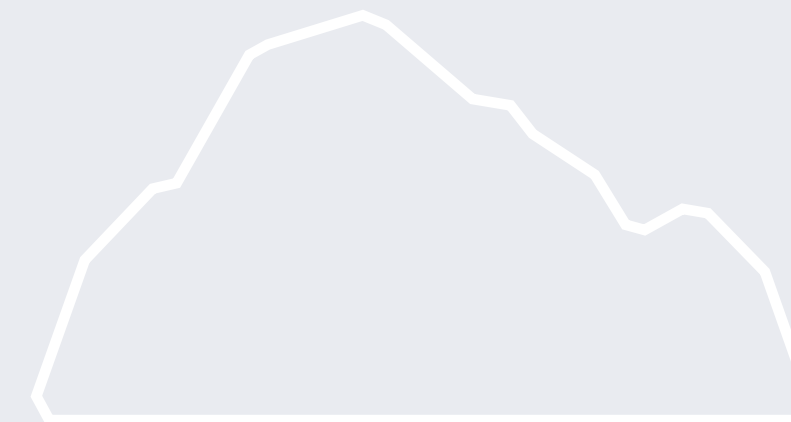
## Time and Place

Our children need a stronger understanding of chronology, geography and the wider world. This big idea helps pupils make sense of when events happened, where places are, and how people, civilisations and communities are connected across time and space. It ensures children do not learn in isolated fragments, but build a secure sense of the past, the present and the world beyond their immediate experience.



## Stewardship and Care for God's World

This big idea helps children understand their responsibility to care for creation, use resources wisely and think deeply about sustainability, environment and the impact humans have on the world. Across subjects, pupils are encouraged to see the world not simply as something to use, but as something to value, protect and nurture.



# Pathways

Our pathway documents show how learning is carefully sequenced across each subject from the start of school to the end of Year 6.

They map out the knowledge, skills and understanding that children develop over time, ensuring progression is clear, purposeful and ambitious.

Each pathway supports teachers in planning learning that builds on prior knowledge and prepares pupils for the next stage, so that every step along the path leads them closer to the mountain top

## Chronological Understanding

| EYFS   | Year 1  | Year 2   | Year 3  | Year 4   | Year 5  | Year 6  |
|--|---|--|---|--|---|---|
| Talk about own life events using past/present/future. Sequence daily routines. Recognise old photos and objects. | Use vocabulary: past, present, future, long ago, before, after. Talk about how they have changed. | Sequence events in historical stories. Use before/after and recognise “recent” and “long ago”. | Begin to use dates on timelines. Understand decade and century. Introduced to BC/AD. Place studied periods on a class timeline. | Secure use of BC/AD. Compare periods across centuries. Place British and world history on timelines. | Use precise chronological vocabulary (BCE/CE, millennium). Create timelines linking prior learning. | Confidently place British and global history in chronological order. Use terms social, political, religious, technological and cultural when describing change. |

## Knowledge & Understanding of Events, People and Changes

| EYFS   | Year 1   | Year 2   | Year 3  | Year 4   | Year 5  | Year 6  |
|--|--|--|---|--|---|---|
| Explore stories of the past. Talk about special people and differences in old/new objects. | Identify objects and photos from the past. Describe using simple adjectives. | Compare artefacts and pictures. Link familiar events to past events. | Explain why people lived as they did. Describe simple causes of change. Make British and world links. | Identify causes and consequences. Recognise differing beliefs and values. Link to moral choices and justice. | Explain why events happened and how society changed. Recognise historical | Draw conclusions from sources. Explain long-term change and continuity. Link past to modern life, reflecting on justice and responsibility. |

## Historical Interpretation



These documents show what will be taught, when each unit will take place and how long learning will last.

They help adults to plan and deliver our bespoke curriculum with clarity, purpose and consistency, while also helping pupils understand what they will be learning each term. In doing so, they provide a clear route through the school year for both teachers and children.

## Routes

## AUTUMN TERM (14 weeks: 7 + 7)

### AUTUMN 1 - Terrific Transport - Trips = Maritime Museum, Runway Park

| Block  | Subject             | Theme  |
|--------|---------------------|--|
| Week 1 | Science             | Biology - Habitats                           |
| Week 2 | History             | Titanic Tragedy                              |
| Week 3 | D+T                 | Push and Pull                                |
| Week 4 | RE – God / Creation |  |
| Week 5 | Computing           | Spreadsheets                                 |
| Week 6 | Geography           | Lets Explore The World - Geographical Skills |
| Week 7 | RE – Harvest        |  |

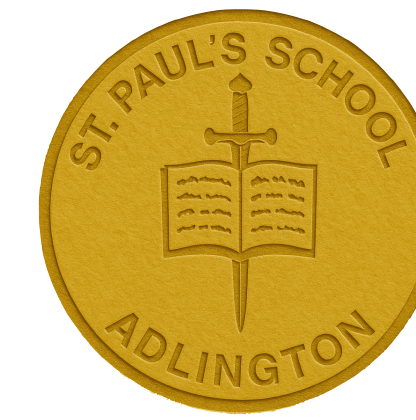
### AUTUMN 2

| Block  | Subject                         | Theme                        |
|--------|---------------------------------|------------------------------|
| Week 1 | Geography                       | North America Study          |
| Week 2 | Art                             | Exploring Colours            |
| Week 3 | History                         | Flight Through Time          |
| Week 4 | RE – Advent / Christmas         |                              |
| Week 5 | Science                         | Chemistry -Uses of materials |
| Week 6 | PSHE / Music                    |                              |
| Week 7 | Flex / Assessment / RE Festival |                              |

# Trails

Our Trail documents act as a script for how each unit is delivered in the classroom. They set out the sequence of learning from retrieval and knowledge organisers, through context, new learning, investigation and evaluation, before ending with assessment and reflection. As part of our shared Cairns Curriculum approach, some features are woven through every subject, including knowledge organisers, opportunities for spiritual reflection and extended written responses such as essays. In this way, the Trail documents help to ensure that teaching is consistent, purposeful and rooted in both academic rigour and the wider spiritual journey we want for every child.

# Example Trail



## RE Trail

### Part 1: Retrieval

#### **What do pupils already know?**

Before introducing new content, activate prior knowledge and identify misconceptions.

Possible Retrieval Activities:

- *Concept mind maps:* God, belonging, celebration, worship, community, forgiveness, kindness.
- Quick quizzes from previous units (e.g., “What is a festival?” “What does ‘sacred’ mean?”)
- Picture stimulus: What do you notice? What do you think is happening?
- Vocabulary sort: familiar vs. unfamiliar faith words.
- Mini discussion: “Have you seen this symbol/building/artefact before?”

### Part 1: Knowledge Organiser

Glued in as unit cover

Introduce the KO for the new Questful RE unit:

- Explore key vocabulary (Tier 1, Tier 2, faith-specific terms).
- Read through facts and key concepts (e.g., creation, worship, authority, belonging, community, celebration).
- Allow time for paired revision, highlighting, and identifying “What I already know” and “What I want to find out”.

### Part 2: Timeline / Context

Locate the unit in a wider world and faith context.

Options depending on the unit:

- **Historical context:** When did this religion begin? When were key leaders alive?
- **Seasonal/festival context:** When does this celebration take place in the year?
- **Global context:** Where in the world is this faith most commonly practised?
- **Life-stage context:** Which part of the life journey is the unit about (birth, belonging, adulthood, death)?

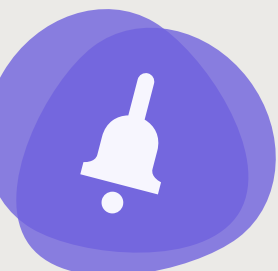
# Knowledge Organisers

Our Knowledge Organisers sit at the heart of each unit, helping children to secure and retain the most important knowledge. They present key vocabulary, definitions and core information in a clear and accessible way, supporting pupils to understand, recall and apply their learning over time. Through regular use, they strengthen memory, build confidence with subject-specific language and help children make connections as they move along their learning path

# Knowledge Organiser



| RE Spring Term 2<br>Year 3<br><i>Is the cross a symbol of sadness or joy?</i>  |  |  |
|--|--|--|
| Key vocabulary   | Explanation/ definition  | Key Knowledge  |
| Palm Sunday  | Is the Sunday before Easter Sunday. It marks the beginning of Holy Week and remember when Jesus entered Jerusalem on a donkey. | <ul style="list-style-type: none"> <li>To know that the events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness.</li> <li>To know that the church remembers and marks the events of Holy Week in a variety of ways.</li> <li>To know that the events of Holy Week reveal what Jesus came to earth to do - God's salvation plan.</li> </ul> |
| Last Supper  | The Last Supper was the final meal Jesus had with his disciples before he was crucified  |  |
| Gethsemane   | is a garden at the foot of the Mount of Olives in East Jerusalem   |  |
| Good Friday  | Is the Friday before Easter Sunday. It is a day Christians remember when Jesus was killed on a cross.                          |  |
| Crucified  | To kill someone by nailing or tying them to a cross  |  |
| Easter Sunday  | Marks Jesus's resurrection   |  |
| Resurrection   | Coming back to life after death.   |  |
|  |  |  |
| Key skills   |  |  |
| <p>By the end of this unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter.</li> <li>make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter.</li> <li>ask good questions about the events of Palm Sunday, Holy Week and Easter and Christian belief associated with these events.</li> <li>Use religious vocabulary to make links between people's values and behaviour.</li> <li>ask important questions about beliefs and values.</li> <li>use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story.</li> <li>describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.</li> </ul> |  |  |





Our Visual Aids are supporting PowerPoints created for every unit to enhance teaching and learning across each subject. They help to present key knowledge, vocabulary and concepts clearly, supporting teachers in delivering lessons with consistency and clarity. These materials can also be printed to provide additional support for children with SEND or other learning needs, and shared with families to help reinforce learning through homework. In this way, our Visual Aids strengthen understanding both in the classroom and beyond it.

## Visual Aids

# Core Memories



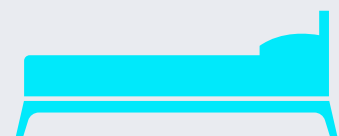
## Curriculum Aligned visits

Visits that link to the learning of a specific unit.



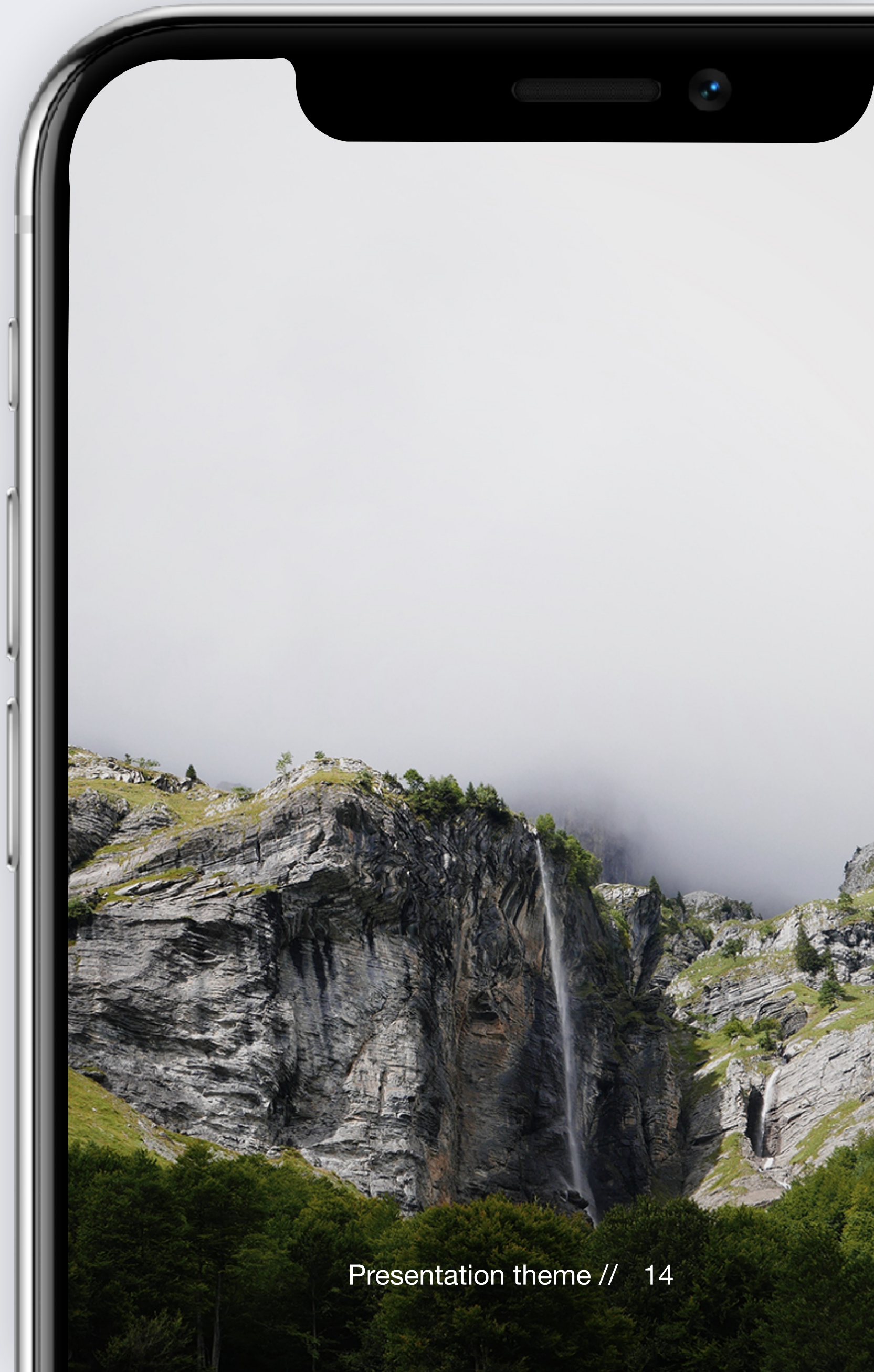
## Trust Experiences

Visits funded by The Learning Together Trust.



## Residentials

Overnight stays for pupils.





# YEAR 6 - Core Memories

- MUSEUM OF SCIENCE + INDUSTRY
- INTU FILM FESTIVAL
- CHRISTMAS CAROL CONCERT
- EDGEHILL UNIVERSITY
- WESTERN APPROACHES
- BOWLING
- RESTAURANT EXPERIENCE
- INTERNATIONAL SLAVERY MUSEUM
- Y6 LEAVER'S TRIP
- ST PAUL'S IN THE PARK
- PGL RESIDENTIAL

