



Our curriculum at Lealholm is bespoke. It shares the same core as the YEAT curriculum but has been carefully adapted to meet the needs of our children. Our curriculum comprises four strands:

- The adapted YEAT curriculum, which covers and enriches the National Curriculum
- Our River Curriculum
- Our Farm Curriculum
- Our Lealholm Oaths

These four strands are interwoven to ensure that every aspect of our curriculum is purposeful and that nothing is left to chance.

Lealholm is a very small school situated within a community with a strong farming heritage. Our children have limited opportunities to experience life beyond their local area, so we ensure that our curriculum not only celebrates the heritage of where we live but also broadens horizons by providing experiences and opportunities that our children might not otherwise encounter.

In developing our bespoke curriculum, we draw upon the expertise of teachers across our cluster of schools, including Glaisdale, Castleton, Oakridge and Lealholm. This collaborative approach ensures that each subject has a progressive curriculum, a clear sequence of learning and full coverage of the knowledge and skills expected within that discipline. As a result, our children receive more than the National Curriculum entitlement.

Our subject leaders are specialists in their areas and play a key role in maintaining curriculum quality. They monitor teaching and learning through lesson visits and book looks, ensuring that each subject follows the long-term plan effectively. They also review half-termly planning to ensure that the intended knowledge and skills are taught in the correct sequence. This ensures that all teachers are well supported to deliver high-quality teaching.

At Lealholm, reading and writing are taught as distinct disciplines but are closely linked. We recognise that, in order to become exceptional writers, children must be exposed to a wide range of high-quality texts that inspire and motivate them. Throughout Key Stage 1 and Key Stage 2, a consistent writing process is followed to ensure that all writing has a clear purpose and audience. As a result of the strong reading culture fostered throughout the school, our children develop as confident readers and writers, and the rich literature they encounter is reflected in their independent writing.

We use 'Big Ideas' across many of our foundation subjects to provide children with a coherent framework on which to build and connect their knowledge year after year.

Curriculum Area	<i>Adaptations to meet needs of our children</i>
Art	All art units begin with the study of at least one artist. We have carefully selected a diverse range of artists to ensure representation from different countries, cultures and faiths, as well as both traditional and contemporary artistic movements. Children are exposed to the work of both male and female artists, enabling them to develop a broad understanding of artistic expression across different contexts and periods of time. To enrich this learning further, children participate in an art-focused visit every year. These visits may include galleries, sculpture parks, exhibitions or opportunities to observe artists at work. Such experiences help children to engage with art beyond the classroom and develop a deeper appreciation of the creative process. We also make strong use of links within our local community to provide unique artistic experiences. For example, we were fortunate to work with Andy Goldsworthy, visiting his installations on the North York Moors and discussing his work with him directly. Children

	explored installations while they were still being created, experiences that were not available to the general public. This gave them a valuable insight into the artistic process and a first-hand understanding of how artworks and sculptures evolve from initial ideas to completed pieces.
DT	We have carefully selected our design and technology focuses and use the Design and Technology Association framework to ensure that knowledge and skills are taught sequentially and progressively across our rolling programme. This approach gives teachers the flexibility to design engaging and meaningful projects that reflect the interests of our children, while remaining confident that the required curriculum content is being effectively delivered. We have also carefully considered links between design and technology and other areas of our curriculum. As a result, we have streamlined our cookery and nutrition units, recognising that many of these objectives are taught in authentic and meaningful contexts elsewhere. Children develop cooking skills through River School sessions, where they use a range of outdoor cooking equipment, and through our planned farm visits, where they learn about food production, seasonality, harvesting and food miles. In addition, children use our vegetable patch to explore the process of growing food from seed to harvest. These real-life experiences enable them to develop a deeper understanding of food, nutrition and sustainability, while applying their learning in practical and purposeful ways.
Geography	Our Geography curriculum is rooted in our local area and built around the geographical 'Big Ideas' of Place, Space, Environment, Scale, Environmental Impact, Cultural Awareness, Interconnections and Sustainable Development. These concepts are revisited throughout the curriculum, enabling children to make meaningful connections between people, places and environments. We believe children learn geography most effectively when new learning is connected to what they already know. Therefore, in EYFS and Key Stage 1, children begin by studying their school, village and local community before broadening their view to the wider world through units such as <i>Our Blue Planet</i>. Our unique location provides rich opportunities for geographical enquiry. Children use the River Esk, the North York Moors and the Yorkshire coast as living classrooms, developing fieldwork skills and a deep understanding of the relationship between people and the environment. Our bespoke unit on farming in the British Isles, farm visits and River School curriculum further strengthen these local connections. While firmly rooted in Lealholm, our curriculum also broadens horizons. Through the study of contrasting locations and visits to urban environments, children compare villages, towns and cities and develop an understanding of their place within an interconnected world. This ensures they leave Lealholm with both a strong sense of place and a curiosity about the wider world.
History	Our History curriculum is built around seven historical big ideas Religion, Conflict, Society, Leadership, Economy, Achievements and Legacy, and Travel and Exploration. These themes are revisited throughout each key stage, helping children to develop a secure chronological understanding of the past while making connections between different periods of history. We believe that children learn history most effectively when it is connected to their own lives and experiences. In Key Stage 1, this begins with units that explore changes within living memory and the history of our local area. Our bespoke <i>Farming Through Time</i> unit enables children to investigate how farming has changed over generations, linking directly to the agricultural heritage of our community and the experiences of many of our families. Through this, children develop an understanding of continuity and change while recognising the importance of farming to life in and around Lealholm. Local history remains a strong thread throughout the curriculum. Children explore the history of their villages, Captain Cook's links to the local area and the impact of industries

	such as mining on the North Yorkshire Moors. These local studies sit alongside the wider story of Britain and the world, ensuring that children understand how their own community fits within a broader historical narrative. Through visits, artefacts, historical enquiry and the study of a rich range of sources, children develop curiosity about the past and an understanding of how history continues to shape the world around them.
Science	Similar to the 'Big Ideas' used in History and Geography, our Science curriculum is underpinned by the five 'Working Scientifically' strands. These provide a consistent thread throughout the curriculum, enabling children to make connections between different areas of science while developing the core skills of a scientist, such as observing over time, identifying and classifying, pattern seeking, comparative testing and research. We make strong links with our River Curriculum, Farming Curriculum and local environment to ensure that scientific concepts are encountered in meaningful and relevant contexts. Children regularly use our river, woodland, moorland and school grounds as outdoor laboratories, applying their learning through first-hand investigation and enquiry. We recognise that many of our children arrive with significant prior knowledge and experience in areas such as Animals Including Humans and Living Things and Their Habitats, often as a result of growing up within our farming community. Some of our youngest pupils know how to lamb or help with calving. These experiences are valued, celebrated and used as a foundation on which to build deeper scientific understanding. By connecting scientific knowledge to children's real-life experiences, we ensure that learning is both engaging and authentic.
Computing	Our Computing curriculum is built around the three strands of Computer Science, Information Technology and Digital Literacy. Through a carefully sequenced programme of learning, children develop computational thinking, problem-solving and creativity while gaining a secure understanding of how technology works and its role in the modern world. Our mixed-age curriculum is based on the National Centre for Computing Education Teach Computing Curriculum and has been adapted to meet the needs of our children. Every pupil has access to a 1:1 iPad, enabling them to apply their computing skills independently across the curriculum. Programming is further enhanced through the use of LEGO SPIKE robotics, allowing children to see the real-world impact of their code and bringing concepts such as algorithms, sequencing and debugging to life. Online safety is woven throughout the curriculum and also including in PSHE lessons so that children learn to use technology safely, responsibly and respectfully. By the time they leave Lealholm, our pupils are confident digital citizens who can use technology creatively, think logically, solve problems and understand how computing can support learning and life beyond primary school.
Music	We use the Kapow Music scheme as the foundation of our music curriculum, adapting it where necessary to meet the needs, interests and talents of our children. Music at Lealholm is enriched by the fact that many of our pupils are accomplished musicians who learn instruments and perform outside of school. As a result, teachers respond flexibly to pupils' prior knowledge and experiences, ensuring that lessons remain challenging and engaging for all learners. Through the curriculum, children develop their understanding of musical vocabulary, composition, performance and appraisal, while exploring a diverse range of musical styles,

	traditions and cultures. Opportunities to perform are a regular feature of school life and help children to develop confidence, creativity and self-expression. In Key Stage 2, music is taught by a specialist teacher, ensuring that children benefit from high-quality subject expertise and progressive skill development. This enables pupils to deepen their musical understanding, refine their performance skills and develop an appreciation of music as both a creative art form and an important part of cultural life.
French	We use the Kapow French scheme in Key Stage 2 to provide a well-sequenced and engaging language curriculum. The scheme offers clear progression in speaking, listening, reading and writing, enabling pupils to steadily build their confidence and fluency in French. It also provides rich opportunities to explore French culture and traditions, helping to broaden children's understanding of the wider world. The resources and structure of the programme ensure consistency across the key stage while allowing teachers to deliver exciting and effective language lessons.
PSHE	Our PSHE curriculum is designed to support children's personal development, wellbeing and emotional health, helping them to become confident, resilient and responsible members of society. We use the <i>myHappyMind+</i> programme as a key part of our provision, giving children a consistent understanding of how their brains work, how emotions can be managed and how positive habits can support mental health and wellbeing. Through PSHE, Relationships Education and the <i>myHappyMind+</i> curriculum, children develop self-awareness, resilience, empathy and emotional regulation. These themes are reinforced throughout school life and linked closely to our Lealholm Oaths, ensuring that children learn how to build positive relationships, make informed choices and contribute positively to their community. By combining explicit teaching with real-life experiences and reflection, we aim to ensure that our children leave Lealholm with the confidence, emotional literacy and life skills needed to thrive both in secondary school and beyond.
RE	We follow the North Yorkshire Agreed Syllabus for Religious Education, carefully selecting units that broaden our children's understanding of the diverse beliefs, faiths and worldviews that exist within modern Britain and the wider world. As a small rural school, we recognise the importance of providing experiences that extend beyond our children's everyday lives and communities. To enrich learning, children participate in annual visits to places of worship or meet members of different faith communities. These first-hand experiences help children develop respect, understanding and curiosity, enabling them to explore beliefs and values while reflecting on their own views and experiences. Through RE, we aim to foster a culture of openness, tolerance and appreciation of the diverse world in which we live.
PE	We use a range of specialists to deliver our PE curriculum so the children can learn from a range of talented professionals. We have strong links with East Barnby Outdoor Education Service who provide us with a range of outdoor and adventurous experiences: allowing children to step outside of their comfort zones. We also realise our small pupil cohorts per year group are a limiting factor at school, so we utilise our partnership with Whitby School to have inter-school competitions, multi-skills events and experience using the AstroTurf and tennis courts for example.

River School	Our River Curriculum is a unique and integral part of life at Lealholm, rooted in the River Esk and the natural landscape that surrounds our school. Through the themes of Investigating, Exploring, Making and Improving, children develop knowledge, skills and character through meaningful outdoor experiences that are carefully linked to the wider curriculum. The River Curriculum is not an addition to learning but a vehicle through which many curriculum objectives are taught in real and memorable contexts. Children use the river and surrounding environment as a living classroom, carrying out scientific investigations, geographical fieldwork, environmental projects and practical problem-solving activities. As they move through the school, they develop increasing independence and responsibility, learning skills such as map reading, outdoor cooking, shelter building, whittling and environmental stewardship. At its heart, the River Curriculum aims to foster curiosity, resilience and a strong sense of place. By helping children to understand, value and care for their local environment, it develops confident, resourceful young people who are deeply connected to the community and landscape in which they live.
Farming Enhancement Programme	As a rural school, we value the rich knowledge, skills and experiences that many of our pupils bring from home and the wider farming community. Our Farming Enhancement Programme celebrates this cultural capital, helping children recognise that their lives beyond school are important and valued. Through visits to local farms and conversations with farming professionals, pupils are encouraged to make meaningful connections between farming and subjects across the curriculum, including science, geography, history, mathematics and design technology. Rather than teaching specific farming content, we foster curiosity by encouraging pupils to ask thoughtful questions and explore real-world contexts. The programme helps children develop confidence, communication skills and a deeper understanding of how their learning relates to the world around them. By valuing local knowledge and experiences, we enrich the curriculum, strengthen community links and help pupils see relevance, purpose and opportunity within their education.

Our Lealholm Oaths

At Lealholm, we believe that education is about far more than academic success. Our Lealholm Oaths are a set of promises that ensure every child experiences the opportunities, challenges and memorable moments that help them grow into confident, curious and compassionate young people.

Rooted in our unique rural setting and wider world beyond it, these pledges reflect the knowledge, skills and experiences we value most. They help children develop a sense of belonging, broaden their horizons, discover new passions and prepare for the next stage of their journey.

By the time they leave Lealholm, every child will have achieved each of our Oaths, creating lasting memories and developing the confidence, character and ambition to be the very best they can be.

OUR OATHS...



In their time at LEALHOLM PRIMARY SCHOOL, your child will...

 Discover their farming heritage	 Regularly learn by the river	 Speak in front of different audiences	 Take part in a wide range of sports
 Engage in cultural experiences	 Visit a city	 Embrace other communities and cultures	 Learn how to take care of their mind
 Improve their local environment or community	 Develop a love of reading	 Be the best they can be	 Be prepared for the next stage of their journey