











Hardwick Green Primary Academy

Curriculum Intent Overview



Curriculum Principles:

As a staff, we agreed on five core values that underpin everything we do in school. These are values we seek to develop in our children. We also agreed on seven key principles for our curriculum that inform our pedagogical approach and the types of activities set as part of the **implementation** of the curriculum. These are detailed below:

<p>Our core values – SMART:</p>  <p>All teaching and experiences at Hardwick Green will support children to be:</p> <ul style="list-style-type: none"> • Successful • Motivated • Ambitious • Respectful • Trustworthy <p>The following seven ‘drivers’ are key features of the Hardwick Green curriculum...</p>	<p>Excellence</p>  <p>Teachers have high expectations and children will be set work that is aspirational. They take pride in all of their completed work.</p> <p>Children will work towards a final outcome, which will be explained at the start of the topic. The outcome will be for an audience (using Ron Bergen’s hierarchy of audience*).</p> <p>Re-drafting, editing and improving is encouraged to develop excellence.</p> <p>The school is clean, neat and tidy and has state of the art resources to support excellent teaching and learning.</p>	<p>Knowledge</p>  <p>The curriculum is knowledge-rich. Regular retrieval practice is used to meet our aim of children knowing more and remembering more.</p> <p>Careful attention is paid to the different types of knowledge necessary for each subject. These are carefully mapped out in progressions which start in EYFS and go across school to the end of Year 6.</p> <p>Knowledge is prioritised so that children can develop a deep understanding of each concept.</p> <p>All children will be expected to learn powerful knowledge that helps them make sense of the world.</p> <p>Staff are well read and subject experts are used to develop teaching.</p>	<p>Progress</p>  <p>The curriculum is the progression model.</p> <p>The sequence of learning is carefully considered so that knowledge is built on year-on-year.</p> <p>Domain specific knowledge and skills are taught and practiced discretely – there are no compromised made by trying to ‘force’ curriculum links where they are not naturally there.</p> <p>End of unit outcomes demonstrate the learning that has taken place.</p>	<p>Novices and Experts</p>  <p>We know that novices and experts think differently, and that most children are novices at most points in their journey at primary school.</p> <p>This means that, in our curriculum, we don’t expect children to ‘be historians’ or ‘be scientists’ because we know that these experts behave differently.</p> <p>Instead, we have a curriculum that allows our novice learners to deepen their learning and move towards becoming experts over time.</p>
<p>Independence</p>  <p>Children are expected to work hard and frequently work independently.</p> <p>Children take responsibility for their classroom, their belongings and their resources.</p> <p>Children are encouraged to take and manage their own risks.</p> <p>Children often collaborate with their peers but there is always individual accountability.</p>	<p>Reading</p>  <p>Reading, especially early reading, is the priority.</p> <p>In most lessons, children are expected to read about the subject matter.</p> <p>Stories are used to enhance learning and make it more memorable.</p> <p>The books that children read will often be linked to the topics studied.</p> <p>We aim to develop children’s vocabulary through wider reading and explicit teaching.</p>	<p>Enrichment</p>  <p>We will seek to develop children’s cultural capital.</p> <p>There is awe and wonder in the classroom, but it is the substance of the subject that is awesome and wondrous.</p> <p>Schools trips and visitors are prioritised and happen every half term.</p> <p>We will provide a wide range of extra-curricular clubs and opportunities.</p>	<p>Discussion and debate</p>  <p>Children will be encouraged to have a personal response to what they have learned about and what they are experiencing.</p> <p>Children learn tolerance through exposure to different ideas, beliefs and ways of living.</p> <p>Children will be encouraged to develop their oracy, articulation and speak in Standard English.</p>	<p>Community</p>  <p>Children learn about the local area and significant events in its past.</p> <p>Final outcomes for each topic will often be of service or relevance to the local community.</p> <p>Children learn about their families’ connections to their learning.</p> <p>Families and the community are frequently invited in to school to share in children’s learning.</p>

Curriculum Composition:

	National Curriculum Subject
CORE	English
	Maths
	Science
FOUNDATION	Design & Technology
	Computing
	Geography
	History
	Religious Education
	Art & Design
	Music
	Physical Education
	Personal, Social and Health Education
	Modern Foreign Languages (KS2)

Timetabling:

Each subject is enriched with additional provision that goes beyond the basic timetabling; this is detailed in each specific subject content overview.

Hardwick Green Curriculum Subject	Typical discrete timetabling
English	One hour daily
Maths	One hour daily
STEM (Science, Technology, Engineering & Maths)	Ninety minutes weekly
Computing	One hour weekly
History / Geography	Ninety minutes weekly (for five half terms)
Art & Design	Ninety minutes weekly (for one half term)
RE	One hour weekly
Music	One hour weekly
Physical Education	Two hours weekly
Personal, Social and Health Education	Forty-five minutes weekly
Modern Foreign Languages (KS2)	Forty-five minutes weekly

Schemes of learning overview:

For some subjects, we have adopted a commercial scheme of learning produced by subject experts as a base for our curriculum, where we feel the scheme is of sufficient quality and meets the needs of our learners. In other areas, we have developed our own curricula from scratch.

Hardwick Green Curriculum Subject	Base scheme of learning
English	CLPE Power of Reading
Maths	White Rose Maths
STEM (Science, Technology, Engineering & Maths)	Hardwick Green Bespoke
Computing	Enquire Learning Trust
History / Geography	Hardwick Green Bespoke
RE	Discovery RE
Art & Design	Hardwick Green Bespoke
Music	Charanga
Physical Education	Rising Stars Champions
Personal, Social and Health Education	Jigsaw PSHE
Modern Foreign Languages (KS2)	Hardwick Green Bespoke

How teachers plan

Declarative knowledge comes from the **unit plan** and procedural knowledge comes from the **progression document**.

Teachers deliver the content in the way that best suits their class, but use the academy's **curriculum drivers** to inform their teaching. The academy also has **general principles for effective teaching** and next year will be developing **subject specific pedagogies** for each subject.

Appendix: Ron Berger's hierarchy of audience:

Staff use Ron Berger's work on the 'hierarchy of audience' when considering their final outcome for the unit of study.

