











# Hardwick Green Primary Academy

## Curriculum Intent Overview



### Curriculum Principles:

As a staff, we agreed on seven 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><b>Our core values – RESPECT:</b></p>  <p>All teaching and experiences at Hardwick Green will support children to develop the values of:</p> <ul style="list-style-type: none"> <li>• Resilience</li> <li>• Empathy</li> <li>• Self-awareness</li> <li>• Positivity</li> <li>• Excellence</li> <li>• Communicant</li> <li>• Teamwork</li> </ul> <p>In addition, our Commando Joe's character curriculum explicitly teaches these values.</p> <p>The following 'drivers' are key features of the Hardwick Green curriculum...</p> | <p><b>Excellence</b></p>  <p>Teachers have <b>high expectations</b> and children will be set work that is <b>aspirational</b>.</p> <p>Children take <b>pride</b> in all of their completed work.</p> <p>Children will work towards a <b>final outcome</b>, which will be explained at the start of the topic. The outcome will be for an <b>audience</b> (using Ron Bergen's hierarchy of audience*).</p> <p><b>Re-drafting, editing and improving</b> is encouraged to develop excellence.</p> <p>The school is <b>clean, neat and tidy</b> and has <b>state of the art resources</b> to support excellent teaching and learning.</p> | <p><b>Knowledge</b></p>  <p>The curriculum is <b>knowledge-rich</b>. Regular retrieval practice is used to meet our aim of children <b>knowing more</b> and <b>remembering more</b>.</p> <p>Careful attention is paid to the different <b>types of knowledge</b> 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 <b>deep understanding</b> of each concept.</p> <p>All children will be expected to learn <b>powerful knowledge</b> that helps them make sense of the world.</p> <p>Staff are <b>well read</b> and subject <b>experts</b> are used to develop teaching.</p> | <p><b>Progress</b></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><b>Novices and Experts</b></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><b>Independence</b></p>  <p>Children are expected to <b>work hard and frequently work independently</b>.</p> <p>Children take <b>responsibility</b> for their classroom, their belongings and their resources.</p> <p>Children are encouraged to take and manage their own <b>risks</b>.</p> <p>Children collaborate with their peers but there is always <b>individual accountability</b>.</p>   | <p><b>Reading</b></p>  <p><b>Reading</b>, especially early reading, is the priority.</p> <p>In most lessons, children are expected to <b>read about the subject matter</b>.</p> <p><b>Stories</b> are used to enhance learning and make it more memorable.</p> <p>The books that children read will often be <b>linked</b> to the topics studied.</p> <p>We aim to develop children's <b>vocabulary</b> through wider reading and explicit teaching.</p>  | <p><b>Enrichment</b></p>  <p>We will seek to develop children's <b>cultural capital</b>.</p> <p>There is awe and wonder in the classroom, but it is the <b>substance of the subject</b> that is awesome and wondrous.</p> <p><b>Schools trips and visitors</b> are prioritised through a structured programme.</p> <p>We will provide a wide range of <b>extra-curricular</b> clubs and opportunities.</p>  | <p><b>Discussion and debate</b></p>  <p>Children will be encouraged to have a <b>personal response</b> to what they have learned about and what they are experiencing.</p> <p>Children learn <b>tolerance</b> through exposure to different ideas, beliefs and ways of living.</p> <p>Children will be encouraged to develop their <b>oracy, articulation and speak in Standard English</b>.</p>  | <p><b>Community</b></p>  <p>Children learn about the <b>local area</b> and significant events in its past.</p> <p>Final outcomes for each topic will often be of <b>service</b> or relevance to the local community.</p> <p>Children learn about their <b>families' connections</b> to their learning.</p> <p>Families and the community are frequently <b>invited in to school to share in children's learning</b>.</p>   |

## Curriculum Composition:

|                   | <b>National Curriculum Subject</b>    |
|-------------------|---------------------------------------|
| <b>CORE</b>       | English                               |
|                   | Maths                                 |
|                   | Science                               |
| <b>FOUNDATION</b> | 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.

| <b>Hardwick Green Curriculum Subject</b>        | <b>Typical discrete timetabling</b>                       |
|---|---|
| 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   | Forty-five minutes weekly + 25 minutes instrument tuition |
| 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.

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

## 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 A: 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.

