











# Harrow Gate Primary Academy

## Curriculum Intent explained



### Curriculum Principles:

As a staff, we agreed on three 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 – ART:</b></p>  <p>All teaching and experiences at Harrow Gate will support children to realise:</p> <ul style="list-style-type: none"> <li>• Achievement</li> <li>• Resilience</li> <li>• Trust</li> </ul> <p>The following 'drivers' are key features of the Harrow Gate Primary 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>. They 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 compromises made by trying to 'force' curriculum links when 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 often collaborate with their peers but there is always <b>individual accountability</b>.</p>	<p><b>Reading</b></p>  <p><b>POWER RICH READING CLASSROOM</b></p> <p>A love of books will be fostered in each classroom as we strive to become a school where children <b>read for pleasure</b>.</p> <p>Using '<b>Aiden Chambers Reading circle</b>' the children are immersed daily in high quality texts, discussion and vocabulary which ensures that children can develop their reading fluency; giving them the means to use <b>efficient</b> and <b>effective word recognition skills</b> that permit a reader to construct the meaning of text.</p>	<p><b>Enrichment</b></p>  <p>We will seek to develop children's <b>cultural capital</b> through a structured curriculum and enhanced experiences through the school day and beyond.</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 and happen every half term.</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. They are also encouraged to be a positive member of the local community through projects and partnerships.</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:

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

## Schemes of learning / Support 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.

Harrow Gate Primary Academy Curriculum Subject	Base scheme of learning / Support materials
English	CLPE Power of Reading
Maths	White Rose Maths / NCTEM
STEM (Science, Technology, Engineering & Maths)	Harrow Gate Primary Bespoke
Computing	Enquire Learning Trust
History / Geography	Harrow Gate Primary Bespoke
RE	Harrow Gate Primary Bespoke
Art & Design	Harrow Gate Primary Bespoke
Music	Charanga
Physical Education	Rising Stars Champions
Personal, Social and Health Education / RSE	Jigsaw PSHE
Modern Foreign Languages (KS2)	Rising Stars French
Global Curriculum	Harrow Gate Primary Bespoke
Cultural Curriculum	Harrow Gate Primary 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 uses **Rosenhine principles for effective** instruction in all aspects of teaching and learning and **subject specific pedagogies** are identified.

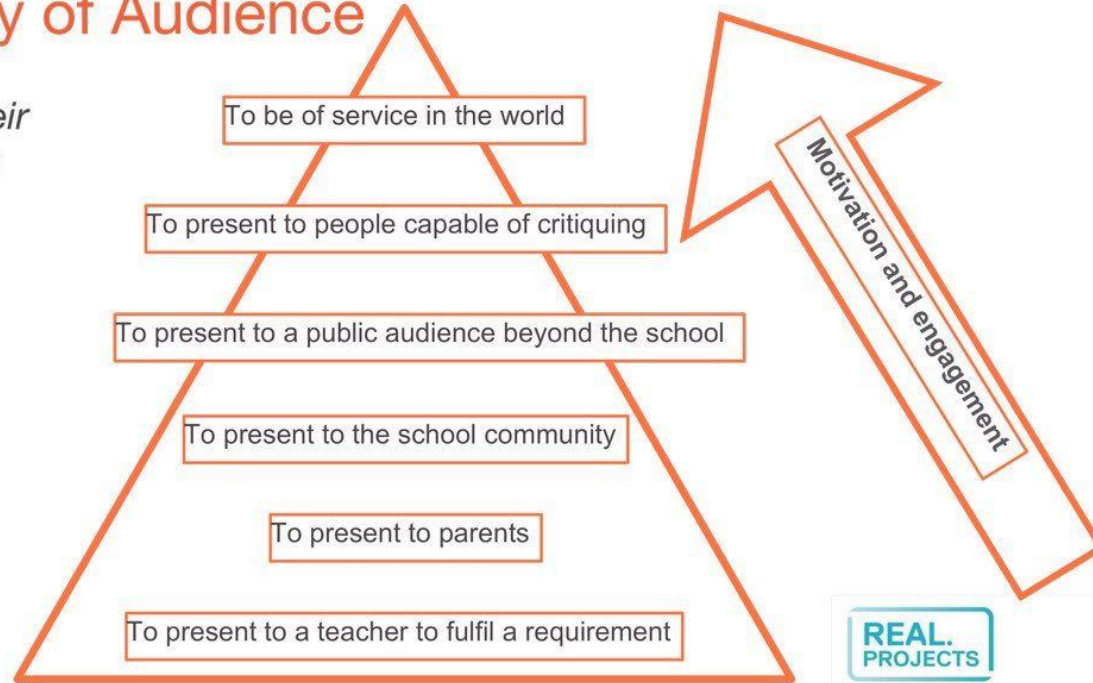
## Appendix: Ron Berger's hierarchy of audience:

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



# Hierarchy of Audience

Ron Berger  
*Leaders of their  
Own Learning*



rigorous. engaging. authentic. learning.