



# Curriculum: Intent, Implementation & Impact Statement

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# Intent – Greenwood Academies Trust

## GAT Primary Curriculum

Central to the curricula in our academies are the fundamental principles that a curriculum should be:









- ☐ of quality
- ☐ contextualised to reflect the community of the academy
- ☐ developing core transferable knowledge and skills
- ☐ securing progress in the core areas of reading, writing and mathematics
- ☐ broad and balanced
- ☐ meeting the expectations set out in the National Curriculum (2014)
- ☐ exciting and engaging

We made the decision as a Trust not to centralise our approach to a curriculum or the schemes of work that are used to deliver that curriculum across our Primary academies.

As we work across a diverse number of regions our academies have the autonomy to craft and shape a curriculum that meets the requirements of the National Curriculum 2014 and the context of the community it serves. We ensure that it is fit for purpose through our quality assurance processes and annual academy performance review.

We encourage our academies, their leaders and teachers to be innovative and forward thinking in their approach to planning a purposeful curriculum. In order to achieve this we expect our academies to continually review the effectiveness of their curriculum..

## Intent

VALUES	  
INTENT	<p>At Hazel Leys Academy, we aim to provide all pupils with a well-sequenced, knowledge-rich curriculum, centered around a stimulating and inclusive educational environment in which everyone feels safe, respected, and supported to grow and develop to their full potential. Our school's vision is to <b>ignite</b> the spark of curiosity in every child. We want to make them excited about learning new things and discovering the world around them.</p> <p>We encourage them to <b>aspire</b> to great heights, to dream big and believe in themselves. With hard work and dedication, we believe they can <b>achieve</b> anything they set their minds to and become exceptional contributors to their communities. Together, we can <b>ignite, aspire, and achieve</b> amazing things!</p> <ul style="list-style-type: none"> <li>• <b>Ignite.</b> We ignite passions.</li> <li>• <b>Aspire.</b> We inspire aspirations.</li> <li>• <b>Achieve.</b> We achieve greatness.</li> </ul> <p>The principles of our knowledge-rich curriculum are:</p> <ul style="list-style-type: none"> <li>• Knowledge is <b>valued</b> and <b>specified</b></li> <li>• Knowledge is <b>well-sequenced</b></li> <li>• Knowledge is <b>taught to be remembered</b></li> </ul> <p>The content in our curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year, supported by additional schemes of work such as Charanga, Teach Computing, Jigsaw and Primary Languages.</p>    
SKILLS FOR LIFE	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Speaking</li> <li>3. Problem Solving</li> <li>4. Creativity</li> <li>5. Staying Positive</li> <li>6. Aiming High</li> <li>7. Leadership</li> <li>8. Teamwork</li> </ol> 

## Implementation

### Effective Teaching

At Hazel Leys Academy teaching and learning is planned using assessment for learning. This personalised approach expects all children to reach or exceed national expectations, to achieve in all areas of development and to be able to generalise their learning to new situations. High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. All children are entitled to participate, fulfil targets and succeed; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress.

The effective teaching practices at Hazel Leys Academy see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

Key Foci for Effective Teaching:

### **1. Quality first teaching**

- ☐ Highly focused lesson design with sharp objectives;
- ☐ High demands of child engagement with their learning;
- ☐ High levels of interaction for all children;
- ☐ Appropriate use of teacher questioning, modelling and explaining;
- ☐ Emphasis on learning through dialogue;
- ☐ An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- ☐ Regular use of encouragement and praise to motivate children.

### **2. Target setting**

- ☐ Individual children's progress tracked;
- ☐ Strengths and weaknesses identified supporting planning and intervention
- ☐ Data collected on a regular basis and shared with staff and children;
- ☐ Children have regular opportunities to discuss their progress. Teachers actively involve children in setting and reviewing their progress towards their targets;
- ☐ Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- ☐ Parents and carers are regularly updated on their child's progress;
- ☐ Processes run across the whole academy to ensure consistency and are regularly evaluated to ensure that the needs of all children are being met.

### **3. Focussed assessment**

- ☐ Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- ☐ Day to day, Periodic and Transitional assessments used effectively;
- ☐ Assessment for Learning (AfL) evident across the academy – learning objectives, learning outcomes, success criteria, self and peer evaluation

#### **4. Intervention**

- ☐ Individuals and groups who are not making sufficient progress are identified;
- ☐ Provision for intervention is mapped according to need;
- ☐ Plans are put into place;
- ☐ Learners are enabled to perform beyond the norms expected for their year group where appropriate;
- ☐ Interventions are evaluated and relevant adjustments are made;
- ☐ Teaching staff regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

#### **5. Learning environment**

- ☐ Organisation of the classroom/learning environment adapted to the children's learning needs;
- ☐ The use of learning resources and ICT developed to allow children to work independently and successfully;
- ☐ Make effective use of other spaces – outdoor learning areas, work spaces and the hall;
- ☐ Displays to be a mixture of celebration of children's work, supportive resources, i.e.. working walls and information.

#### **6. Curriculum organisation**

- ☐ The curriculum is designed to cater for the needs and interests of a full range of learners including:
  - ☐ *Gifted and talented*
  - ☐ *Learners with learning difficulties, including those with speech, language and communication needs*
  - ☐ *Learners who are learning English as an additional language*
  - ☐ *Boys and girls*
  - ☐ *Children who are in care*
  - ☐ *Learners with social, emotional and behavioural difficulties*
- ☐ Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.

#### **7. Extended curriculum**

- ☐ The academy offers after school and break-time activities and clubs which enhance and extend the basic curriculum;
- ☐ We ensure access for all;
- ☐ We encourage and invite parents and carers, as well as the wider community, to be involved in extended provision;
- ☐ Access to other services is provided or arranged, including health and social services.

#### **8. Supporting children's wider needs**

- ☐ The academy maintains close communication with parents and carers;
- ☐ We develop and maintain multi agency links to support vulnerable children;
- ☐ Employ pastoral support staff as a first point of contact for parents and carers.

## **Effective Learning**

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

We offer ways for children to learn in different ways including:

- ☐ investigation and problem solving;
- ☐ open ended tasks;
- ☐ reasoning;
- ☐ research and finding out, with independent access to a range of resources;
- ☐ group work, paired work and independent work;
- ☐ effective questioning;
- ☐ presentation and drama;
- ☐ use of ICT;
- ☐ visitors and educational visits;
- ☐ creative activities, designing and making;
- ☐ use of multimedia, visual or aural stimulus;
- ☐ participation in physical or athletic activity;
- ☐ homework;
- ☐ extra-curricular clubs and activities.

# ***Our Curriculum***

## **EYFS Curriculum**

In Nursery we work to the Development Matters. This framework Prime Areas: CL, PSED & PD, and Specific Areas: Literacy, Maths, UW & EAD.

In Reception, we follow the Early Years Statutory Framework as set out in the EYFS Handbook 2018 for the Early Years Foundation Stage, published in November 2018 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

These areas are:

- ☐ Personal, Social and Emotional Development
- ☐ Physical Development
- ☐ Communication and Language development
- ☐ Literacy
- ☐ Mathematics
- ☐ Understanding the World
- ☐ Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis.

Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

## **English**

Our English lessons develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

We use Little Wandle for our phonics programme across the school. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Through a carefully structured reading programme, guided by the National Curriculum, we expose pupils to breadth of texts whilst providing carefully planned reading lessons to teach pupils the skills to become competent, independent readers. Reading is a complex process, this is why, at Hazel Leys, pupils are given the opportunity to read in every lesson across the curriculum. Guided by the Reading Leader, children who fall behind are quickly identified. The Reading Leader works with the class teacher, and the next steps for the pupils are mapped out to ensure no child is left behind. Parents are given clear expectations about reading at home.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. Our writing curriculum promotes a high standard of language, both in the written form. It is based on the National Curriculum and incorporates a **diverse** range of **high-quality, engaging literature**. We believe that exposure to high quality vocabulary is key in order to equip pupils with the a broad knowledge of the written language.

Handwriting sessions are planned into the timetable as either discrete lessons or as part of an English lesson. A range of extra activities are used to promote literacy within the school including an annual focus week, World Book Day and author visits.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

## Mathematics

At Hazel Leys, we know that Mathematics is an important creative discipline that helps us to understand and change the world. Maths is used in all aspects of our daily lives and we aim for our children to understand and be confident when using maths skills, such as interacting with technology or handling money. We want all pupils to experience the enjoyment of Mathematics and develop a sense of curiosity about the subject, with a clear understanding. Our Mathematics curriculum uses a pedagogical approach to enhance maths skills and problem-solving skills, using concrete, pictorial and abstract methods. The core of our maths curriculum is ensuring that pupils are fluent in recalling facts, emphasising the many connections between mathematical facts, procedures and concepts and, ultimately, building on the mastery approach, which focuses on depth rather than acceleration, ensuring that [key concepts](#) are fully grasped before moving on.

The maths mastery approach aims to:

- **Puts numbers first:** The approach puts number at the heart, because confidence with numbers is the first step to competency in the curriculum as a whole.
- **Puts depth before breadth:** To reinforce knowledge again and again.
- **Encourages collaboration:** To allow children to progress through the curriculum as a group, supporting each other as they learn.
- **Focuses on fluency, reasoning and problem solving:** Giving the children the skills they need to become competent mathematicians.

By adopting the [mastery](#) method, we are centering our Mathematics curriculum on the idea that learning maths should be fun and enjoyable. It focuses on developing deep understanding rather than memorisation. This means that it helps children develop self-belief, persistence, and resilience.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

## Science

The Science curriculum aims to equip children with the foundations for understanding the world through a scientific lens. Pupils will be taught units of work that cover and go beyond the



requirements of the National Curriculum in the specific disciplines of biology, chemistry and physics. Pupils will encounter people who have made significant contributions to the field of science over time, understanding that science has been a quest for understanding for many years, and will continue to be so in the future. Pupils will build a body of key foundational science knowledge as they work through the curriculum, asking questions and developing a sense of curiosity about the world around us. Following the Science curriculum will give children an introduction to fascinating content such as the inner workings of the human body, animals and the environments they live in, plants and their features, forces in nature, what lies beyond the visible and what lies beyond the planet we live on. Over time their knowledge will deepen moving from recognising and naming parts of the human body to understanding how our muscles work, how our blood moves around our body and how our nervous system helps us to interact with the world. Pupils will be encouraged to use the knowledge they learn in Science and apply it to investigations that test a theory or set out to answer a question. Importantly, substantive scientific knowledge is taught first, before pupils are asked to undertake enquiry. This helps them to fully understand the elements of the enquiry first, and to make informed observations about the processes they see. Gathering information, recording data, graphing data and interpreting findings are all essential skills that pupils will apply to new contexts as they work through the curriculum. Enquiries include observing over time, pattern seeking, identifying, classifying and grouping, comparative and fair testing and researching using secondary sources.

Scientific enquiries provide children with a wealth of opportunities, but first and foremost they will help to deepen understanding of the nature, processes and methods of science as a discipline and how it differs from other subjects they are studying. Pupils will gain an understanding of the purpose and uses of science both today and in the future.

Throughout the science curriculum, children are taught that scientific discoveries have been made since time began around the world. The children learn about the work of scientists such as Lewis Howard Latimer, who invented the carbon filament that allowed Edison's lightbulb to light up the world. In Year 5 children learn about Jabir ibn Hayyan who is thought to have invented a crucial tool for the distillation process: the alembic. In Year 1 children learn about their senses and reflect upon the challenges faced by Helen Keller who achieved a university degree despite being blind and deaf from her early childhood. Importantly in Science, over time, children learn about scientists and their search for the truth. They learn that the people who have contributed to science, from Ancient Baghdad to Ancient Rome and beyond, are diverse and many voices make up the story of science.

Our science curriculum builds knowledge incrementally. Pupils have multiple opportunities to secure and build on their knowledge and understanding as subject content is revisited at points throughout the curriculum. This helps children to master the knowledge and concepts whilst building up an extended specialist vocabulary. This incremental approach helps teachers to identify knowledge gaps and look back at previous content if they need to close gaps in knowledge or understanding. Our curriculum enables children to understand the important role that science plays in the sustainability of life on earth. We want children following this curriculum to be equipped to go forth into their secondary education with curiosity, passion and a desire for discovery.

Visits by specialists such as Bubbleworks will enhance the delivery of our science curriculum. We will also have dedicated science days or weeks throughout the year. Learning Outside of the Classroom is planned to support all areas of the curriculum.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1>

### **Art and Design**

Art has a very important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media.

We celebrate art by showcasing this in our main Reception area and work towards Arts Marks.

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

### **Drama**

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as they children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school.

### **Computing**

We do have discreet timetable time for the development of ICT skills but our approach is to integrate ICT into all lessons: the use of laptops and other hardware such as laptops and iPads is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

### **Modern Foreign Language**

From Year 3 to Year 6 we teach French to all children. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic

pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

### **Music**

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

The Charanga music programme will support our teaching of music across the school.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

### **Physical Education (PE)**

Our PE sessions will be both indoor and outdoor. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Key Stage 2 pupils may also visit other facilities including the local swimming pool, gymnasium at Kingswood Secondary Academy Swimming is introduced to the timetable in Year 4 and then into Year 5.

We ensure wider participation in the community by involvement in interschool sports and swimming tournaments, local authority and Trust based competitions.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

### **PSHE**

PSHE, or personal, social, health and education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society

All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot. Planting and growing things are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating. All pupils are taught using the *Jigsaw* programme and *Protective behaviours*.

The Jigsaw programme of work underpins the qualities and skills that help us manage life and learn effectively. We look at self-awareness, how to manage feelings, motivation, empathy and social skills. Children are encouraged to respect others, develop good relationships with other members of the academy and wider community. The academy supports a positive disposition on learning (Growth Mind-set) and for children to become healthy, independent and responsible members of society.

The academy also delivers careers education through an annual programme of events including interactions with local employers, aspiration surveys and participation in local and national career events.

### **SRE (Sex and Relationship Education)**

Sex and Relationship Education develops life-long learning about physical, moral and emotional development. This will include understanding the importance of; marriage, for family life, stable and loving relationships, respect, care and love. The programme of work is tailored to the age, physical and emotional maturity of the children in the classes. As they begin to develop into young adults, they face the changes of puberty. Our oldest children receive information about how this may affect them personally in the future.

### **Drug Education**

Drug Education focuses on prevention. This is due to primary aged children being exposed to mixed messages particularly around medicines, alcohol and tobacco. The work equips the children with knowledge and skills; this allows them to develop attitudes about all these substances from an early age.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

### **Religious Education**

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Northamptonshire. This is captured in the Discovery programme. Religious Education (RE) is taught to all children except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

## History

The history curriculum has been designed to be both knowledge-rich and coherently sequenced.

Knowledge, in the realm of history, means not only substantive knowledge of historical events, dates and people in the past, but also knowledge of substantive concepts in history (such as ‘empire’, ‘monarchy’ and ‘civil war’), and disciplinary historical concepts (such as evidence, causation, significance and interpretation).

The history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history. The substantive knowledge taught in the curriculum has been carefully chosen and sequenced using a largely chronological approach. Each unit of work should not be viewed as a stand-alone topic, but as a chapter in the story of the history of Britain and the wider world. In this sense, the chronological approach provides a solid framework, anchoring each unit within a wider narrative. Understanding in history requires an understanding of causation. Children will be able to understand the causes of significant national and global events, (such as World War I), when they have some background knowledge of what happened before (such as the origins and growth of European empires, including the British Empire).

Knowledge of substantive concepts and disciplinary concepts have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts. From year to year, unit to unit, lesson to lesson, the curriculum supports children in making connections and building upon prior substantive and disciplinary knowledge. For example, the children develop a secure understanding of ‘monarchy’ in Britain. They begin to learn about British monarchs in Year 1, and build upon their knowledge of monarchy in British society throughout the curriculum, looking at the reigns of significant monarchs such as Henry II, Henry VIII and Queen Elizabeth I, with a focus on understanding the transition from the autocratic and unlimited power of early monarchs to the limited constitutional role of contemporary British monarchs. Each British history unit allows children to add to their understanding of ‘monarchy’ in Britain, the impact it had on the lives of the British people, and analyse the significance and legacy of each monarch.

The history curriculum is balanced to enable children to look in some depth at local, national and world history, encouraging children to explore the connection between significant events and people and how they have influenced the modern world. The content in the curriculum ensures children have a secure overview of a period, before studying aspects in more depth. While many of the units are 6 weeks long, some units are longer, ensuring children secure the complexities of the content and have more time to study the period in more detail. Each year, the children will study at least one unit of British history, looking at significant ‘turning points’ that help children understand modern Britain (for example, the sealing of the Magna Carta in 1215, the ‘break with Rome’ during the reign of Henry VIII, the ‘Glorious Revolution’ of 1688 and the building of the British Empire). While time is spent developing a solid understanding of the political context of each period (usually first), children will then embark on studying a wide range of contexts in more depth, including the cultural, social and religious context of the time.

For example, when the children learn about the Victorians in Year 5, they look at Queen Victoria as a monarch, the British Empire during her reign and legal reforms, before using sources to understand how the political context affected the lives of ordinary Victorian people in Britain. During this unit, as with many of the British history units, teachers are encouraged to apply the local context, making each unit unique and allowing children to place local stories within the grand narrative of British

history. The curriculum aims to help children understand how the past is constructed and contested. Children begin by learning about what a historian does, looking at basic sources and simplified perspectives to develop an appreciation and understanding of what it means to be a historian. As their substantive knowledge grows, children will be able to ask perceptive questions, analyse more complex sources and begin to use their knowledge to develop perspective. Disciplinary concepts, such as continuity and change, cause and consequence and similarity, difference and significance, are explored in every unit, and children are supported to think outside of their current unit of work and apply these concepts across the curriculum.

In addition to learning about British and local history, the children will also learn about the history of the wider world. Some of these units, such as the units on The Early British Empire and the Transatlantic Slave Trade, will look at the influence that Britain had on the wider world, and how the wider world has influenced Britain. All of these units are studied to provide an understanding of the history of the wider world and our place within it. They cover fascinating ancient civilisations, the expansion and dissolutions of empires, and the achievements and atrocities committed by humankind across the ages.

The curriculum aims to ignite children's love for history, preparing them with essential knowledge for Key Stage 3 and beyond.

All history is worth studying, but as we do not have the time to cover everything, the units have been carefully chosen to cover as wide ranging content as possible without compromising depth. From ancient civilisations and prehistoric Britain to the Cold War and the Civil Rights Movement; looking at law and power across the ages to the impacts of industrialisation and technological advances; understanding invasion and migration, exploitation and political movements for freedom and equality.

The curriculum aims to introduce the children to a wide variety of men, women and children from the past; from the widely venerated, to the lives of the less well-known who offer us a rich insight into life at the time- from Aristotle to Martin Luther King, from Emmeline Pankhurst to Alan Turing.

Our curriculum aspires to create curious and knowledgeable young people, who hold a deep understanding and appreciation of the discipline of history and are able to sift and weigh evidence to begin to formulate their own viewpoints and perspectives of the world.

## **Geography**

The geography curriculum is knowledge rich. This means the knowledge children will gain has been carefully specified, ordered coherently and builds over time. As children work through our geography curriculum they will know more, understand more about the world around them. A good geographical understanding relies on firm foundations of knowledge and skills. The skills our curriculum develops, like the knowledge, are specified, ordered coherently and progress over time. This curriculum structure helps pupils to deepen their understanding of physical and human geographical processes, fostering curiosity and fascination for the world we live in.

Approaching primary geography with a knowledge rich focus means that the knowledge children will be taught has been identified, in each year group, in each unit and in each lesson. As children work through the curriculum they will know more and understand more about their local area, the UK, Europe and the World. This rigorous approach, covering and going beyond the requirements of the National Curriculum, leaves nothing to chance, building geographical knowledge and understanding in a way that builds on children's prior knowledge, allowing them to make meaningful connections and gain an understanding of how our world is connected.

Conceptual understanding is at the heart of our curriculum. Children will learn about key geographical concepts such as place, space, the environment and interconnection. Over time, working through an essential process of elaboration, children will add to their conceptual understanding with many examples of geographical knowledge in context. Children will become more skilled at answering questions such as; what is it like to live in this place? What are the challenges of this environment? How have people changed this landscape over time? Children will gain an understanding of what geographers do, what they look for and what they may say about a place. They will discover explorers such as Ibn Battuta, Roald Amundsen and Captain James Cook. They will look at the migration of both animals and people, studying the impact migration and colonialism had on places such as Australia and New Zealand.

Each year our geography curriculum begins with a 'Spatial Sense' unit that explicitly teaches geographical skills such as locating places on a map, positioning items on a map, using symbols in a key, interpreting scale, reading climate graphs, identifying locations using co-ordinates, interpreting population data, identifying elevation on relief maps and more. The spatial sense units for each year group are positioned at the beginning of the year to explicitly teach skills which will then be used in context throughout the rest of the year as children apply those skills to learn more about people, places and the environment. The spatial sense units build on prior knowledge before moving children on as the level of challenges increases from year to year. In Key Stage One the Spatial Sense units require children to undertake fieldwork and use observational skills to study the geography of their school and the surrounding environment. In Year 5 children will study a further unit on local geography where they undertake fieldwork to observe, record and present the human and physical features in the local area, focussing on an issue that the local area faces. The aim of the spatial sense units is to build children's geographical literacy so that they are able to use an atlas, maps and geographical data with ease to answer questions they may have about the world.

Every year children will study at least one unit of British geography. As with the rest of the geography curriculum, children's knowledge and understanding of British geography builds incrementally from year to year. Beginning with general understanding of the countries of the UK, children then study units that focus more closely on areas of the UK including the South West, the South East, Yorkshire and Humberside, the Midlands and Northern Ireland. When studying these areas, children look at the defining physical and human characteristics of the regions, key topographical features such as hills, mountains, coasts and rivers, how the landscapes and environments have formed over time and how they are used today.

In years two, three and four, children will study units of European geography that introduce regions of Europe, climate, trade, industry, landmarks, physical features and contrasting environments. Children will interpret a range of geographical information including maps, diagrams and climate graphs. Comparisons will be made between places in Europe and the local area. Areas studied include Mediterranean Europe, Eastern Europe and Western Europe. Studying Europe in detail will not only help children to understand the people, places and environment in the regions, but will provide foundational knowledge for their studies in other subject areas, for example their studies of the Vikings in History.

Alongside their study of the UK and Europe, children will extend their knowledge beyond these regions to study world geography. When studying world geography, children will focus on places such as North and South America, Asia, Africa, Australia, New Zealand and the South Pacific Islands. Applying their knowledge and understanding of the globe, latitude, longitude, the hemispheres and time zones, children will describe and understand physical geography of countries and continents including biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes. They will consider a range of human geographical features such as settlements, land use, trade links and natural resources. At the end of the curriculum, in the summer term of Year 6, children will study globalisation, a unit that requires children to apply knowledge from the geography curriculum they have studied throughout their primary education. Children will use data from around the world, including from Geographical Information Systems, to understand social, economic and political globalisation. Children will have many opportunities to reflect upon the advantages and challenges



globalisation brings and will consider the importance of sustainability and equity in relation to human interactions with the physical world.

Our geography curriculum equips pupils with knowledge about diverse places, people and environments. We have seen that arming children with powerful knowledge about the world around them helps them to develop a love for the subject of geography, and also recognise their own role in becoming a responsible global citizen.

Humanities Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

## **Art**

This art curriculum is a knowledge rich curriculum. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical. For children following the curriculum, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject. Meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist.

Units of work in the curriculum focus on the different concepts in art and different types of art. In this context concepts in art means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles, for example realistic or abstract art. Different types of art means the different media used to make art (e.g. sculpture, architecture or painting), different subject matter (e.g. portraits, landscapes or history painting) and different artistic movements, historical periods or geographical cultures (e.g. impressionism, Anglo-Saxon art and Chinese painting).

The overall scheme of the curriculum provides for gradual progression in terms of skills (split into painting, drawing, 3D form, collage, textiles, printmaking, photography and mixed media), introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different concepts and types of art (for example Style in Art and Narrative Painting are studied in year 1, and then revisited in year 2 in History Painting and in year 5 in Style in Art). The structure of the planning also provides for progression in terms of process in art, both in terms of critical analysis of others' art and the necessary observation, exploration and evaluation needed for the children to create their own art. Activities children are directed to undertake in lessons are designed with an eye to the importance of learning and practising process. These activities include verbal and written observations and observational, analytical and imaginative drawing activities in key stage 1, leading to the process of independent investigation, observation, annotation, sketching, design and planning (allowing the children to experiment and invent) by the end of key stage 2. Independent and investigative study and the understanding of process is particularly provided for in the units which conclude the year for years 5 and 6.

The curriculum fulfils the requirements of the National Curriculum for England and seeks to show how art shapes our history and contributes to our culture. It looks at key movements and historical periods in the history of Western art, studying art from ancient Greece and Rome, Anglo Saxon England, the middle-ages, the Italian renaissance, Victorian art and architecture, French impressionism and modernism of the 20th century. Where a unit looks at a period in history which is also addressed in the history curriculum, the art unit is taught after the history unit. This allows the children to approach their study of art with a degree of confidence and 'expertise' and to consolidate their knowledge by creating connections between the different disciplines.

It is recognised that a study of Western art lacks cultural diversity, and therefore specific units and artists have been added to the curriculum to introduce balance, particularly bearing in mind the cultural diversity of many primary schools. Year 5 study art from the Islamic world, western Africa and China and these units address the issue of accepted art history narratives, colonialization and empire and the influence of non-Western art on art of the Western world. Women artists have also been consciously included in the curriculum, and in key stage 2 there is provision for discussing why women are under-represented in traditional Western art history narratives. Study of modernism and art from the 20th century in year 6 provides an opportunity to study art by women and artists from ethnic groups traditionally underrepresented in British art.

The table below breaks down the requirements of the National Curriculum for key stage 1 and key stage 2. Each unit of work covers each of the aims of the National Curriculum. The Curriculum Overview explains how this is achieved, summarising for each year group what concepts of art, types of art, skills and processes are covered. The Overview goes on to specify, in more detail, what artists, designers, architects, concepts and skills are covered in each unit. It is expected that evidence of the children's study will be recorded in sketchbooks which can include the work, or photographs of the work they produce each lesson. Sketchbooks may include written reflections on the work of other artists/designers/architects, as well as the children's written reflections on their own work. These activities are all provided for in lesson to lesson planning. It may also be beneficial to include the knowledge organiser, learning objectives and multiple-choice quizzes in the sketchbook, so that both children and teachers can easily identify progression in knowledge, process and application of skills.

#### General Aims of the National Curriculum for KS1 and KS2

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms

#### KS1 Aims

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

#### KS2 Aims

- Develop their techniques, including their control and their use of materials, with creativity and experimentation
- Develop an increasing awareness of different kinds of art, craft and design
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay
- Learn about great artists, architects and designers in history.

## **Design and Technology**

Wherever we look, evidence of design is all around us. From chairs to hospital equipment, from clothes to websites, from advertisements on the side of a bus to playground equipment, everything has been designed. This curriculum aims to inspire students to think about the important and integral role which design and the creation of designed products play in our society.

The curriculum is split into three different areas: 'cook', 'sew' and 'build'. It is designed so that each year group will complete a unit of work in these three different areas once a year. In recognition of limited time and competing curriculum demands in the primary school setting, each unit has been devised to be delivered in a five-hour block, once a term, which can be taught over a single day or two half days. Alternatively, for 'sew' and 'build' units schools may wish to consider delivering the five hour block over a number of weeks if this suits timetabling in their setting. 'Cook' units are split into two, two and a half sessions and schools may choose to distribute delivery of these two sessions over two half terms instead of within one half term.

Two different 'aspects' of design are interwoven into the three areas of study: the environment and sustainability, and enterprise and innovation. These 'aspects' acknowledge enduring and contemporary concerns of modern design. Each unit specifies the concepts and skills which the students are expected to learn over the course of a unit. These concepts and skills progress gradually throughout the course of the six years of study.

**In 'cook'** students learn to cook from recipes which gradually build basic culinary skills, culminating in year six with the creation of a mezze-style meal requiring the pupils to produce various small dishes. Whilst studying these practical skills they learn about concepts relating to food such as nutrition, seasonality, food production, transportation and food from different cultures. Each five hour block of work is split into two, two and a half-hour sessions. In each session the children cook from one recipe.

**In 'sew'** students practise using fabric and thread to learn basic sewing techniques to create objects which demonstrate embroidery, appliqué, weaving and plaiting. Concepts such as the properties and creation of different fabrics, fast fashion, industrialisation, waste, recycling and pollution are interwoven into these activities.

**In 'build'** students learn about the creation of structures and mechanical and electrical devices to create products such as cars, moving cards, toys and books. This culminates with year six learning to consider the user in real life, designing a water wall for children in reception. Once again, the practical process of designing and creating a product is interleaved with learning about concepts which have a bearing on what the students make. These concepts, for example force, motion and the properties of materials are often connected with those encountered in the science curriculum.

The sequence of lessons in the 'sew' and 'build' areas of study follow a structure to enable the students to become familiar with, understand and practise the process of design: research and investigate, design, make, use and evaluate. The planning for each unit of work specifies the product the children will make, the purpose and user of the product. This specification acknowledges the importance of purpose and user within in the design process. Throughout the course of the lessons the students explore existing products and their uses, generate ideas and designs by creating drawings and prototypes against criteria which they devise having considered purpose, function and appeal. Evaluation against these criteria concludes the process. Discussion is an important part of this process, as is consideration of the properties of potential materials and the choice of tools. Learning about fundamental concepts, skills, developments in history and understanding of the influence of key individuals in the field are interleaved into this process-driven structure. The

students' understanding of key skills and concepts builds from year to year, assessing and cementing prior learning, and therefore the implementation of the curriculum in the given sequence is crucial.

The curriculum is designed to be delivered alongside the art, science and history curricula, as parts of it directly relate to areas of knowledge which the pupils acquire in these subjects. Where a unit looks at concepts which are also addressed in these subjects, the design and technology unit is generally taught after units in these other disciplines. This allows the children to approach their study of design and technology with a degree of confidence and 'expertise' and to consolidate their knowledge by creating connections between the different disciplines. It should be noted that the curriculum does not include the study of digital programming and computer aided design as these elements of design and technology, as specified in the National Curriculum, are covered in the computing curriculum. As digital programming and computer aided design are not covered by this curriculum it is advisable that they are covered in a school's computing curriculum in such a way that allows children to explore the design process, (investigating, designing, making and evaluating their own products) in the computing projects they undertake.

It is expected that students' study will be recorded in workbooks. These should be viewed as working documents which evidence the design process and may include notes, annotated photographs, drawings, diagrams and photographs of prototypes and finished work, as well as students' evaluation of the projects which they undertake. This will ensure that teachers and pupils alike can easily identify progression in knowledge, process and application of skills.

It is recognised that the procurement and management of resources is a large part of delivering a design and technology curriculum. Every effort has been made to provide for activities which use economic or recycled resources. In addition, the sequence of units ensures that only two year-groups at a time are using the same set of resources so that the purchase of equipment is kept to a minimum.

In order to emphasise the importance of the user/consumer in the process of design there is provision each term for students to take part in an event to celebrate what they have made. This also creates the opportunity for students across different year groups to work together. At the end of the Autumn term a festive winter bake sale is suggested. At the end of the Spring and Summer terms a lunch for Trust seniors/PTA members and fashion show is proposed.

### **Enrichment**

We are committed to the broadest educational offering and believe that enrichment is entitlement. All curriculum content is designed to interest, engage and enthuse children.

### ***Trips and Visits***

- ☐ We plan a series of trips throughout the year
- ☐ The trips are directly linked to our topic work
- ☐ We organise residential trips for our Year 4, 5 and 6 pupils. Year 4 will participate in a one day outdoor experience and our older children have the opportunity to spend time away from home.

### ***Workshops and specialists***

- ☐ Each year group will take part in a variety of workshops throughout the academic year.
- ☐ These will link to their topic work or to a whole school theme. We invite specialists from a range of outside agencies.

### ***Themed days and weeks***

- ☐ We also have themed days and weeks throughout the year eg *International Language Day* which are incorporated into the curriculum.

### **Homework**

Homework is an important part of supporting pupils at Hazel Leys Academy. Homework is not intended to be onerous but it does help support children's progress and include daily reading at home, and weekly Maths and spelling activities.

We also issue half-termly creative projects. These projects are theme related and give the children a homework project that they can complete whilst we break from school. The projects themselves vary- ensuring we offer a range of writing, creative, scientific, mathematical, historical or geographical tasks.

**The Role of the Academy Advisory Council (the AAC) & Trust Governance (the Trust Board)** Our local academy council are involved in supporting the academy in its delivery of its aims and values for the quality of teaching and learning. The monitoring of the consistent approach to Teaching and Learning at Hazel Leys Primary is undertaken by the Primary Education Team, in the main through a linked Senior Education Adviser.

### **The Role of Parents**

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- ☐ Sending home a termly newsletter for the class;
  - ☐ Holding regular Parent's Evenings;
  - ☐ Inviting parents in to the academy to share in their child's learning;
  - ☐ Holding parent workshops where we explain assessment procedures and teaching and learning strategies;
  - ☐ An annual report at the end of each academic year
- 
- ☐ Encouraging parental help which supports the teaching in school- there are many ways parents can help us here in school, from hearing readers, looking after resources and helping with fund raising events.

# Impact

Impact will be measured not only in academic outcomes but also in all aspects of development. This will include all skills, behaviour, attitude and in children showing that they can care for themselves, others and the world in which they live. For children to know that they are the instigators of change and that they are able to contribute positively to society.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- ☐ EYFS % of pupils achieving a 'Good level of development' (GLD)
- ☐ Phonics Screening Test at the end of Year 1
- ☐ End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths
- ☐ End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

The impact of those other key skills for life will be measured in self-fulfilment and in recognition by others of children IMPRESSing – awards and rewards.

Children are placed at the centre of all that we do and the academy's success will be measured by how well the academy is able to fulfil that goal.